



## Assessing Social and Emotional Learning Organizational Readiness

There are a number of indicators that can help you assess your program’s readiness to successfully implement a social and emotional learning program. The questions in this chart can help you assess your current level of readiness with regard to several key indicators. Discuss each question with your team, and record your answers in the Responses and Documentation column. If your team answers “no” to a question, brainstorm possible staff development resources in addition to the listed resources from the Y4Y Social and Emotional Learning course. Use the last column to record one or two next steps.

Indicator of Organizational Readiness	Questions to Consider	Responses and Documentation	Potential Resources	Next Steps
School day/out-of-school time partnership	Are school-day leaders on your program team?		<ul style="list-style-type: none"> <li>Step 2 will help you build a strong program team.</li> <li>Other:</li> </ul>	•
	Will out-of-school time social and emotional learning align with the program used during the school day?		<ul style="list-style-type: none"> <li>Step 6 will help you identify ways to collaborate with the school day to create a positive climate and culture and form positive behavior interventions.</li> <li>Step 7 will help you expand school-day initiatives with your 21<sup>st</sup> CCLC activities.</li> <li>Other:</li> </ul>	•
	Is there a plan for sharing logistical resources such as space, budget and professional learning?		<ul style="list-style-type: none"> <li>Step 5 will help you think through time, space, and budget and share with school-day leadership.</li> <li>Other:</li> </ul>	•
	Are school-day teachers recruited to help design and lead social and emotional learning?		<ul style="list-style-type: none"> <li>Step 8 will help you think about school-day staff who have specific knowledge and skills.</li> <li>Other:</li> </ul>	•





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Understanding of social and emotional learning needs	Can leaders and staff explain or describe the specific social and emotional needs of students?		<ul style="list-style-type: none"> <li>Step 3 will help you learn how to conduct a needs assessment and write clear needs assessment statements.</li> <li>Other:</li> </ul>	•
	Have you developed program and activity SMART goals to guide the work toward meeting student needs?		<ul style="list-style-type: none"> <li>Step 4 will help you develop SMART goals for social and emotional learning.</li> <li>Other:</li> </ul>	•
	Have you identified community, state and national assets that can help you implement a high-quality social and emotional learning program?		<ul style="list-style-type: none"> <li>Step 3 will help you learn how to connect assets with your identified needs.</li> <li>Other:</li> </ul>	•
Adequate time, space and budget to implement social and emotional learning	Have you created a schedule for your social and emotional activities?		<ul style="list-style-type: none"> <li>Step 5 will help you create a schedule of activities.</li> <li>Other:</li> </ul>	•
	Have you secured appropriate space(s) to conduct your social and emotional learning activities?		<ul style="list-style-type: none"> <li>Step 5 will help you determine the amount and type of space needed for your activities.</li> <li>Other:</li> </ul>	•
	Will your budget or in-kind resources support your social and emotional learning plan?		<ul style="list-style-type: none"> <li>Step 5 will help you build your budget.</li> <li>Other:</li> </ul>	•
Policies and procedures to guide social and	Have you identified values and behaviors to be addressed by implementing social and emotional learning?		<ul style="list-style-type: none"> <li>Step 6 will help you set the social and emotional learning environment.</li> </ul>	•



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emotional learning			<ul style="list-style-type: none"> <li>Review the Y4Y Organizational Culture Click &amp; Go.</li> <li>Other:</li> </ul>	
	Do you have written procedures for supporting positive behavior interventions and handling crises?		<ul style="list-style-type: none"> <li>Step 6 describes three practice frameworks for social and emotional learning.</li> <li>Other:</li> </ul>	•
Activity design that supports social and emotional learning	Are program activities intentionally designed to build the social and emotional skills identified in your needs assessment?		<ul style="list-style-type: none"> <li>Step 7 will help you intentionally design your social and emotional activities to meet the needs of your students.</li> <li>Other:</li> </ul>	•
	Have you considered the activity types and delivery methods most appropriate to your students' social and emotional learning needs?		<ul style="list-style-type: none"> <li>Step 7 describes various types of activities and delivery methods.</li> <li>Other:</li> </ul>	•
Competent staff	Do staff members generally demonstrate self-awareness, self-management, social awareness, relationship management and responsible decision making?		<ul style="list-style-type: none"> <li>Step 8 will help you recruit and prepare high-quality staff.</li> <li>Other:</li> </ul>	•
	Are they prepared to model these social and emotional skills?		<ul style="list-style-type: none"> <li>Step 8 will help you recruit and prepare high-quality staff.</li> <li>Other:</li> </ul>	•
	Do they know strategies and approaches for integrating these		<ul style="list-style-type: none"> <li>The Coaching My Staff section of this course</li> </ul>	•





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	skills at the program and activity levels?		includes Trainings To Go to that support professional learning. • Other:	
	Do staff know what the research says about the benefits of social and emotional learning?		• The Coaching My Staff section of this course includes Trainings To Go that support professional learning. • Other:	•



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