



WISCONSIN'S GUIDE TO  
**Social and Emotional Learning  
and Workforce Readiness:**

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A POWERFUL COMBINATION

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and Workforce Readiness:**  

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# Foreword



The Wisconsin Department of Public Instruction is committed to ensuring we meet the needs of all students. Social and emotional learning (SEL) is an important component to meeting the needs of every child. Regardless of zip code, every child, deserves access to high quality public education programs that we know work, such as early childhood programming, mental health and school nursing support, and well funded schools. All students deserve access to the best and brightest teachers trained in supporting all students. When we integrate SEL into all our educational environments, we've reached a critical step in achieving that mission. What we know is that when we meet the needs of the whole child, from cradle through college, we are setting them up, as well as our communities, our workplaces, and our families for future success.

Jill K. Underly, PhD  
State Superintendent



# Purpose Of This Report

1

The Wisconsin Department of Public Instruction's (DPI) Guide to Social and Emotional Learning and Workforce Readiness: A Powerful Combination is designed to provide educators, youth employers, and out-of-school time (OST) professionals with the essentials for implementing a comprehensive approach to social and emotional learning (SEL) competencies that are connected to workforce readiness skills. These skills are applicable not just in a job but in any postsecondary education setting, whether that is a four-year university, two-year college, one-year certification, an internship, an apprenticeship, or something else. In short, the guide aims to assist readers in understanding how SEL helps youth become career, community, and lifelong learning ready.

The guide provides definitions of SEL and workforce readiness, how Wisconsin's SEL competencies are integrated into Wisconsin's employability standards and skills, and what the dual advancement of SEL and workforce readiness can look like in practice. Additional resources have been provided throughout this guide for those interested in learning more.



# Defining Social and Emotional Learning (SEL)

Social and emotional learning is an evidence-based practice with a deep research base. (CASEL n.d.-a). It is the process through which youth and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL n.d.-b).

Social and emotional learning is integral to high-quality educational experiences, and for SEL to be most successful in all environments, the work should be done with a foundation built in and through equity (see the DPI's [Guiding Principles for Social and Emotional Learning](#) for more information). It serves as both competency development and as a powerful tool to disrupt inequities by:

- elevating equity, diversity, and inclusion;
- prioritizing adult learning and critical reflection about their own social, emotional, and cultural competencies;
- ensuring all youth are seen, heard, and valued;
- elevating youths' cultural assets, voice, and agency;
- partnering authentically with families and communities to develop culturally responsive approaches to SEL; and
- establishing SEL data strategies that help to share power, dismantle inequities, and build more equitable learning environments (CASEL 2020).

Implementing SEL to advance equity in a comprehensive way will result in positive outcomes for youth, including better preparing them for a life beyond the classroom as the next generation workforce. Districts, schools, OST programs, and workplaces all play a role, as SEL is for all by all. Everyone helps develop these core, lifelong skills today to positively impact careers and communities tomorrow. To learn more about how you can implement high-quality SEL services and systems while keeping equity at the forefront of your work, and maintaining a shared commitment to disrupting systemic educational inequities across Wisconsin, see the [State Superintendent's Equity Stakeholder Council's Advancing Equity through Social Emotional Learning](#) document. For additional information on implementing systemic SEL, visit [DPI's Social and Emotional Learning Theory of Action website](#) and [CASEL's Systemic Implementation resources](#).

