

### **Collaborative for Academic, Social, and Emotional Learning (CASEL)**

CASEL was founded in 1994 by Daniel Goleman, the author of Emotional Intelligence, and educator/philanthropist Eileen Rockefeller Growald. CASEL's first years focused on gathering scientific evidence to demonstrate the benefits of social and emotional learning to students' school success, health, well-being, peer and family relationships, and citizenship. While still conducting scientific research and relying on the best available science evidence, over time CASEL has increasingly worked to provide SEL practitioners and school administrators with the guidelines, tools, informational resources, and support they need to improve and expand their SEL programming. CASEL does not develop, market, or promote individual programs. Instead we seek to inform and educate consumers and promote improvements in school practice and program design to advance the field of SEL.

CASEL's mission is to establish evidence-based social and emotional learning (SEL) as an essential part of education from preschool through high school. SEL is the process through which individuals acquire the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. Research has shown that SEL is fundamental to children's health, ethical development, citizenship, academic learning, and motivation to achieve. Social and emotional education is a unifying concept for organizing and coordinating school-based programming that focuses on positive youth development, health promotion, character education, prevention of problem behaviors, and student engagement in learning.

CASEL's current projects focus on sustainable SEL implementation (e.g., standards, leadership, and assessment). All of these activities are based on solid research. A notable example is the recently completed meta-analysis of over 300 studies, conducted with Joseph Durlak of Loyola University; this synthesis demonstrates the positive effects of social-emotional programming on student behavior and academic performance.