

## Social Emotional Skills are Workforce-Ready Skills

**Teachers** cited the positive effects of SEL on workforce readiness (87%); life success (87%); attendance/graduation (80%); college preparation (78%); and academic success (75%).

**Employers** value social emotional skills: 92% of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills.<sup>1</sup>

**The Top 10 skills identified by the World Economic Forum involve social and emotional competence.**<sup>2</sup>

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility



**Education Week surveyed executives at some of the nation's leading companies in hospitality, automotive, and consulting, asking what they would want and expect from today's K-12 students as future employees.**

Sysco: **growth mindset and resilience; teamwork and collaboration**

McKinsey: the **social and emotional skills to competently overcome difficulties**

Boston Consulting Group: **growth mindset, self-direction and discipline, ability to prioritize, and digital fluency**

Microsoft: **critical thinking and creativity, cognitive flexibility (ability to deal with ambiguity and change), and self-regulation**

Blue Cross Blue Shield Association: **self-awareness and personal well-being**

CareFirst Blue Cross Blue Shield: **Empathy** is critical to the success of every person and team. Practicing empathy is the first step to unlocking the value of each other's diversity.

Hyatt: a strong level of **empathy**—understanding what our guests need in order to really care for them.

Cigna: **resilience-building factors**: practicing good physical and mental health, staying active and practicing stress-reduction activities, building connections, mentorship, ability to dialogue on difficult topics, fostering inclusivity and being surrounded by a diverse community

General Motors: learning agility as a core skill; **resilience and adaptability**<sup>3</sup>

## Social Emotional Skills are College-Ready Skills

SEL skills, such as persistence, motivation, engagement, time management, and collaboration, are necessary for education and work in the 21st century and are predictive of achievement in these categories.<sup>4</sup>

**College enrollment and persistence are correlated with SEL skills like academic self-confidence, motivation, and time management.**<sup>5</sup>

There is growing collective support among higher education stakeholders to transform the college admissions process to communicate the value of students' efforts to help others and their communities and to more effectively elicit information from students to describe these experiences as part of a balanced admissions profile.<sup>6</sup>

**The benefits of developing student SEL purportedly carry over beyond students' initial postsecondary experiences to enable success in professional or graduate school endeavors.** For example, medical students' ability to regulate emotions, rather than cognitive ability, is tied to more effective communication and interpersonal sensitivity in patient-physician interactions, an essential aspect of medical practice.<sup>7</sup>



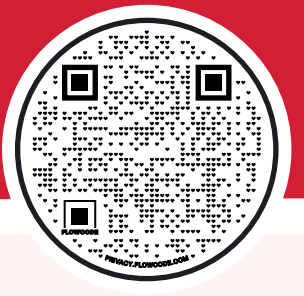
The capacity to **self-regulate and self-motivate** enables doctoral students to complete arduous graduate writing and persist toward graduation.<sup>8</sup>

"Statistically significant associations exist between measured **social-emotional skills in kindergarten and young adult outcomes** across multiple domains. Kindergartners who were stronger in SEL competence were more likely to graduate from high school; **complete a college degree**; and obtain stable employment in young adulthood. In later life, they were less likely to be living in public housing; receiving public assistance; involved with police; or in a detention facility."<sup>9</sup>

## SEL Programming Provides a Return on Investment

According to cost-benefit research, **SEL programming is a wise financial investment.** The average return on investment for six evidence-based programs is 11 to 1, meaning for every dollar invested, there is an \$11 return, which are savings from costs not incurred for intervention.<sup>10</sup>





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<sup>1</sup>McGraw Hill Education. (2018). 2018 *social and emotional learning report*. <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/corporate/promotions/2018-social-emotional-learning-survey.pdf>

<sup>2</sup>World Economic Forum. (2020) *Future of jobs report*. <https://www.weforum.org/reports/the-future-of-jobs-report-2020/>

<sup>3</sup>Lieberman, M. (2021). *Top U.S. companies: These are the skills students need in a post-pandemic world*. [https://www.edweek.org/technology/top-u-s-companies-these-are-the-skills-students-need-in-a-post-pandemic-world/2021/03?utm\\_source=nl&utm\\_medium=eml&utm\\_campaign=eu&M=59894429&U=&UUID=2e49912fd73682621c32bd844e8c1820/](https://www.edweek.org/technology/top-u-s-companies-these-are-the-skills-students-need-in-a-post-pandemic-world/2021/03?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=59894429&U=&UUID=2e49912fd73682621c32bd844e8c1820/)

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<sup>4</sup>Millett. C.M. (2020). *Perspectives on social and emotional learning in tertiary education*. [Policy Report]. ETS Policy Evaluation & Research Center

<sup>5</sup>Millett. C.M. (2020). *Perspectives on social and emotional learning in tertiary education*. [Policy Report]. ETS Policy Evaluation & Research Center

<sup>6</sup>Millett. C.M. (2020). *Perspectives on social and emotional learning in tertiary education*. [Policy Report]. ETS Policy Evaluation & Research Center

<sup>7</sup>Millett. C.M. (2020). *Perspectives on social and emotional learning in tertiary education*. [Policy Report]. ETS Policy Evaluation & Research Center

<sup>8</sup>Millett. C.M. (2020). *Perspectives on social and emotional learning in tertiary education*. [Policy Report]. ETS Policy Evaluation & Research Center

<sup>9</sup>Jones, D.E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105, 11, 2283-2290. <https://ajph.aphapublications.org/doi/10.2105/AJPH.2015.302630>

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<sup>10</sup>Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). *The economic value of social and emotional learning*. <https://www.cambridge.org/core/journals/journal-of-benefit-cost-analysis/article/economic-value-of-social-and-emotional-learning/D9A12352A7CF1B39E9A2B7EA4C68F150>