



FLY FiVE[®]

C.A.R.E.S. Social and Emotional Standards for a Course of Study

Mapped to State Standards

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Executive Summary

An increasing number of states across the United States have developed social and emotional learning (SEL) standards in recent years. Center for Responsive Schools (CRS) has developed its own SEL framework, the C.A.R.E.S. Standards for a Course of Study, which serves as the foundation for the Fly Five curriculum. Fly Five's Standards for a Course of Study is organized into the five C.A.R.E.S. competencies (cooperation, assertiveness, responsibility, empathy, self-control), with a total of 23 standards and 300 age-appropriate skills.

The goal of the Fly Five C.A.R.E.S. standards mapping project is to map the SEL standards developed by CRS to SEL standards used at the state level across the United States. This document summarizes how the C.A.R.E.S. standards were mapped to state SEL standards and provides profiles for the 30 U.S. states that have released SEL standards, enabling a one-to-one comparison of frameworks.

In the United States, 19 states have K-12 SEL standards and 11 states have early learning standards (ELS) that incorporate SEL domains. Most of these states use three-tiered SEL frameworks, including competencies, standards, and skills, similar to the one used by CRS. While the language used to label those tiers differs from the language used in the Fly Five framework, and the number of domains at each tier also differs among frameworks, the SEL standards in these 30 states can be fully or partially mapped to the Fly Five C.A.R.E.S. standards.

This study also examined whether state standards have a progression similar to that of the Fly Five standards, where skills for each standard are taught sequentially for each grade level or age group. Of the 30 states with SEL frameworks, 25 have skills that are age-/grade-appropriate and are taught sequentially.

Mapping Standards Project

In 2019, CRS introduced a comprehensive SEL framework, the Social and Emotional Standards for a Course of Study, which serves as the foundation for the Fly Five curriculum (Turner et al., 2019). The Fly Five C.A.R.E.S. standards are organized into five competencies: cooperation, assertiveness, responsibility, empathy, and self-control. They are further divided into 23 standards and 300 age-appropriate skills, forming a three-tiered structure (see Table 1).

The purpose of this report is to map the C.A.R.E.S. Standards for a Course of Study to state SEL standards and compare and contrast the structure and content of different SEL frameworks. This comparison will help to facilitate conversations between CRS and schools in different states by pointing out similarities and differences among the various frameworks.

There are 19 states with K-12 SEL standards that were mapped to C.A.R.E.S. standards. Most of these states have adopted the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, which can be directly mapped to the C.A.R.E.S. competencies (see Table 2). An additional 11 states have early learning standards (ELS) that encompass SEL skills. Early learning standards could be partially mapped to the C.A.R.E.S. standards, but there was less overlap for these standards compared to the K-12 SEL frameworks. There were 20 states without statewide SEL standards; eight of these states have resources or guidance on SEL posted on their websites.

SEL frameworks and guidelines were retrieved from each state's department of education (DOE) website. States were categorized by exploring DOE websites and making use of the SEL standards state scan published by CASEL in 2018 (Dusenbury et al., 2018).

Part of the mapping process involved comparing the language used at each level or tier of the SEL frameworks. CRS divides its SEL standards into competencies, standards, and age-appropriate skills. Most SEL frameworks also have a three-tiered structure. Many have different labels for each of the levels, and those labels were mapped for easier translation and communication with stakeholders in different states.

At the highest level, the competency level, the state standards were mapped to the C.A.R.E.S. standards. Eleven states have adopted the CASEL competencies. For other states, mapping of competencies was partial. For each state, the standards nested within the competencies pointed to similarities between the state framework and the C.A.R.E.S. framework. Competencies that included learning outcomes similar to the C.A.R.E.S. competencies were mapped to one another. For easy identification of these connections, a color scheme (see Table 2) maps the C.A.R.E.S. competencies to state competencies. Competencies that share the same colors could be completely mapped, and competencies that have the same number could be partially mapped.

Additionally, this study identified whether state standards had a progression similar to that of the C.A.R.E.S. standards, where skills for each standard are taught progressively for each grade level or age group. Of the 30 states with SEL frameworks, 25 have skills that are age-/grade-appropriate and are taught sequentially.

Fly Five C.A.R.E.S. Standards

SEL standards enable educators to explicitly teach social and emotional skills that students can learn and practice in and outside of the classroom to become socially and emotionally competent. Research has shown that when students have opportunities to learn and practice SEL skills throughout the school day and school year, they develop SEL competencies that contribute to positive academic and life outcomes (Yeates and Selman, 1989; Weissberg et al., 2015).

The framework is organized into five competencies: cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.). These competencies were first articulated by CRS in the early 1980s and were confirmed empirically in 1993 (Elliot, 1993, 1995) and have been taught to thousands of educators through the *Responsive Classroom* approach. For each competency, the C.A.R.E.S. Standards for a Course of Study defines which SEL skills students should know, acquire, and be able to use at each grade level. Under the five competencies come 23 SEL standards, which are in turn linked to 300 age-appropriate skills (see Table 1).

The C.A.R.E.S. standards set learning expectations for teaching SEL skills just as educators use learning standards to set expectations for academic skills. CRS developed the standards through a research and development process leveraging teacher experience and expertise. First, elementary and middle school teachers were trained to recommend and then pilot SEL skills within their classrooms, and then the framework was validated with elementary and middle school counselors in suburban, urban, and rural locales across the country. The standards serve as the foundation for the Fly Five curriculum, which provides educators with lessons and activities for students to acquire SEL skills at each grade level.

The C.A.R.E.S. competencies can also be mapped to the CASEL five competencies of relationship skills, self-awareness, responsible decision-making, social awareness, and self-management, respectively (see Table 2).

Table 1. Summary of C.A.R.E.S. SEL Standards for a Course of Study

C.A.R.E.S. SEL Competency	Number of Standards	Number of Skills
Cooperation	5	62
Assertiveness	6	68
Responsibility	4	67
Empathy	4	52
Self-Control	4	51
Total	23	300

