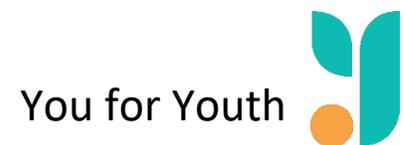




Implementation Planning Checklist

Social and Emotional Learning



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Implementation Planning Checklist

Use this checklist to document how your team will implement social and emotional learning. It includes helpful tips and reminders for successful planning and implementation.

Check the box for each section as you complete it.

Step 1: Assess Organizational Readiness

- Determine Areas of Organizational Need

Step 2: Build Your Program Team

- Identify Potential Team Members
- Engage Your Team

Step 3: Conduct a Needs Assessment

- Collect Three Types of Data
- Map Needs to Assets

Step 4: Create SMART Goals for Social and Emotional Learning

- Set Program SMART Goals

Step 5: Plan Logistics

- Time
- Space
- Materials
- Budget

Step 6: Set the Social and Emotional Learning Environment

- Strategy 1: Promote Positive Culture, Climate and Relationships
- Strategy 2: Support Positive Behaviors
- Strategy 3: Use Practices and Curricula Specific to Social and Emotional Learning

Step 7: Intentionally Design Social and Emotional Learning Activities

- Instructional Strategies
- Activity Types
- Delivery Methods

Step 8: Recruit and Prepare High-Quality Staff

- Recruit Staff
- Prepare Staff

Step 9: Implement a Continuous Improvement Process

- Plan for Continuous Improvement

Step 10: Celebrate



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Step 1: Assess Organizational Readiness

Assessing organizational readiness is important to a successful launch. A strong infrastructure will provide the foundation you need to plan, design, implement and assess high-quality social and emotional learning. Listed below are six indicators of organizational readiness. Select the ones you think your program needs to focus on first:

- School-day and out-of-school time partnership
- Understanding of social and emotional learning needs
- Adequate time, space and budget to implement social and emotional learning
- Policies and procedures to guide social and emotional learning
- Activity design that supports social and emotional learning
- Competent staff

Tip: If your state department of education, school district, and/or partner schools embrace social and emotional learning, your efforts are likely to be supported by school-day leaders. To make sure your social and emotional learning activities align with school-day practices, talk with leaders at different levels and explore the following resources:

- Look on the state department of education website for learning standards that address social and emotional learning and to get ideas about aligning social skill acquisition with academic content standards. You might see such skills referred to as “21st century skills.”
- Check the district and/or school websites for information about positive behavioral interventions and supports (PBIS) and character education programs.
- Review district and/or school codes of conduct. Pay special attention to statements that use positive language to state expectations rather than provide a long list of consequences.

Determine Areas of Organizational Need

Use the Y4Y **Assessing Social and Emotional Learning Organizational Readiness** tool to help you assess your program’s readiness to implement social and emotional learning. The tool directs you to resources for each of the six indicators of organizational readiness listed below. Based on the results of the organizational readiness self-assessment, select the indicators you need to work on with your staff.

- School-day and out-of-school time partnership
- Understanding of social and emotional learning needs
- Adequate time, space and budget to implement social and emotional learning
- Policies and procedures to guide social and emotional learning
- Activity design that supports social and emotional learning
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Step 2: Build Your Program Team

Having a strong program planning team is essential to successfully implementing social and emotional learning in your program. You need people with certain kinds of expertise such as data analysis and activity design. It’s also important for your team members to have energy and enthusiasm for social and emotional learning. When building your program team, decide these things:

- Who should be involved?
- Why should they be involved?
- What are their roles?
- How will you get them involved?

Identify Potential Team Members

Listed below are various role groups to consider as you build your program team. Select those you’ll invite to help you plan for social and emotional learning planning. If you think of other role groups you’d like to include, list them where it says “Other.”

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Special education teacher | <input type="checkbox"/> PBIS lead |
| <input type="checkbox"/> Instructional support staff | <input type="checkbox"/> School nurse |
| <input type="checkbox"/> Section 504 lead | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Family member | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Community business leader | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Social worker | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> School counselor | <input type="checkbox"/> Other: _____ |

Engage Your Team

Once you have your program team together, you need to keep them active and engaged in your social and emotional learning planning. Several possible strategies are listed below. Place a checkmark by the strategies you’ll use to engage team members. If you have other ideas for engaging your team, include those where it says “Other.”