## 2

*Social and emotional learning is key to a high-quality educational experience.*

# Defining Workforce Readiness

Workforce readiness goes by many names. For the purpose of this report, the terms "workforce readiness" and "employability skills" are interchangeable. Regardless of what term is used, the larger question is, what does it mean? According to the Workforce Innovation Technical Assistance Center, "Workplace readiness traits describe a number of commonly expected skills that employers seek from most employees. Work readiness skills are a set of skills and behaviors that are necessary for any job. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills" (WINTAC 2016). Wisconsin's Employability Skills Certificate provides youth an opportunity to demonstrate the acquisition of these very skills. The program requires 1) reinforcing professional workplace skills in personal work habits and attitudes; 2) a minimum of 90 work hours accumulated over the course of high school; 3) paid wages; and 4) school coordination by a DPI-licensed teacher. The certificate currently includes multiple competencies:

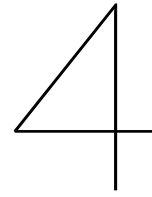
- Develop positive relationships with others.
- Communicate effectively with others.
- Collaborate with others.
- Maintain composure under pressure.
- Demonstrate integrity.
- Perform quality work.
- Provide quality goods or service (internal and external).
- Show initiative and self-direction.
- Adapt to change.
- Demonstrate safety and security regulations and practices.
- Apply job-related technology, information, and media.
- Set personal goals for improvement.

As a part of a continuous improvement process, the DPI will convene employers periodically to ensure that the Employability Skill Standards and the competencies listed above reflect the skills youth need for success in a rapidly changing world of work. To learn more see [Employability Skills Co-Op](#).

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# The Importance of Connecting SEL and Workforce Readiness



There is a close connection between SEL and workforce readiness skills. The Collaborative for Academic, Social, and Emotional Learning (CASEL) asserts that "workforce readiness, college and career readiness, and 21st-century skills are closely aligned with SEL because social and emotional skills (such as self-management, communication, goal setting, collaboration, and responsible decision-making) are all critical skills for success in college and career" (CASEL 2019). Further, the report "Why Social and Emotional Learning and Employability Skills Should Be Prioritized in Education," coauthored by CASEL and the Committee for Children, makes the case to policymakers how SEL skills relate to employability. The report states,

[Social and emotional learning] and employability skills benefit business by helping provide qualified job candidates who thrive in their positions. Self-motivation, time management, communication, problem solving, and relationship building—some common aspects of SEL—are the types of skills employers often look for. Employers want to hire and retain employees who have the ability to think critically and work effectively with others (CASEL 2016).

While SEL has been recognized as an integral component of workforce readiness for some time, the stakes are about to become even higher as the need for workers who possess strong SEL competencies grows. The United States, like most countries across the globe, is entering into a demographic drought in which the labor participation rate is quickly declining. Additionally, marginalized populations, incarcerated youth and adults, and those who could re-skill are untapped groups who may not be participating in the workforce and want to be working. There simply are not enough people to fill the jobs we currently have that are powering our economy.

Fortunately, some jobs can be replaced by technology. The recent global pandemic brought on by the COVID-19 virus has accelerated the pace of this digital transformation even faster than previously expected. However, many jobs require human interaction that may be supported by technology but cannot be completely replaced by it. These are the jobs that are projected to grow most significantly in the future, and these jobs will all require a strong foundation of social and emotional competency.

## Preparing Youth for the Workforce through SEL in High School

High school is a critical period in which to promote, foster, and model SEL. High school can also be a challenging period in which to engage in such work. While the research available for adolescent SEL work is less prevalent than the extensive literature on elementary implementation, it is clear that all SEL must be responsive to unique grade-level needs and interests, and preparation for life after high school is certainly on most minds. The recent [CASEL Program Guide](#) has identified numerous approaches that have shown effects at the high school level. In fact, SEL plays a key role in high school youths' own perception of their future readiness:

A large majority of recent high school youth from strong SEL schools say their school did a great or a pretty good job of preparing them for success after high school (83 percent) and preparing them for a job or career (82 percent), and current high school youth from strong SEL schools feel similarly. Small fractions of recent high school youth from weak SEL schools feel as though their school prepared them for success after high school (only 13 percent) or prepared them for a job or career (only 8 percent). High school youth currently in low SEL schools also do not believe their school is preparing them well for future success (30 percent) or a job or career pathway (23 percent) (DePaoli et al. 2018).