Table 2. Alignment of Fly Five C.A.R.E.S. and CASEL Competencies

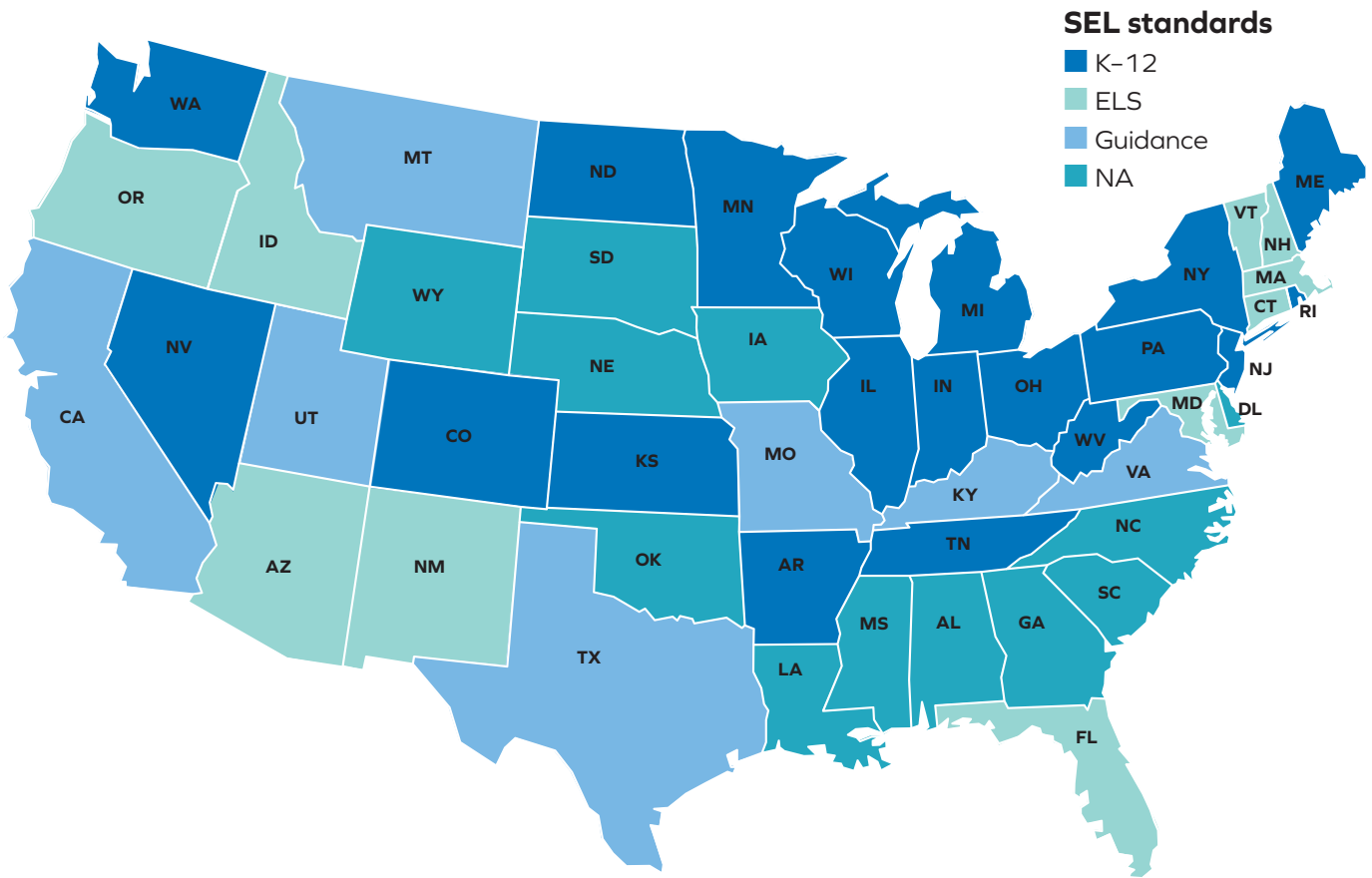
Fly Five / C.A.R.E.S.	CASEL
<p>Cooperation</p> <p>The ability to establish new relationships, to maintain positive relationships and friendships, to avoid social isolation, to resolve conflicts, to accept differences, to be a contributing member of the classroom and community in which one lives, works, learns, and plays, and to work productively and collaboratively with others.</p> <p>Standard 1: Able to make and keep friends Standard 2: Works with others toward a common goal Standard 3: Resolves differences quickly Standard 4: Cooperates as a group leader or a member of the group Standard 5: Exhibits helpfulness</p>	<p>Relationship Skills</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p>
<p>Assertiveness</p> <p>The ability to take initiative; to stand up for one’s ideas without hurting or negating others; to seek help; to persevere with a challenging task; and to recognize one’s individual self as separate from the environment, circumstances, or conditions one is in.</p> <p>Standard 1: Expresses strong emotions and opinions effectively Standard 2: Able to seek help Standard 3: Shows openness and honesty Standard 4: Persists through challenging events Standard 5: Takes the initiative to do what is right, fair, and just Standard 6: Makes choices one feels good about later</p>	<p>Self-Awareness</p> <p>The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</p>
<p>Responsibility</p> <p>The ability to motivate oneself to act and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.</p> <p>Standard 1: Selects the best option among choices for a suitable outcome Standard 2: Holds oneself accountable Standard 3: Demonstrates social, civic, and digital responsibility Standard 4: Takes care of property</p>	<p>Responsible Decision-Making</p> <p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p>
<p>Empathy</p> <p>The ability to recognize, appreciate, or understand another’s state of mind or emotions; to be receptive to new ideas and perspectives; and to see, appreciate, and value differences and diversity in others.</p> <p>Standard 1: Recognizes and manages one’s own emotions and recognizes the emotions of others Standard 2: Respects and values diversity in others Standard 3: Respects differing cultural norms Standard 4: Aware of the impact of one’s actions on others</p>	<p>Social Awareness</p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p>
<p>Self-Control</p> <p>The ability to recognize and regulate one’s thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory.</p> <p>Standard 1: Adheres to social, behavioral, and moral standards Standard 2: Manages overwhelming thoughts or emotions Standard 3: Controls impulses and delays gratification Standard 4: Shows hope and perseverance</p>	<p>Self-Management</p> <p>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p>

State Profiles Overview

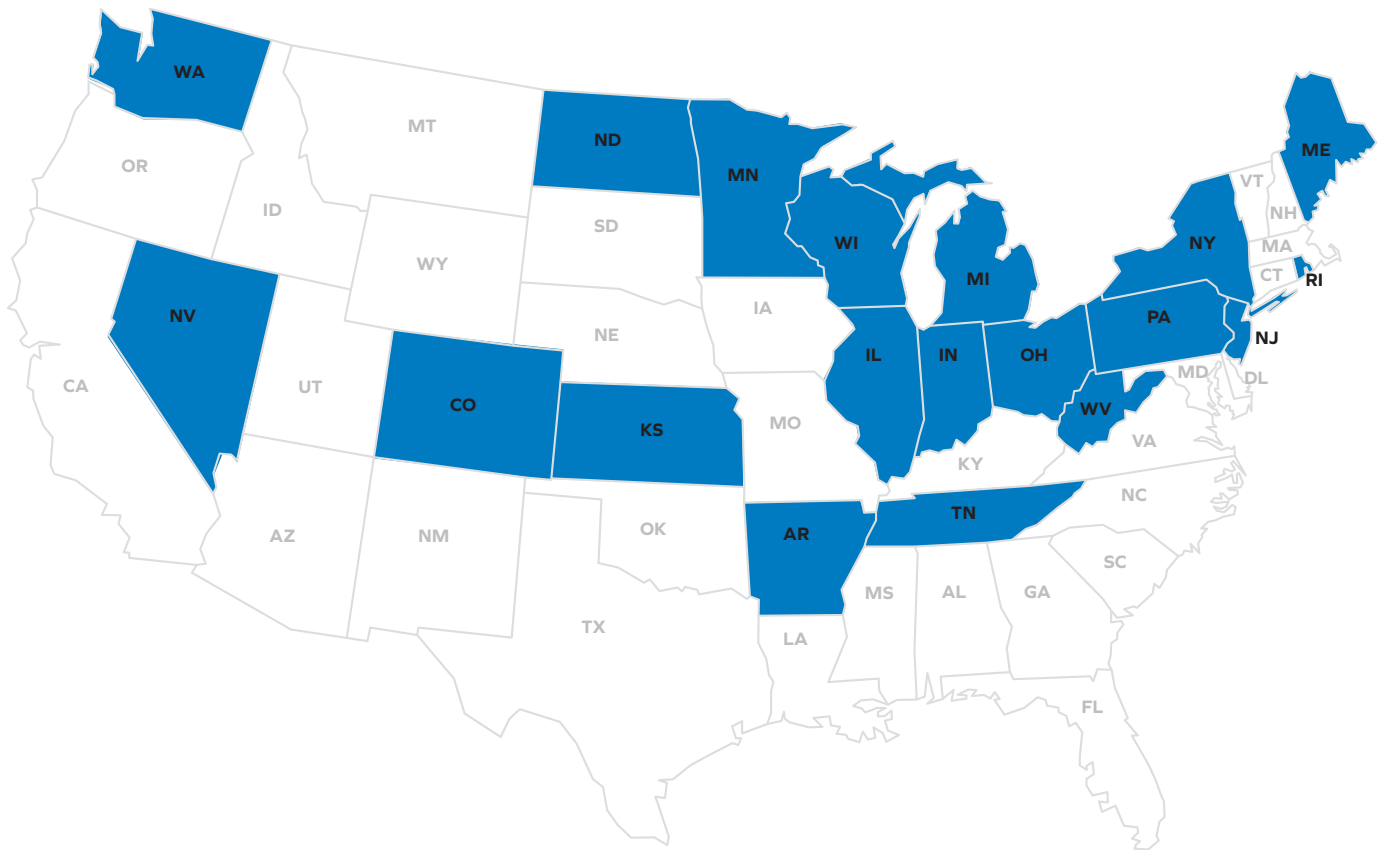
Alabama	NA
Alaska	NA
Arizona	PreK - K
Arkansas	K - 12
California	Guidance
Colorado	K - 12
Connecticut	K - Grade 3
Delaware	NA
Florida	Birth - K
Georgia	NA
Hawaii	Birth - K
Idaho	Birth - Grade 3
Illinois	K - 12
Indiana	PreK - 12
Iowa	NA
Kansas	K - 12
Kentucky	Guidance
Louisiana	NA
Maine	K - 12
Maryland	Birth - Grade 2
Massachusetts	PreK - K
Michigan	K - 12
Minnesota	K - 12
Mississippi	NA
Missouri	Guidance