- When team members see their involvement in social and emotional learning as a way to support the work they already do, they’re more likely to be enthusiastic partners. The potential for personal and professional growth is another motivating factor. Mention these benefits as you recruit your team.
- Have team members write down three strengths they bring to the project. Then have them write one strength of at least one other member of the group. Share these strengths, and then brainstorm roles and responsibilities.
- Ask each team member to share his or her vision for fostering social and emotional learning for all students. Then ask, “How can you contribute to making it happen?”
- Other: _____





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Check out the Y4Y **Managing Your 21st CCLC Program** course to learn more about how to manage your program team. Critical Task 7: Develop Your Human Resources Plan in the Implementation Strategies section of that course will be particularly helpful.

Step 3: Conduct a Needs Assessment

Collect Three Types of Data

There are three important data sets to gather while assessing the social and emotional learning needs of students and their families: community and school-level needs, student-level needs, and student voice data. Use the checklist below to identify ways you might collect these data.

Community and School-Level Data

- School climate survey
- Community data such as statistics on risky behavior by youth
- Other: _____

Student-Level Data

- Report cards
- Observations
- Other: _____

Student Voice Data

- Student surveys
- Student focus groups
- Other: _____

Tip: In accordance with the Family Educational Rights and Privacy Act (FERPA) guidance, you'll need permission from parents or guardians to gather student information. You may have included a requirement about sharing information in your program application, but always explain what you need to know and why you need to know it. Safeguard any personally identifiable information by storing it in a secure location.

Use the Y4Y **Capturing Social and Emotional Learning Program Needs Assessment** to help you organize and capture needs assessment data.

Map Needs to Assets

Mapping assets helps you identify resources you can use for your social and emotional learning program. Resources may include new partners, space, supplies or funding.





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Here’s an example of how connecting an identified need to a potential asset can help you obtain a valuable resource for your program. A new ropes course opens in your area. You meet the owner at a local chamber of commerce mixer, and he expresses interest in becoming more involved with the community, especially with youth. You mention that, according to your needs assessment, teachers report that 70 percent of your middle school students struggle with working in teams. The owner of the ropes course tells you he’s developed a six-week team-building workshop that focuses on collaboration and cooperation. You and the business owner decide to work together to offer this workshop within your program.

Use the table below to brainstorm possibilities.

Asset Category	Potential Asset	Potential Resource
Individuals	<ul style="list-style-type: none"> • School counselor • Social worker • 	<ul style="list-style-type: none"> • • •
Community	<ul style="list-style-type: none"> • Community group • Law enforcement agency • 	<ul style="list-style-type: none"> • • •
Institutions	<ul style="list-style-type: none"> • Local university • Mental health provider • 	<ul style="list-style-type: none"> • • •
Businesses	<ul style="list-style-type: none"> • Yoga studio • Social and emotional learning vendor • 	<ul style="list-style-type: none"> • • •
Sponsoring School Resources	<ul style="list-style-type: none"> • PBIS materials • Character education curriculum • 	<ul style="list-style-type: none"> • • •

Tip: If you need training, learning resources, videos, research, case studies or best practices, consider engaging with national organizations such as the Collaborative for Academic, Social, and Emotional Learning (CASEL); national afterschool organizations; and national education organizations.

Use the Y4Y **Mapping Assets for Social and Emotional Learning** tool to match potential assets to identified needs. The Y4Y **Prioritization Chart** can help your team prioritize needs and assets. You can use the Y4Y **Practice Frameworks for Social and Emotional Learning** chart to identify assets related to trauma-informed practice, mindfulness development, and positive youth development.





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Step 4: Create SMART Goals for Social and Emotional Learning

Set Program SMART Goals

Goals provide a road map for the program. Work with staff and stakeholders to set program goals for social and emotional learning. The Y4Y **SMART Goals Podcast** (included in Y4Y Click & Go 3: Administer for Success) is a helpful resource. It’s available at <https://y4y.ed.gov/y4yclickandgo/implementing-your-program-with-fidelity/1571>.

Place a checkmark by the statement that best describes where you are right now in the goal-setting process:

- We have no program goals around social and emotional learning.
- We have program goals around social and emotional learning.
- We have SMART (specific, measurable, achievable, relevant, and time bound) program goals around social and emotional learning.

Use the Y4Y **Program and Activity SMART Goals** tool to document and develop program and activity SMART goals. Here are examples of SMART goals related to social and emotional learning:

Sample Program Goal: By the end of the program year, disciplinary referrals for students who participate in the program regularly will decrease by 10 percent as measured by behavioral reports.

Sample Activity Goal: At the end of the program year, 75 percent of students identified as in need and who regularly participate in martial arts will report an increase in their ability to recognize and control their emotions as measured by pre- and postsession student interviews.

The figure below illustrates what makes a program goal “SMART.”