Certainly, graduating college and career ready is tied to academic readiness, and growing evidence emphasizes that SEL improves academic learning success (Durlak et al. 2011); however, as evidenced above, this is only part of the learning equation. Social and emotional learning prepares youth to achieve in postsecondary environments in many ways. For example, research has shown that SEL yields productive relationship building and problem-solving in or out of school. It can also "help adolescents avoid temptations to engage in risky behaviors such as substance abuse, delinquent behavior, and crime. Eventually, [SEL] can increase the likelihood for success in the workplace." (Jones et al. 2015) So while a comprehensive PK through 12 developmental perspective on preparing students for postsecondary success is important, for the reasons listed above, this guide focuses on the high school years when considering SEL and workforce readiness.

*"When our education system puts an emphasis on SEL . . . we know the future is full of opportunity for our businesses and the impact we can have on our communities."*

*- Tim O'Brien Homes  
Human Resources  
Manager*

## Social and Emotional Learning Is the Engine That Powers Workforce Readiness

Not only is there a strong connection between SEL and workforce readiness, but one could say that SEL is the engine that powers workforce readiness skills, such as communication, collaboration, critical thinking, and adaptability. These skills can be better understood through a set of corresponding SEL competencies. By looking at workforce readiness skills through the lens of SEL, educators and learners can understand the specific competencies that need to be strengthened to further develop a specific workforce readiness skill. For example, below is a table highlighting all the Wisconsin SEL competencies for grades 9-12 that work toward building the sought-after skill of collaboration:

### EMPLOYABILITY SKILL = COLLABORATION

EMOTIONAL DEVELOPMENT	
9th and 10th Grade WI SEL Competencies	11th and 12th Grade WI SEL Competencies
Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.	Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships.
Learners will be able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to understand and explain how their expression of emotions can influence how others respond to them.
Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.	Learners will be able to predict situations that will cause strong emotions and plan and prepare to manage those emotions.
Learners will be able to demonstrate empathy to others who have different views and beliefs.	Learners will be able to demonstrate connectedness through empathy and engagement to their communities.
Learners will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others.	Learners will be able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others.

SELF-CONCEPT	
9th and 10th Grade WI SEL Competencies	11th and 12th Grade WI SEL Competencies
Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary.	Learners will be able to set short- and long-term group goals and create a plan to execute those goals. They will be able to analyze progress and collaborate to adjust goals when needed.

SOCIAL COMPETENCE	
9th and 10th Grade WI SEL Competencies	11th and 12th Grade WI SEL Competencies
Learners will be able to identify positive ways to express understanding of differing perspectives.	Learners will be able to demonstrate conversational skills to determine the perspective of others.
Learners will be able to support the rights of individuals to reflect their family, culture, and community within the school setting.	Learners will be able to support the rights of all individuals to reflect their family, culture, and community in society.
Learners will be able to assess for personal bias and evaluate strategies to oppose stereotyping.	Learners will be able to develop ethical arguments from a variety of ethical positions to evaluate societal norms.
Learners will be able to independently seek and sustain positive, supportive relationships.	Learners will be able to maintain positive relationships and use effective strategies (e.g., boundary setting, stating your needs, and recognizing warning signs) to avoid negative relationships.
Learners will be able to use assertive communication, including refusals, to get their needs met without negatively impacting others.	Learners will be able to use assertive communication, including refusals, in a variety of settings and with a variety of audiences to get their needs met without negatively impacting others.
Learners will be able to accept constructive feedback.	Learners will be able to evaluate constructive feedback and provide constructive feedback when needed.
Learners will be able to formulate group goals and work through an agreed upon plan.	Learners will be able to recognize how each group member's skills contribute toward group goals.
Learners will be able to self-reflect on their role in a conflict to inform their behavior in the future.	Learners will be able to consistently resolve interpersonal conflicts across settings (e.g., school, work, community, and personal relationships).
Learners will be able to apply steps of systemic decision making with consideration of well-being for oneself and others.	Learners will be able to consider a variety of factors (e.g., ethical, safety, and societal factors) in order to make decisions that promote productive social and work relations.
Learners will be able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion.	Learners will be able to evaluate the ways in which public opinion can be used to influence and shape public policy.
Learners will be able to use negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety.	Learners will be able to evaluate factors that impact personal and community health and safety and apply appropriate preventative and protective strategies (e.g., health and wellness, sleep, healthy relationships).
Learners will be able to advocate for their needs and the needs of others by utilizing educational and community support networks.	Learners will be able to generate positive choices and proactively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships).