Montana	NA
Nebraska	NA
Nevada	K - 12
New Hampshire	Birth - K
New Jersey	K - 12
New Mexico	Birth - K
New York	K - 12
North Carolina	NA
North Dakota	K - 12
Ohio	K - 12
Oklahoma	NA
Oregon	Age 3 - K
Pennsylvania	K - 12
Rhode Island	K - 12
South Carolina	NA
South Dakota	NA
Tennessee	K - 12
Texas	Guidance
Utah	Guidance
Vermont	Birth - Grade 3
Virginia	Guidance
Washington	K - 12
West Virginia	K - 12
Wisconsin	K - 12
Wyoming	NA

State Map



States With K-12 SEL Standards



Arkansas

Description: The G.U.I.D.E. for Life program was established in Arkansas with the support of counselors and educators to help students acquire SEL skills. The program is designed for K–12 students to support them in achieving their personal goals. It encompasses five principles, which can be mapped to the CASEL five competencies. Each principle is summarized in the framework document, with three action points each to further explain the idea of the principle.

Name: G.U.I.D.E. for Life program

Website: <http://dese.ade.arkansas.gov/divisions/learning-services/guide-for-life>

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		YES	YES
Organization		Divided into K-2, 3-5, MS, HS	Divided by grade level
Content			
Competencies	Label	Principles	Competencies
	#	5	5
	Mapping	5 Growth (manage yourself) 2 Understanding (know yourself) 1 Interaction (build relationships) 3 Decisions (make responsible choices) 4 Empathy (be aware of others)	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Aligned with CASEL competencies	Aligned with CASEL competencies
Standards	Label	Action points	Standards
	#	15	23
	Description	3 per principle	4–6 per competency
Skills	Label	No label	Skills
	#	Approx. 230	300
	Description	List of 10–15 skills one should be able to acquire per grade level	Skills are organized by grade level and standard

Colorado

Description: Emotional and Social Wellness (ESW) is part of Colorado’s Academic Standards located within the Comprehensive Health & Physical Education content area. ESW is made up of two main competencies that are a combination of four C.A.R.E.S. competencies. The standards provide a developmental framework for acquiring social and emotional skills that are expected at each grade level. The ESW standard includes mental, emotional, and social health skills.

Name: Comprehensive Health Academic Standards

Website: https://www.cde.state.co.us/cdesped/sd-sld_resources_socialemotional

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		YES	YES
Organization		Divided into K, 1, 3, 4, 5, 6, 7, 8, HS	Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	2	5
	Mapping	<p>2+5 Utilize knowledge and skills to enhance mental, emotional, and social well-being</p> <p>1+3 Exhibit responsible personal and social behavior that respects self and others</p>	<p>1 Cooperation</p> <p>2 Assertiveness</p> <p>3 Responsibility</p> <p>4 Empathy</p> <p>5 Self-control</p>
	Description		Aligned with CASEL competencies
Standards	Label	NA	Standards
	#		23
	Description		4-6 per competency
Skills	Label	Grade level expectations	Skills
	#	33	300
	Description		Skills are organized by grade level and standard

Illinois

Description: Illinois’s SEL goals, standards, and benchmarks were developed by a group of teachers, school administrators, student support staff, human services professionals, and parents. They are divided into three goals, which include all five competencies used in the C.A.R.E.S. standards. The goals used by Illinois are the same as those used by the state of New York. The framework is made up of fewer standards and skills than the Fly Five framework.

Name: Illinois Social/Emotional Development Standards

Website: <https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>

	State Standards		Fly Five
General information			
Grades	K-12		K-8
Progression	YES		YES
Organization	Divided into early ES, late ES, MS, early HS, late HS		Divided by grade level
Content			
Competencies	Label	Goals	Competencies
	#	3	5
	Mapping	<p>2+5 Develop self-awareness and self-management skills essential to success in school and in life</p> <p>1+4 Use social awareness and interpersonal skills to establish and maintain positive relationships</p> <p>3 Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts</p>	<p>1 Cooperation</p> <p>2 Assertiveness</p> <p>3 Responsibility</p> <p>4 Empathy</p> <p>5 Self-control</p>
	Description	Same as New York standards	Aligned with CASEL competencies
Standards	Label	Learning standards	Standards
	#	10	23
	Description	3–4 per goal	4–6 per competency
Skills	Label	Benchmarks	Skills
	#	100	300
	Description	Each benchmark includes performance descriptors divided by grade level	Skills are organized by grade level and standard

Indiana

Description: The Indiana Social-Emotional Competencies for students in grades PreK–12 address SEL “through a culturally responsive framework” (Desautels & Oliver, 2018). Indiana added two competencies to the CASEL five competencies; these two competencies are based on current brain research, social-emotional research, and trauma-informed and culturally responsive best practices. The framework is broken up by grade ranges in order to support teachers in guiding the development of SEL skills.

Name: Indiana Social-Emotional Competencies

Website: <https://www.doe.in.gov/sebw/>

		State Standards	Fly Five
General information			
Grades		PreK–12	K–8
Progression		YES	YES
Organization		Divided into PreK–2, 3–5, 6–8, 9–10, 11–12	Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	7	5
	Mapping	Sensory motor integration 2 Insight 5 Regulation 1 Collaboration 4 Connection 3 Critical Thinking Mindset	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Aligned with CASEL competencies	Aligned with CASEL competencies
Standards	Label	Standards	Standards
	#	19	23
	Description	2–3 per competency	4–6 per competency
Skills	Label	Indicators	Skills
	#	Approx. 220	300
	Description		Skills are organized by grade level and standard

Kansas

Description: The Social-Emotional and Character Development (SECD) Standards provide a framework for schools for integrating both SEL skills and character development in their teaching. The standards map to C.A.R.E.S. standards at the competency level. Kansas has added one more dimension at the competency level, which it calls core principles and which encompasses skills such as “identifying and applying personal core ethical principles” (Kansas State Board of Education, 2012).