T **R**

By the end of the program year, disciplinary referrals for students who

S **A**

participate in the program regularly will decrease by 10 percent as

M

measured by behavioral reports.

Specific — We’re targeting the students who need the support and who attend regularly.

Measurable — We’re using school behavior reports to measure outcomes.

Achievable — We believe referrals can decrease by 10 percent if students engage in the program.





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Relevant — Our goal is relevant because reducing negative behaviors that result in disciplinary referrals has been identified as a need.

Time Bound — We've decided to measure outcomes at the end of the program year.

Now, you try! In the space below, practice writing a program SMART goal to address a need from your needs assessment.

Step 5: Plan Logistics

Review these logistical areas for social and emotional learning planning and check off any items you need to discuss with your team.

Time

- Determine your timeline and daily schedule for incorporating social and emotional learning.
- Set up a calendar for the number of weeks, days per week, and hours per day that you'll offer activities focused on social and emotional learning.
- Do you want to embed skills throughout the year or offer explicit instruction?
- Are there times of year when students seem more restless, anxious or frustrated?

Space

- Consider the type of activity you want to offer and the type of space you'll need to effectively conduct that activity.
- Do you need space to spread out, or an intimate conversation area?
- Discuss available space with the facility maintenance supervisor.
- Find out who's in charge of scheduling space.
- Determine the space(s) your program will use early in the planning process.

Tip: If space is limited, you can create intimate spaces even in a gym or cafeteria by placing mats or beanbags in a corner where students who want personal talk time can have privacy. This is where your program team members become very valuable, as school-day leaders can often help you secure space if programming is scheduled at the school site.





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Materials

- Do you use music to set the tone? You might want various types of music and portable speakers or a Bluetooth device.
- Will any of your activities require special equipment, such as yoga mats or boxing gloves?
- Are you integrating energizers that require simple materials, such as talking sticks or balls to pass for sharing?
- Are you purchasing a prepackaged curriculum?
- Do you have the materials you need for your curriculum or locally created lesson plans?
- Do you have the materials necessary to train staff on the activities?

Budget

- Will you use a predeveloped curriculum? If so, what amount of funding will you need to purchase it?
- Will you engage vendors to help you implement your program? If so, what will they charge?
- Are free resources or interventions available through your partner school or other community organizations? If so, how do you access those resources?
- Do you need to budget for new staff or specific individuals to accommodate students with special needs?
- Will there be transportation expenses to help you accommodate students with special needs?
- What professional learning needs will you have? Who will provide the training, and what will it cost?

Use the **Y4Y Program Supply Request Form** to help staff request supplies. To learn more about budgeting, see the **Y4Y Managing Your 21st CCLC Program** course.



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Step 6: Set the Social and Emotional Learning Environment

Here are three strategies you can use to set the social and emotional learning environment. Discuss these with your team to decide which strategies you'll use.

Strategy 1: Promote positive culture, climate and relationships.

Your program's culture and climate reflect your values and create the conditions for developing students' social, emotional and academic competence. It's important for staff members, families, students and partners to know what specific values your organizational culture promotes, and how those values are being carried out. The key elements of positive culture and climate are listed below. Check the ones you'd like to focus on in your program.

- Supportive relationships
- Engagement
- Safety
- Cultural competence
- Cultural responsiveness
- High expectations

Scenario: What would you do to promote the development of a positive climate and relationships if you were in the site coordinator's shoes?

Use the Y4Y **Organizational Culture Podcast** to help set your culture and climate statements. It's available at <https://y4y.ed.gov/y4yclickandgo/organizational-culture/2582>.





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Strategy 2: Support Positive Behaviors

Focusing on positive rather than negative behaviors will reinforce the behaviors you want to see. Check the ways you want to support positive behaviors in your program, and brainstorm examples of what each strategy would look like in action.

- Help staff members focus on why students behave the way they do.
Example: _____
- Set clear expectations for students.
Example: _____
- Train staff to encourage positive behaviors more than they punish negative behaviors.
Example: _____
- Offer targeted support.
Example: _____
- Help students set their own personal social and emotional goals.
Example: _____

Strategy 3: Use Practices and Curricula Specific to Social and Emotional Learning

As you incorporate practices specific to social and emotional learning, it's helpful to know about **three essential frameworks** that can help you see a variety of ways to meet students' needs and develop their social and emotional skills. Check the frameworks you want to incorporate into your program.

- Trauma-informed practice
 - Safety
 - Trustworthiness and transparency
 - Peer support
 - Collaboration and mutuality
 - Empowerment, voice, and choice
 - Cultural, historical, and gender issues
- Mindfulness development
- Positive youth development
 - Competence
 - Confidence
 - Connection
 - Character
 - Caring

Incorporating the Frameworks: How can you incorporate the framework(s) that you checked above into your program? Brainstorm ideas with your team!