Imagine a scenario in which youth are working together on a group project. Progress on the project has been stalled because the group is struggling to collaborate effectively together. An educator could use the list of SEL competencies in the table above to assist the youth in reflecting and identifying the specific competencies that need to be strengthened for the collaborative efforts of the group to improve. The educator could either suggest or have the group brainstorm and implement strategies to build the SEL competencies that will lead to better collaboration.

Further, the educator might point out that these types of challenges often come up in job situations and that the same reflection process and strategy implementation will help an individual become more successful in the workplace. Educators, OST program leaders, and employers can utilize SEL competencies in the development of other workforce readiness skills in a similar fashion.

## **Social and Emotional Learning and Employability Standards Crosswalk**

The need for aligning developmentally appropriate Wisconsin SEL competencies and Wisconsin Employability Skills was identified by a state-level collaboration team and CASEL. The Wisconsin Department of Public Instruction's [Social and Emotional Learning \(SEL\) Competencies and Employability Skills Crosswalk](#) was built by starting with the SEL competencies and matching up the employability skills that closely aligned. This was more manageable than building the SEL competencies around each employability skill. For example, employability skills (e.g., communication) are broad, while the SEL competencies break the skills down by showing what communication may look like (e.g., learners will be able to identify positive ways to express understanding of differing perspectives). Additionally, the crosswalk clearly demonstrates that the workforce skills are actually all SEL skills.

The impetus for the SEL and employability crosswalk came from various sources, including interviews of Wisconsin high school teachers who almost universally reported they would be more likely to do the work if SEL was framed as being useful for youth in employment and postsecondary learning and training, as well as anecdotal reports that described diminished interest (shared by both students and teachers) in SEL after middle school. Weaving SEL with workforce readiness at the high school level renewed and increased interest. Lastly, the crosswalk served as a visual representation to show employers that their concerns about workforce skills were heard and recognized.

In addition to implementing SEL and workforce readiness system-wide, implementation across systems extends the acquisition and application of skill development to create greater impact. Youth develop skills through a multitude of different experiences in varied settings, and as such, their acquisition and application of the skills should occur simultaneously in these same settings. The home is the first and most important setting for teaching, modeling, and reinforcing SEL and employability skills. Schools, and more specifically, classrooms, hallways, lunchrooms, recess, buses, field trips, and extracurricular activities, provide opportunities to continue building SEL and workforce readiness through direct teaching, modeling, and reinforcement. Career- and work-based learning experiences and OST programs are ideal and natural settings to collaboratively build and foster SEL and workforce readiness, given the ample opportunities that exist to practice, refine, strengthen, and generalize skills learned.



## Developing SEL and Workforce Readiness in Multiple Environments

This guide focuses on the development of SEL and workforce readiness in the following environments: the classroom, the workplace, and OST programs.

### The Classroom Environment

The classroom is a natural and ideal setting for youth to acquire and apply SEL and workforce readiness skills that are taught, modeled, and reinforced by educators during standalone lessons, integrated into subject area content, and experienced and applied throughout the myriad of activities youth encounter at school. Pairing SEL and workforce readiness with academic and elective area content and pedagogy bring credibility, relevance, equitable access, and meaning to the learning happening in school. Social and emotional learning and workforce readiness integration in the classroom impacts youth' success in their current school context, as well as in future pursuits across various settings.