Name: Social-Emotional and Character Development (SECD) Standards

Website: https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Social_Emoional_Growth

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		YES	YES
Organization		Divided into K-2, 3-5, 6-8, 9-12	Divided by grade level
Content			
Competencies	Label	Standards	Competencies
	#	6	5
	Mapping	Core principles 1 Interpersonal skills 2 Self-awareness 3 Responsible decision-making and problem solving 4 Social awareness 5 Self-management	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Aligned with CASEL competencies	Aligned with CASEL competencies
Standards	Label	No label	Standards
	#	15	23
	Description	2-3 per competency	4-6 per competency
Skills	Label	No label	Skills
	#	Approx. 340	300
	Description		Skills are organized by grade level and standard

Maine

Description: Maine’s Guiding Principles state that each Maine student must leave school with SEL competencies in addition to academic competencies. The five guiding principles do not directly map to the C.A.R.E.S. competencies. They are divided into 28 standards, but there is no progression as to how skills should be taught at different grade levels. It is not clear from the documentation on the DOE website whether these standards are treated the same as academic standards and how they are implemented in schools.

Name: The Guiding Principles

Website: <https://www.maine.gov/doe/sel>

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		NO	YES
Organization			Divided by grade level
Content			
Competencies	Label	Guiding principles	Competencies
	#	5	5
	Mapping	Being a clear and effective communicator 1 A self-directed and life-long learner A creative and practical problem solver 3+4 A responsible and involved citizen An integrative and informed thinker	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Mapping is only partial	Aligned with CASEL competencies
Standards	Label	No label	Standards
	#	28	23
	Description	4-7 per principle	4-6 per competency
Skills	Label	NA	Skills
	#		300
	Description		Skills are organized by grade level and standard

Michigan

Description: In combination with the Michigan Health Education Standards, Michigan has introduced SEL competencies and indicators to help educators in teaching SEL. According to the framework, teaching SEL skills “can help foster interactions between children, improve academic achievement, and teach skills needed for college and career readiness” (Michigan Department of Education, 2017). Michigan has adopted the CASEL five competencies and further divided them into 17 indicators and approximately 370 benchmarks/skills.

Name: SEL competencies and indicators

Website: https://www.michigan.gov/mde/0,4615,7-140-74638_72831_72834-361321--,00.html

		State Standards	Fly Five
General information			
Grades		Birth-K	K-8
Progression		YES	YES
Organization		Divided into infant toddler, PreK-K, K-2, 3-5, 6-8, 9-10, 11-12	Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	5	5
	Mapping	1 Relationship skills 2 Self-awareness 3 Responsible decision-making 4 Social awareness 5 Self-management	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	CASEL competencies	Aligned with CASEL competencies
Standards	Label	Indicators	Standards
	#	17	23
	Description	3-4 per competency	4-6 per competency
Skills	Label	Benchmarks	Skills
	#	Approx. 370	300
	Description	2-6 per grade level	Skills are organized by grade level and standard

Minnesota

Description: The Social and Emotional Learning Implementation Guidance published by the Minnesota DOE provides resources for teachers and schools to integrate SEL into schoolwide teaching and learning practices. Minnesota has adopted the CASEL five competencies, which were divided into 14 learning goals and 270 benchmarks by grade levels.

Name: Social and Emotional Learning Implementation Guidance

Website: <https://education.mn.gov/MDE/dse/safe/social/imp/>

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		YES	YES
Organization		Divided into K-3, 4-5, 6-7, 9-12	Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	5	5
	Mapping	1 Relationship skills 2 Self-awareness 3 Responsible decision-making 4 Social awareness 5 Self-management	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	CASEL competencies	Aligned with CASEL competencies
Standards	Label	Learning goals	Standards
	#	14	23
	Description	2-4 per competency	4-6 per competency
Skills	Label	Benchmarks	Skills
	#	Approx. 210	300
	Description	Mapped to academic standards	Skills are organized by grade level and standard

Nevada

Description: Nevada Department of Education has published a first version of the statewide social and emotional competencies for PreK–12 students. The framework builds on the strengths and experiences of Washoe County School District and other districts that have adopted SEL competencies. So far, the framework has no progression of skills by grade level, and it is not clear from the documentation online whether the current framework will be further developed and expanded in the future.

Name: Nevada Statewide Social and Emotional Competencies

Website: <http://www.doe.nv.gov/SafeRespectfulLearning/SEAD/>

		State Standards	Fly Five
General information			
Grades		K–12	K–8
Progression		NO	YES
Organization			Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	5	5
	Mapping	1 Relationship skills 2 Self-awareness 3 Responsible decision-making 4 Social awareness 5 Self-management	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	CASEL competencies	Aligned with CASEL competencies
Standards	Label	Standards	Standards
	#	15	23
	Description	2–4 per competency	4–6 per competency
Skills	Label	NA	Skills
	#		300
	Description		Skills are organized by grade level and standard

New Jersey

Description: The New Jersey DOE has been promoting SEL to build positive school climates and foster the healthy development of young people. It has adopted the CASEL five competencies and divided them into several subcompetencies, but it does not define age-appropriate skills. So far, it does not provide a progression of skills, and it is not clear from the documentation online whether skill levels will be added at a later point in time.

Name: New Jersey Social and Emotional Learning Competencies and Sub-Competencies

Website: <https://www.state.nj.us/education/students/safety/sandp/sel/>

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		NO	YES
Organization			Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	5	5
	Mapping	1 Relationship skills 2 Self-awareness 3 Responsible decision-making 4 Social awareness 5 Self-management	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	CASEL competencies	Aligned with CASEL competencies
Standards	Label	Sub-competencies	Standards
	#	19	23
	Description	3-5 per competency	4-6 per competency
Skills	Label	NA	Skills
	#		300
	Description		Skills are organized by grade level and standard

New York

Description: The goal of the New York state SEL benchmarks is “to enable students to take full advantage of educational opportunities throughout their school experience in grades K–12 and, equally important, to prepare them for college and/or career” (New York State Education Department, 2018). A task force was created that identified three goals to guide SEL benchmarks for New York state schools. The three goals encompass all five C.A.R.E.S. competencies.

Name: New York State Social Emotional Learning Benchmarks

Website: <http://www.p12.nysed.gov/sss/selbenchmarks.html>

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		YES	YES
Organization		Divided into K-3, 4-5, 6-8, 9-10, 11-12	Divided by grade level
Content			
Competencies	Label	Goals	Competencies
	#	3	5
	Mapping	<p>2+5 Develop self-awareness and self-management skills essential to success in school and in life</p> <p>1+4 Use social awareness and interpersonal skills to establish and maintain positive relationships</p> <p>3 Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts</p>	<p>1 Cooperation</p> <p>2 Assertiveness</p> <p>3 Responsibility</p> <p>4 Empathy</p> <p>5 Self-control</p>
	Description	Same as Illinois standards	Aligned with CASEL competencies
Standards	Label	Benchmarks	Standards
	#	10	23
	Description	3-4 per goal	4-6 per competency
Skills	Label	Indicators	Skills
	#	105	300
	Description		Skills are organized by grade level and standard

North Dakota

Description: The NDMTSS SEL goals provide North Dakota school districts and educators a framework to “guide quality explicit instruction of social and emotional learning skills to foster an engaging school climate for all students, guide selection of evidence-based programs and steer professional learning with regards to SEL in ND” (North Dakota Department of Education, 2019). The learning goals provide expectations for what students should know and be able to do by the end of each grade span divided into lower elementary, upper elementary, middle school, and high school. The NDMTSS goals encompass all CASEL five competencies and can be completely mapped to the C.A.R.E.S. competencies.

