



Great Public Schools for Every Student

Life Skills Model Legislation

Support for life skills (also known as social and emotional learning- SEL) continues to grow with research and experience. As of the publication of the Collaborative for Academic, Social, and Emotional Learning (CASEL) [2022 Social and Emotional Learning State Scorecard Scan](#), 27 states had free-standing K-12 life skills competencies, and 44 states offered guidance on implementation¹.

Below is a sample of recent state legislation that ranges from creating a standards advisory board to mandating professional development in life skills for all school staff.

It should be mentioned that strong legislation should include the following elements:

1. Identifies the core components of Life Skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
2. Ensures time for developmentally appropriate Life Skills instruction and embeds Life Skills into the school curriculum and out-of-school time programming.
3. Highlights the critical role of student, family and caregiver, educator, and partner engagement in designing and implementing a Life Skills program that is culturally responsive and developmentally appropriate.
4. Affirms that all school personnel will participate in ongoing life Skills professional development for continuous improvement.
5. Embeds a continuous improvement system funded appropriately by states and communities.

¹ State standards and guidance can be found at casel.org/systemic-implementation/sel-policy-at-the-state-level/

Massachusetts H.593 (193rd)

The [*Trauma Informed and Social Emotional Learning Supports and Training Expansion Act*](#) mandates training for all school staff and establishes a task force to identify best practices.

New York AB 3087 (2023-2024)

[Assembly Bill 3087](#) directs the Commissioner of Education to create a pilot program aimed at enhancing social and emotional learning in New York state schools and includes an evaluation component. It should be noted that life skills programs are more likely to succeed if they are incorporated throughout all subject areas rather than in a standalone class.

North Carolina HB 923 (2021)

[House Bill 923](#) establishes a pilot program to implement social and emotional learning curriculum in Kindergarten classrooms. The pilot builds on the North Carolina Preschool Pyramid model and includes an evaluation.

Oregon HB 2166 (2021)

House Bill 2166, now [ORS 329.045](#), creates an advisory group responsible for developing social and emotional learning standards. The advisory group will make proposals to the State Board of Education.