### Resources

- [Integrating Employability Skills A Framework for All Educators](#)
- [Integrating Employability Skills Into Everyday Instruction](#)
- [Integration of SEL and Academic Instruction](#)
- [Employability Skills Self-Assessment Tool](#)
- [Sample SEL/Employability Lesson](#)

## STORIES FROM THE FIELD

Imagine Marcy's high school English class, where her curriculum plan includes teaching youth **short and long-term goal-setting**, in addition to core content. Youth are engaged in learning and practicing goal-setting in order to be successful in their English coursework, as well as extending that learning beyond the classroom into the larger school setting, community, and all the way to their dream job. The direct teaching, practice, and feedback loop of SEL skills and workforce readiness skills that the classroom is learning allows youth to develop and refine their own skills. Marcy's explicit direction, support, and guidance promotes connection with and generalization to other significant settings in youth's lives. The SEL and workforce readiness skill of goal-setting creates positive actions and outcomes for youth in their English course and for their broader pursuits, both current and future.



## The Workplace Environment

One of the best environments for youth to develop SEL and workforce readiness skills is directly in the workplace. Unfortunately, youth employment rates have been trending downward for some time. According to employment data from the United States (US) Bureau of Labor Statistics, the United States hit a peak employment participation rate of 59.3 percent in 1979 for youth ages 16-19. That rate dropped dramatically after the great recession to 34.1 percent in 2011. As of July 2021, the youth employment rate still hovers at 36.1 percent (FRED 2021).

Fortunately, there is a plethora of other career-based and work-based learning experiences that allow youth to hone their skills without holding a traditional after-school or summer job. Employers can interact with and mentor youth through job shadows, by participating in career fairs and providing company tours. All these experiences require youth to interact in a professional environment.

### Resources

- [Annotated Guide to Employability Skills Curricula and Resources](#)
- [Mentoring: A Critical Support Strategy for Youth Career Engagement and Workforce Development](#)

## STORIES FROM THE FIELD

As employers help youth develop social and emotional skills, their own adult employees' SEL skills grow as well. When a **Wisconsin Youth Apprenticeship Employer** compared the performance of two teams, one with a young person who required more explicit communication and the other team with adult workers, the team with a young employee exceeded the performance of the team without. This was a significant insight for the employer and encouraged them to offer other opportunities for all employees to develop SEL competencies.





## The Out-of-School Time Program Environment

The opportunities for youth SEL growth do not end when the bell rings. When schools close, OST programs are open, whether before or after school or during the summer. Such programs are just one more environment in which complementary youth development expertise can and should be leveraged and, of course, OST programs can and should align their efforts with and build on those of schools and employers through shared strategies and language. In fact, OST programs are uniquely poised to address SEL due to the non-standard learning environments they offer, as well as the perceived power differentials at play. Specifically, OST programs generally are not beholden to curriculum, state tests, or grades in the way schools are or tied to a paycheck as workplaces are. As a result, OST staff can primarily focus on trust-building and relationships, two critical components in SEL competency development.

### Resources

- [Afterschool Programming as a Lever to Enhance and Provide Career Readiness Opportunities](#)
- [The Power of Afterschool and Summer Learning for Student Success](#)
- [Career Pathways for Students Course](#)

## STORIES FROM THE FIELD:

With trust established, students can better hone their knowledge and skills by becoming teachers themselves. One possible model to explore is the “I Can Teach” method, in which experienced youth coach and mentor other youth on a particular set of skills. **Madison Wisconsin’s Goodman Community Center’s Teen Employment and Education Program** regularly implements this model. For example, in one food preparation training session, an adult may demonstrate the correct way to dice an onion. After learning this skill and how to teach the skill-based on the adult’s modeling, the youth then teaches another youth so that they, too, can participate in the food preparation activity ([see the video Goodman Community Center Demonstrates SEL & Employability Skills](#)). In this moment, the youth leader is managing their stress, observing and reacting to their students’ strengths and demonstrated skills, cooperating, and more--all SEL competencies!