Name: NDMTSS Social Emotional Learning goals

Website: <https://www.ndrea.org/index.php?id=103>

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		YES	YES
Organization		Divided into K-2, 3-5, 6-8, 9-12	Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	5	5
	Mapping	1 Relationship skills 2 Self-awareness 3 Responsible decision-making 4 Social awareness 5 Self-management	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	CASEL competencies	Aligned with CASEL competencies
Standards	Label	24	Standards
	#	Learning goals	23
	Description	4-6 per competency	4-6 per competency
Skills	Label	No label	Skills
	#	Approx. 100	300
	Description		Skills are organized by grade level and standard

Ohio

Description: In 2018, the Ohio DOE published a plan titled Each Child, Our Future, which provided guidance for the development of Ohio’s K–12 SEL standards. This plan identifies “four equally important learning domains that support the academic, personal and social development of PreK–12 students. These learning domains include foundational knowledge and skills, content, leadership and reasoning and SEL” (Ohio Department of Education, 2019). The SEL framework is made up of the CASEL five competencies, 18 topics nested under those competencies, and approximately 210 skills at the grade level.

Name: Ohio's K–12 SEL standards

Website: <http://education.ohio.gov/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/Social-and-Emotional-Learning-Standards>

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		YES	YES
Organization		Divided into K-2, 3-5, MS, HS	Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	5	5
	Mapping	1 Relationship skills 2 Self-awareness 3 Responsible decision-making 4 Social awareness 5 Self-management	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	CASEL competencies	Aligned with CASEL competencies
Standards	Label	Topics	Standards
	#	18	23
	Description	3-4 per competency	4-6 per competency
Skills	Label	Standards	Skills
	#	Approx. 210	300
	Description	2-4 per topic and grade level	Skills are organized by grade level and standard

Pennsylvania

Description: In response to research and advocacy, the Pennsylvania DOE has published the Pennsylvania Career Ready Skills, which “provide guidance to educators on how to address career ready skills in the context of teaching and learning for all students” (Pennsylvania Department of Education, 2018). The framework is aligned with Pennsylvania’s Career Education and Work (CEW) Standards and CASEL competencies. The framework includes learning progressions to support the development of student competence in three domains that can be mapped to the C.A.R.E.S. competencies. The framework is further divided into 44 skills that are grade-level specific.

Name: The Pennsylvania Career Ready Skills

Website: <https://www.education.pa.gov/K-12/CareerReadyPA/CareerReadySkills/Pages/default.aspx>

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		YES	YES
Organization		Divided into PreK-K, 1-5, 6-8, 9-12	Divided by grade level
Content			
Competencies	Label	Skill categories	Competencies
	#	3	5
	Mapping	2+5 Self-awareness and self-management 1 Establishing and maintaining relationships 3 Social problem solving	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Aligned with CASEL competencies	Aligned with CASEL competencies
Standards	Label	NA	Standards
	#		23
	Description		4-6 per competency
Skills	Label	Skills	Skills
	#	44	300
	Description	3-4 per category	Skills are organized by grade level and standard

Rhode Island

Description: The Rhode Island SEL Standards were published in 2017. They are available online in both English and Spanish. The framework states that “districts are encouraged to follow these standards and implement them in classrooms at all levels, for all students” (Rhode Island Council for Elementary and Secondary Education, 2017). The framework spans all age groups from birth to adulthood. It is divided into the CASEL five competencies, 23 standards, and approximately 350 skills called indicators.

Name: RI Social Emotional Learning Standards

Website: <https://www.ride.ri.gov/StudentsFamilies/HealthSafety/SocialEmotionalLearning.aspx#31941345-sel-and-iep-goals>

		State Standards	Fly Five
General information			
Grades		Birth–12	K–8
Progression		YES	YES
Organization		Divided into Birth–Age 5, Early ES, Late ES, MS, HS, Adult	Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	5	5
	Mapping	1 Relationship skills 2 Self-awareness 3 Responsible decision-making 4 Social awareness 5 Self-management	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	CASEL competencies	Aligned with CASEL competencies
Standards	Label	Learning standards	Standards
	#	23	23
	Description	4–5 per competency	4–6 per competency
Skills	Label	Indicators	Skills
	#	Approx. 350	300
	Description	Standards linked to Rhode Island early learning development standards	Skills are organized by grade level and standard

Tennessee

Description: The Tennessee Social and Personal Competencies are described as a tool kit “designed to increase administrator and teacher awareness of social and emotional learning (SEL) and help them integrate it into the daily classroom and school experience of students” (Tennessee Department of Education, 2015). The framework is divided into the CASEL five competencies, 15 dimensions, and approximately 270 developmental indicators.

Name: Social and Personal Competencies

Website: <https://www.tn.gov/education/health-and-safety/school-climate/social-and-personal-competencies.html>

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		YES	YES
Organization		Divided into K-2, 3-5, 6-8, 9-12	Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	5	5
	Mapping	1 Relationship skills 2 Self-awareness 3 Responsible decision-making 4 Social awareness 5 Self-management	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	CASEL competencies	Aligned with CASEL competencies
Standards	Label	Dimensions	Standards
	#	15	23
	Description	2-5 per competency	4-6 per competency
Skills	Label	Developmental indicators	Skills
	#	Approx. 270	300
	Description	Includes strategies for teaching indicators per grade level	Skills are organized by grade level and standard

Washington

Description: The Washington SEL Standards, Benchmarks, and Indicators (SBIs) were “developed to provide developmental examples of SEL skills and dispositions students should acquire at different grade levels” (Washington Department of Education, n.d.). The guiding principles of the framework are “equity, cultural responsiveness, universal design, and trauma-informed practices.” The framework is divided into two strands—self and social—which are each made up of six standards. Further, it includes 17 benchmarks, which are divided into approximately 210 indicators.

Name: SEL Standards, Benchmarks, and Indicators

Website: <https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/social-and-emotional-learning-sel>

		State Standards	Fly Five
General information			
Grades		K-12	K-8
Progression		YES	YES
Organization		Divided into early ES, late ES, MS, HS/Adult	Divided by grade level
Content			
Competencies	Label	Standards	Competencies
	#	6	5
	Mapping	5 Self-management 2 Self-awareness 3 Self-efficacy 4 Social awareness 1 Social management 1 Social engagement	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Organized into two strands: self and social	Aligned with CASEL competencies
Standards	Label	Benchmarks	Standards
	#	17	23
	Description	2-3 per standards	4-6 per competency
Skills	Label	Indicators	Skills
	#	Approx. 210	300
	Description		Skills are organized by grade level and standard

West Virginia

Description: Student Success Standards in West Virginia are part of the teaching standards published on the DOE website along with academic standards for each grade level. They encompass personal and social development goals, career readiness skills, and goals connected to global citizenship. They can be partially mapped to the C.A.R.E.S. standards. There is little information on the DOE website about how standards were developed and how the framework has been categorized.