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Step 7: Intentionally Design Social and Emotional Learning Activities

Instructional Strategies

Once you've decided which domains of social and emotional learning are of highest need to your students, you need to determine whether you want to use explicit or embedded instruction (or both) to address them. Check the boxes of the domains you want to focus on with students, and work with your program team to determine whether you'll use explicit or embedded instruction to address each.

- | | | |
|--|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Self-awareness | <input type="checkbox"/> Explicit | <input type="checkbox"/> Embedded |
| <input type="checkbox"/> Self-management | <input type="checkbox"/> Explicit | <input type="checkbox"/> Embedded |
| <input type="checkbox"/> Social awareness | <input type="checkbox"/> Explicit | <input type="checkbox"/> Embedded |
| <input type="checkbox"/> Relationship skills | <input type="checkbox"/> Explicit | <input type="checkbox"/> Embedded |
| <input type="checkbox"/> Responsible decision making | <input type="checkbox"/> Explicit | <input type="checkbox"/> Embedded |

Activity Types

Listed below are five basic types of activities that are typically used with students. You might think of others. Check the activity types you hope to use, then discuss them with your program team.

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Enrichment | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Recreation | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> College and Career Readiness | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Family Engagement | |

Delivery Methods

Delivery methods can have a tremendous impact on student engagement. Check the ones you and your team would like to use, and add any others.

- | | |
|--|---|
| <input type="checkbox"/> Think-alouds or self-talk | <input type="checkbox"/> Conferencing |
| <input type="checkbox"/> Self-reflection and self-assessment | <input type="checkbox"/> Project-based learning |
| <input type="checkbox"/> Service learning | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Nonlinguistic representations | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Youth-directed learning | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Cooperative learning | <input type="checkbox"/> Other: _____ |





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Step 8: Recruit and Prepare High-Quality Staff

Recruit Staff

- **Determine candidates’ qualifications and interest in leading social and emotional learning.** To ensure that you hire staff who are ready and willing to implement your design for social and emotional learning with fidelity, consider alignment with program culture and climate, strength of social and emotional skills, cultural competence, and knowledge of the five core competencies of social and emotional learning.

Prepare Staff

- **Provide professional development in social and emotional learning.** Start by assessing staff competencies and identifying specific professional learning needs. Provide opportunities for instruction, practice and support over time.
- **Assess staff competence.** Two common ways to measure staff competencies are self-assessments and observations.
- **Show appreciation for each staff member’s efforts to do a good job.** A simple “thank you” or public recognition can motivate staff and encourage desired behaviors.
- **Value staff opinions.** At meetings, invite team members to weigh in on what’s working well and what could be improved. Ask for suggestions on how to move forward. Then use that information to take appropriate actions.
- **Give staff the tools they need to be successful.** When people don’t feel equipped to do their job, they’re more likely to leave. Work with staff to develop professional learning plans, and budget time and money to support their professional growth.
- **Other:** _____
- **Other:** _____
- **Other:** _____

Use the Y4Y **Social and Emotional Learning Self-Reflection and Assessment** to help staff members understand their baseline knowledge of social and emotional learning competencies, reflect on their own strengths, and identify knowledge and skills they’d like to develop.





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Step 9: Implement a Continuous Improvement Process

Plan for Continuous Improvement

Review and discuss the five components of the continuous improvement process with your team:

- Define your plan
- Implement with fidelity
- Collect data
- Analyze data
- Improve

Use the Y4Y **Continuous Improvement Planner** (from the Summer Learning course) to plan steps for assessing and improving your program. Indicate which of the following strategies you want to discuss with your program team:

- Measuring SMART goals
- Developing a plan for fidelity of implementation
- Conducting activity observations
- Collecting data
- Employing an independent evaluator
- Using assessment results to improve social and emotional learning program design
- Sharing results
- Other: _____
- Other: _____

Step 10: Celebrate

Remember to take time to celebrate your successes! Use the checklist below as a reminder of ways to celebrate program accomplishments and outcomes.

- Share photos, videos and student artifacts on social media (with appropriate permission).
- Let news outlets, community organizations, and public servants know about your program's successful social and emotional learning activities and outcomes.
- Engage staff and team members in a discussion about what has happened after implementing social and emotional learning activities and strategies.
- Create a flyer or report of program successes to distribute as a take-away at program events or in other settings to inspire current and potential funders to support and sustain your program.
- Other: _____
- Other: _____