## Strategies and Practices to Integrate SEL and Workforce Readiness

Integrating SEL and workforce readiness into the classroom, workplace, or OST program environment is best achieved with purposeful planning. In considering how to begin, it is helpful to consider the [SEL Theory of Action](#). If the SEL Competencies and Employability Skills, instruction, and integration are the what, and the outcome of career and community ready is the why, the Theory of Action is the how.

*Additionally, consider the following actions during implementation:*

Prioritize the dual advancement of SEL and workforce readiness:

- Explicitly state the connection between SEL and workforce readiness (see [CASEL's State Resource Center](#) for state-level SEL practices and policies).
- Engage youth and other stakeholders in a discussion about why these skills are integral to academic and future success.
- Integrate SEL into Academic and Career Planning (ACP) activities.
- Develop an ACP Portrait of a Graduate (see [ACP Implementation District Self Assessment](#)).



### Systematize SEL and workforce readiness:

- Consider the larger context beyond your subject-specific discipline and scale the work to include the department, school, district, and local OST programs to align, develop, and implement SEL and workforce readiness processes, practices, programs, and skills.
- Utilize a planning and evaluation tool for SEL and workforce readiness integration as a part of regular department meetings, Professional Learning Communities (PLC), or with your program evaluation teams (see [Integrating Employability Skills: A Framework for All Educators](#)).

### Integrate SEL and workforce readiness into all learning environments:

- Build a foundation for SEL and employability skill development in the classroom, OST program, and workplace (see [CASEL's Integration of SEL and Academic Instruction](#)).
- Promote learning environments that support belonging, cultural responsiveness, emotional safety, risk-taking, growth mindset, and meaningful work.
- Establish where SEL competencies and workforce readiness skills intersect with content standards, and strategically embed them into the content curriculum and instructional practices (see DPI's [Social and Emotional Teaching and Learning](#)).

### Create an environment that supports SEL and workforce readiness:

- Utilize instructional practices, such as cooperative learning, youth-led discussions, self-reflection and goal setting, and inquiry-based learning, to provide natural opportunities for youth to practice and refine the SEL and workforce readiness skills learned.

### Use data to assess progress:

- Consider your purpose for collecting data: to determine impact; communicate mission, goals, and outcomes; make improvements; explore change; or identify student needs (see [DPI's Continuous Improvement](#) webpage).

There are also a variety of easy-to-implement practices, in addition to direct instruction, that can be woven into each environment. Here is a sampling of practices that can facilitate the development of SEL and workforce readiness with an example from each environment:

<b>Practices</b>	<b>Classroom</b>	<b>Workplace</b>	<b>OST Program</b>
Modeling	A classroom teacher appropriately accepts constructive feedback from a student during class and problem solves a positive resolution.	As a youth watches, a supervisor shows empathy for a caregiver who struggles to work remotely from home.	A staff member models relationship skills by greeting each youth by name every day.
Mentoring (informal or formal)	A leadership club advisor incorporates mentoring new students by junior and senior club members.	A workplace mentor meets weekly with a group of youth employed at the company to help develop skills.	A trained, community-based adult provides youth with a safe, supportive, and stable connection to local experiences and resources.
Role-Playing	During a health class, a teacher has students practice responding to constructive feedback from a coach, employer, or teacher.	A Human Resources Supervisor works with youth to enact a scenario in which a team with different work styles and characteristics must accomplish a project.	A staff member leads youth through a role-playing exercise to explore the outcome of a sample scenario, once with a punitive approach and once with a restorative justice approach.
Observation	During an advisory lesson, a staff member prompts students to look for examples in their own lives of when they are demonstrating appropriate SEL and workforce readiness skills.	A supervisor asks youth employees attending a project meeting to keep track of any SEL or workforce readiness skills they see in action.	Staff observe youth during free time with the lens of learning how their [youth] choices support engagement, build relationships, and expand learning.