Name: Student Success Standards

Website: <https://wvde.us/tree/>

	State Standards		Fly Five
General information			
Grades	K-12		K-8
Progression	YES		YES
Organization	Divided into K, 1, 2, 3, 4, 5, 6-8, 9-12		Divided by grade level
Content			
Competencies	Label	No label	Competencies
	#	3	5
	Mapping	1 Respect yourself and others 3 Goal setting and attainment 4 Safety and survival skills	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Mapping is only partial	Aligned with CASEL competencies
Standards	Label	Standards	Standards
	#	5	23
	Description	1-3 per category	4-6 per competency
Skills	Label	No label	Skills
	#		300
	Description		Skills are organized by grade level and standard

Wisconsin

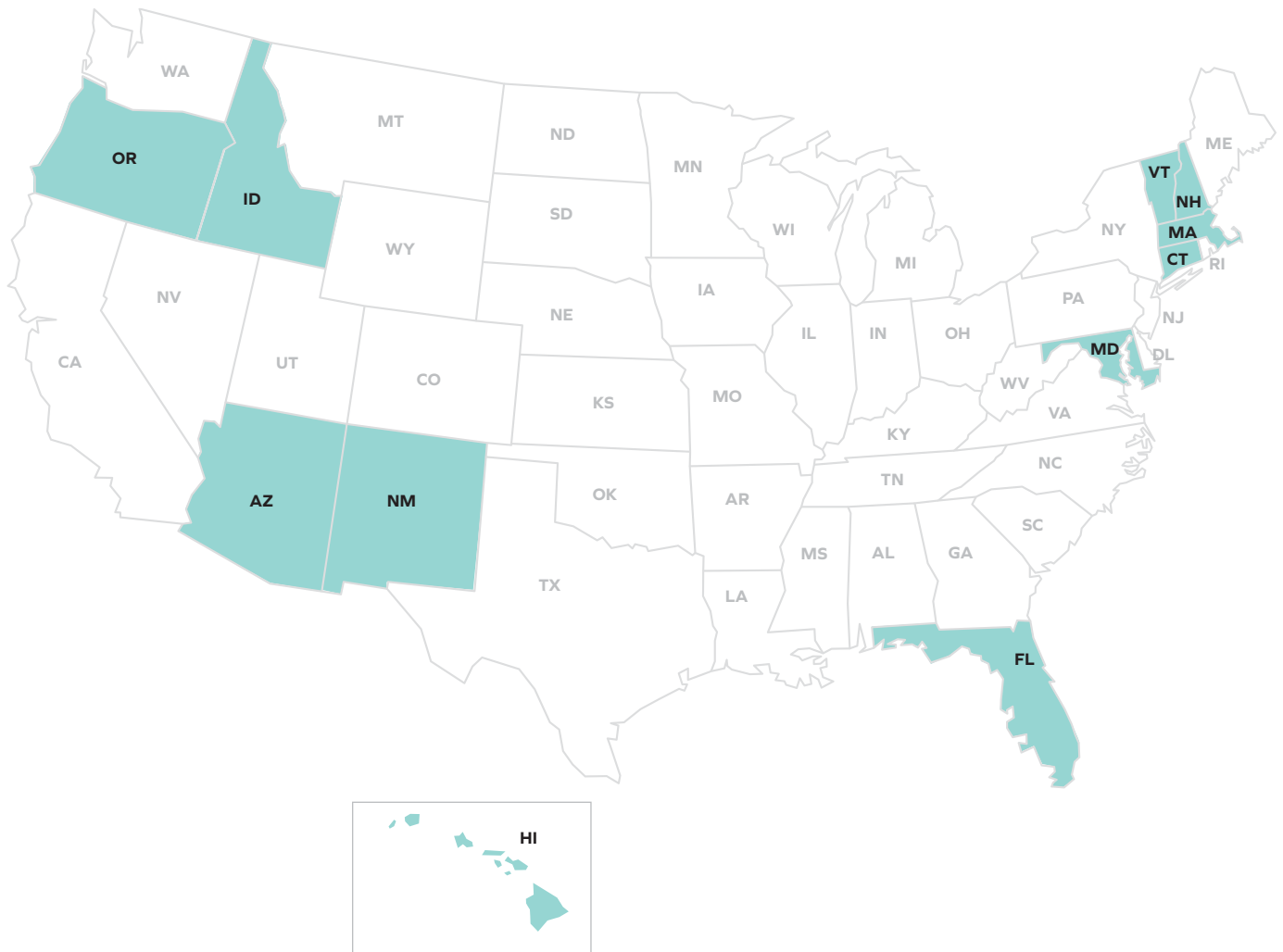
Description: The Wisconsin PK–12 Social and Emotional Learning Competencies guide “is designed to provide educators and out-of-school-time youth service professionals with the essentials for implementing a comprehensive approach to SEL” (Herman & Collins, 2018). Wisconsin’s DOE describes SEL skill development as essential for personal, academic, and social success for all ages. The guide provides a definition of SEL, and provides educators with a common language to talk about SEL. The framework is divided into three competencies, which align with the CASEL and C.A.R.E.S. competencies.

Name: Wisconsin PK–Adult Social and Emotional Learning Competencies

Website: <https://dpi.wi.gov/sspw/mental-health/social-emotional-learning>

		State Standards	Fly Five
General information			
Grades		PreK–12	K–8
Progression		YES	YES
Organization		Divided into PreK–K, 1–3, 4–5, 6–8, 9–10, 11–Adult	Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	3	5
	Mapping	2+4+5 Emotional development 2+4+5 Self-concept 1+3+4 Social competence	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Aligned with CASEL competencies	Aligned with CASEL competencies
Standards	Label	No label	Standards
	#	24	23
	Description	6–12 per competency	4–6 per competency
Skills	Label	No label	Skills
	#	Approx. 140	300
	Description		Skills are organized by grade level and standard

States With Early Learning Standards



Arizona

Description: The Arizona Early Learning Standards have been developed to provide a framework for the development of children three to five years of age. The standards cover a broad range of skill development, including SEL skills. The framework is organized into two strands—self and others—and encompass all C.A.R.E.S. competencies. Standards are divided into 22 indicators that describe what students should be able to do.

Name: Arizona Early Learning Standards

Website: <https://www.azed.gov/ece/preschool/>

		State Standards	Fly Five
General information			
Grades		PreK–K	K–8
Progression		No	YES
Organization			Divided by grade level
Content			
Competencies	Label	Standards	Competencies
	#	6	5
	Mapping	1 Social interactions 2 Self-awareness 3 Respect 4 Recognizes and expresses feelings 5 Self-regulation	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Organized into two strands (self and relationships)	Aligned with CASEL competencies
Standards	Label	Indicators	Standards
	#	22	23
	Description	3–4 per standard	4–6 per competency
Skills	Label	NA	Skills
	#		300
	Description		Skills are organized by grade level and standard

Connecticut

Description: Connecticut’s early learning standards span grades K–3. The framework is made up of seven areas of development, which can be partially mapped to the C.A.R.E.S. standards. For each grade level, the guidelines provide a list of indicators or behaviors that children should be able to demonstrate.

Name: Components of Social, Emotional, and Intellectual Habits: Kindergarten Through Grade 3

Website: <https://portal.ct.gov/SDE/CT-Core-Standards/Materials-for-Teachers/Components-of-Social-Emotional-and-Intellectual-Habits-K3>

		State Standards	Fly Five
General information			
Grades		K-3	K-8
Progression		YES	YES
Organization		Divided into K, 1, 2, 3	Divided by grade level
Content			
Competencies	Label	Area of development	Competencies
	#	7	5
	Mapping	1 Develop a positive attitude toward learning 2 Develop a positive self-concept 3 Develop positive interpersonal relationships 4 Identify and understand emotions of self and others 5 Develop executive functioning skills Develop logic and reasoning Develop modes of symbolic representation	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Mapping is only partial	Aligned with CASEL competencies
Standards	Label	Learning progression	Standards
	#	20	23
	Description	2-5 per area	4-6 per competency
Skills	Label	Indicators	Skills
	#	Approx. 140	300
	Description	Some indicators overlap between grades	Skills are organized by grade level and standard

Florida

Description: Florida’s early learning standards (last updated in 2017) are organized into domains (SEL is one of them), which are further divided into components, subcomponents (where applicable), standards, and, where appropriate, benchmarks. The four SEL standards can be partially mapped to the C.A.R.E.S. standards. There are approximately 90 benchmarks for different age groups (divided into age by months) that make up the SEL domain.

Name: Florida Early Learning and Development Standards

Website: <http://flbt5.floridaearlylearning.com/>

	State Standards		Fly Five
General information			
Grades	Birth–K		K–8
Progression	YES		YES
Organization	Divided by age in months		Divided by grade level
Content			
Competencies	Label	Standards	Competencies
	#	4	5
	Mapping	Emotional functioning 5 Managing emotions 1+4 Building and maintaining relationships with adults and peers 2 Sense of identity and belonging	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Mapping is only partial	Aligned with CASEL competencies
Standards	Label	No label	Standards
	#	12	23
	Description	2–4 per standard	4–6 per competency
Skills	Label	Benchmarks	Skills
	#	Approx. 90	300
	Description		Skills are organized by grade level and standard

Hawaii

Description: Hawaii’s Early Learning and Development Standards (HELDS) is divided into six overall domains. The social and emotional development domain is divided into a strand for social development and one for emotional development. Each strand is made up of three topics, which are further divided into approximately 50 standards. The HELDS standards are aligned with Hawaii’s end of kindergarten standards, which specify the skills a child should acquire by the time they enter elementary school.

Name: Hawaii Early Learning and Development Standards

Website: <https://earlylearning.hawaii.gov/hawaii-early-learning-and-development-standards-helds/>

		State Standards	Fly Five
General information			
Grades		Birth–K	K–8
Progression		YES	YES
Organization		Divided by age	Divided by grade level
Content			
Competencies	Label	Strands	Competencies
	#	2	5
	Mapping	1+4 Social development 2+5 Emotional development	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Mapping is only partial	Aligned with CASEL competencies
Standards	Label	Topics	Standards
	#	6	23
	Description	3 per strand	4–6 per competency
Skills	Label	Standards	Skills
	#	Approx. 50	300
	Description		Skills are organized by grade level and standard

Idaho

Description: The Early Learning Guidelines published by Idaho’s DOE provide detailed guidelines and strategies for early childhood development up to grade 3. The guidelines are divided into domains. Each domain is categorized by age ranges and may be further divided into subdomains. For each domain or subdomain, the guidelines provide “a goal statement, age range, developmental growth, child indicators that describe what parents and others might observe about the child’s development respective to that task, and caregiver strategies to stimulate development related to that goal” (Idaho Department of Education, n.d.).

Name: Idaho Early Learning Guidelines

Website: <https://healthandwelfare.idaho.gov/Children/EarlyChildhoodInfo/tabid/80/Default.aspx>

		State Standards	Fly Five
General information			
Grades		Birth–Grade 3	K–8
Progression		YES	YES
Organization		Divided by age and grade level	Divided by grade level
Content			
Competencies	Label	Subdomains	Competencies
	#	2	5
	Mapping	1+4 Social development 2+5 Emotional development	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Mapping is only partial	Aligned with CASEL competencies
Standards	Label	Goals	Standards
	#	12	23
	Description	9 social development goals 3 emotional development goals	4–6 per competency
Skills	Label	Child Indicators	Skills
	#	NA	300
	Description	Includes caregiver strategies to foster each skill	Skills are organized by grade level and standard

Maryland

Description: The Maryland Early Learning Standards cover all age groups from birth to second grade. SEL learning standards can be found under the social foundations domain. The domain is divided into two strands, which can be mapped to the C.A.R.E.S. standards and which are further divided into 11 standards. The standards specify four to six skills for each age group until kindergarten, with fewer skills being specified for first and second grade.

Name: Maryland Early Learning Standards

Website: <https://earlychildhood.marylandpublicschools.org/maryland-early-learning-standards>

		State Standards	Fly Five
General information			
Grades		Birth-Grade 2	K-8
Progression		YES	YES
Organization		Divided by age	Divided by grade level
Content			
Competencies	Label	Strands	Competencies
	#	2	5
	Mapping	1+2 Social and emotional regulation 5 Approaches to learning and executive functioning	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Mapping is only partial	Aligned with CASEL competencies
Standards	Label	Standards	Standards
	#	11	23
	Description	2 and 9 per strand	4-6 per competency
Skills	Label	No label	Skills
	#	NA	300
	Description		Skills are organized by grade level and standard

Massachusetts

Description: Massachusetts has adopted the CASEL five competencies and incorporated them into its guidelines for SEL and Approaches to Play and Learning. The guidelines target PreK–K students. They are made up of five competencies, 12 standards, and about 120 evidence statements. The evidence statements specify what children should be able to do by the end of kindergarten.

Name: Social and Emotional Learning, and Approaches to Play and Learning

Website: <http://www.doe.mass.edu/sfs/sel/>

		State Standards	Fly Five
General information			
Grades		PreK–K	K–8
Progression		NO	YES
Organization			Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	5	5
	Mapping	1 Relationship skills 2 Self-awareness 3 Responsible decision-making 4 Social awareness 5 Self-management	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	CASEL competencies	Aligned with CASEL competencies
Standards	Label	Standards	Standards
	#	12	23
	Description	1–4 per competency	4–6 per competency
Skills	Label	Evidence	Skills
	#	Approx. 120	300
	Description	3–6 per standard	Skills are organized by grade level and standard

New Hampshire

Description: The New Hampshire Early Learning Standards cover all age groups from birth to kindergarten. They were agreed upon and published in 2011. The New Hampshire Kindergarten Readiness Indicators are embedded in the Early Learning Standards “to provide a seamless transition of developmental skills and knowledge for children as they move” to the next stage (Wheatley, Cantor & Carver, 2015). SEL is one of the five developmental domains outlined in the framework. The SEL domain contains four strands, which are broad developmental categories. These categories are further divided into constructs, which are described as key concepts that are essential to learning. They help to define the strands and developmental domains.

Name: New Hampshire Early Learning Standards

Website: <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-wellness/office-of-social-and-emotional-wellness>

		State Standards	Fly Five
General information			
Grades		Birth–K	K–8
Progression		YES	YES
Organization		Divided by age	Divided by grade level
Content			
Competencies	Label	Strands	Competencies
	#	4	5
	Mapping	2 Self-concept and social identity 1+4 Social competence 5 Emotional competence	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description		Aligned with CASEL competencies
Standards	Label	Constructs	Standards
	#	9	23
	Description	1–3 per strand	4–6 per competency
Skills	Label	Readiness indicators	Skills
	#	Approx. 90	300
	Description	Aligned with NH Kindergarten indicators domains 3 and 5	Skills are organized by grade level and standard

New Mexico

Description: The New Mexico Early Learning Guidelines were developed by educators from a variety of programs and settings to “provide a common vocabulary to describe children’s growth, development, and learning” (New Mexico Public Education Department, 2014). The framework is made up of seven domains, and the SEL domain is made up of three major outcomes, which can be partially mapped to the C.A.R.E.S. standards. The six indicators of the framework map to New Mexico preschool and kindergarten readiness indicators.

Name: New Mexico Early Learning guidelines

Website: https://www.earlylearningnm.org/media/files/FINAL%20ELG_English2015%201-8-15.pdf

		State Standards	Fly Five
General information			
Grades		Birth–K	K–8
Progression		YES	YES
Organization		Divided into infant/toddler, Age 3, Age 4, K	Divided by grade level
Content			
Competencies	Label	Outcomes	Competencies
	#	3	5
	Mapping	2 The child exhibits self-awareness 3 The child demonstrates personal responsibility 1 The child works cooperatively with other children and adults	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Part of domain 6: Self, Family, and Community	Aligned with CASEL competencies
Standards	Label	Indicators	Standards
	#	6	23
	Description	1–2 per outcome	4–6 per competency
Skills	Label	No label	Skills
	#	NA	300
	Description		Skills are organized by grade level and standard

Oregon

Description: Oregon’s Early Learning and Kindergarten Guidelines span ages 3–6. SEL is one of the five domains of the framework. The guidelines were established in 2016 through the collaboration of various stakeholders at the state level. The work group was comprised of early learning providers, kindergarten teachers, elementary administrators, representatives of advocacy groups and community-based organizations, and researchers (Oregon Department of Education, n.d.). The four subdomains of the SEL domain can all be mapped to the C.A.R.E.S. standards and are further divided into 11 goals and approximately 120 standards.