Practices	Classroom	Workplace	OST Program
Reinforcement	During partner work, a staff member privately acknowledges a student's use of the workforce readiness and SEL skill of recognizing strong emotions of their assigned partner and walking away so each can calm down and regroup.	During a job shadow, an employer praises the short and long-term career goals shared by a youth and explains how they wish they would have had similar goal-setting skills when they were in high school.	A staff member makes an affective statement when a youth advisory council member invites another youth, who has been quiet, into the conversation.
Reflection	An advisory teacher follows up by having students reflect on the observations of their SEL and workforce readiness skills and consider the impact on their performance, relationships, and overall satisfaction in school, work, and personal settings.	The supervisor asks youth to reflect on the SEL or workforce readiness skills observed and imagine how those skills were developed.	A staff member reflects on their role in a youth-adult interpersonal conflict through journaling, one-on-one discussion, circle time, etc., to consider improved outcomes in the future.

### Resources

- [Examples of Social and Emotional Learning in High School English Language Arts Instruction](#)
- [Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning](#)
- [Elements of Effective Practice for Mentoring](#)
- [Relationships First: Creating Connections that Help Young People Thrive](#)
- [Social and Emotional Learning Coaching Toolkit](#)
- [Rhode Island Department of Education's SEL and workplace videos](#)

# Conclusion

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## Next Steps For Educators

The DPI hopes this report is only the beginning of your journey as you work with youth to develop SEL and workforce readiness. As you process the information in this report, ask yourself:

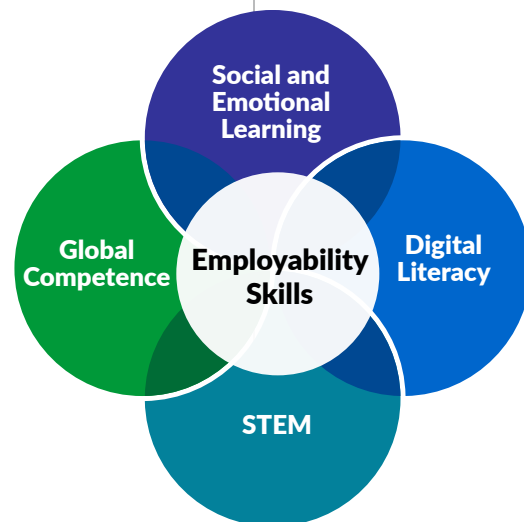
- How can I continue to develop my own SEL and workforce readiness skills?
- What is one thing I can start doing in the immediate future to put this into practice?
- Who else at my school district, company, or organization should I connect with to implement the ideas in this report?

## Next Steps for the DPI

As the DPI created the SEL and Employability Skills crosswalk, it became clear that, in addition to SEL, there are other standards and skill sets that intersect with employability skills. By developing students' STEM skills, we create critical and creative thinkers. Through digital literacy, we empower students with the strong technology skills that will be required in just about every industry. And, by cultivating global competencies, we prepare students to work and live in a global society where they will interact with people from many different cultures and backgrounds.

Moreover, DPI also recognized that when you bring all these skills together, you not only prepare students for employment, you prepare them for all facets of their life--including postsecondary education and training. That is why it is not surprising that so many of these skills are reflected in the Graduate Profiles or Portrait of a Graduate in many school districts. At the DPI, we are committed to further exploration of how SEL, STEM, digital literacy, and global competence can be woven together and to developing resources for all individuals working with youth to strengthen that integration.

The DPI also plans to build out the SEL and Employability Skills crosswalk to encompass grades PK-12. And we will continue to collect and share exemplars of practice. You will find current and future resources in the College and Career Readiness section of the [Social and Emotional Learning Teaching and Learning](#) webpage. Continued collaboration with key stakeholders will help realize the goal of all students being career, community, and lifelong learning ready.



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