Name: Oregon’s Early Learning and Kindergarten Guidelines

Website: <https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Social-Emotional-Development.aspx>

		State Standards	Fly Five
General information			
Grades		Age 3–K	K–8
Progression		YES	YES
Organization		Divided into Age 3, Ages 4–5, Entry K, End K	Divided by grade level
Content			
Competencies	Label	Subdomains	Competencies
	#	4	5
	Mapping	2 Senses of identity and belonging 4+5 Emotional functioning relationships with trusted adult 1+3 Relationships with other children	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description		Aligned with CASEL competencies
Standards	Label	Goals	Standards
	#	11	23
	Description	Mapped to SEL competencies	4–6 per competency
Skills	Label	Developmental progression/ Indicators/Standards	Skills
	#	Approx. 120	300
	Description		Skills are organized by grade level and standard

Vermont

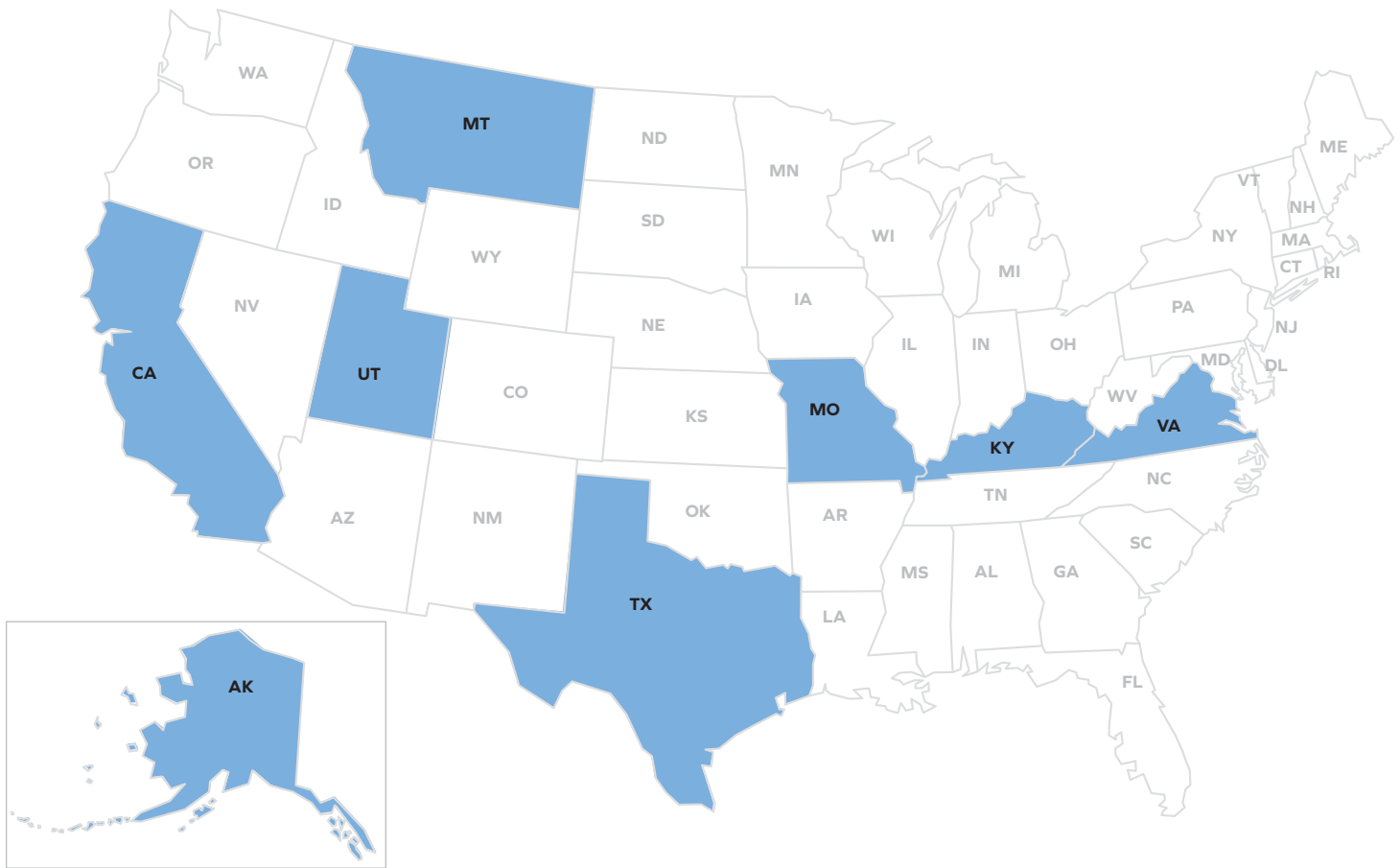
Description: The Vermont Early Learning Standards were first published in 2003 and last revised and further expanded in 2015. They are made up of three sections, which are further divided into nine domains. SEL is one of those nine domains. The domain is further divided into elements—three goals and approximately 170 standards—which can be partially mapped to the C.A.R.E.S. standards. The elements, goals, and goal statements provide “further detail of the critical aspect of each domain, and the indicators/expectations are the specific statements of the expectations for development and learning in each age group or grade level” (Vermont Agency of Education, 2015).

Name: Vermont Early Learning Standards

Website: <https://vels.education.vermont.gov/>

		State Standards	Fly Five
General information			
Grades		Birth–3	K–8
Progression		YES	YES
Organization		Divided into Infants, Younger toddlers, Older toddlers, Younger preschoolers, Older preschoolers, K, 1, 2, 3	Divided by grade level
Content			
Competencies	Label	Elements	Competencies
	#	3	5
	Mapping	5 Emotions and self-regulation 2 Self-awareness 1 Relationships with adults and peers	1 Cooperation 2 Assertiveness 3 Responsibility 4 Empathy 5 Self-control
	Description	Mapping is only partial	Aligned with CASEL competencies
Standards	Label	Goals	Standards
	#	3	23
	Description	1 per element	4–6 per competency
Skills	Label	Standards	Skills
	#	Approx. 170	300
	Description		Skills are organized by grade level and standard

States Without SEL Standards



States that provide guidance/resources on their website:

1. **Alaska:** <https://education.alaska.gov/schoolcounselbhlth/scc>
2. **California:** <https://www.cde.ca.gov/eo/in/socialemotionalllearning.asp>
3. **Kentucky:** <https://education.ky.gov/school/sdfs/Pages/Social,-Emotional-and-Behavioral-Learning-Health.aspx>
4. **Missouri:** <https://dese.mo.gov/college-career-readiness/school-counseling/curriculum/social-emotional-development-lesson-plans>
5. **Montana:** <http://mt-pec.org/Go.aspx?MicrositeGroupTypeRouteDesignKey=6d01c7b1-ad73-40f0-a248-a2df561a552&NavigationKey=afa20da7-98a0-48c5-b8df-6e49c7ea8879>
6. **Texas:** <https://tea.texas.gov/about-tea/other-services/mental-health/building-skills-related-to-managing-emotions-establishing-and-maintaining-positive-relationships-and-responsible-decision-making>
7. **Utah:** <https://www.schools.utah.gov/file/5efe1071-fa7d-4c0b-b02b-d55947df00c6>
8. **Virginia:** http://www.doe.virginia.gov/instruction/character_ed/index.shtml

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