**Selecting an Evidence-Based Program**

Collaborating closely with out-of-school time partners? See the [OST-enhanced version of this tool](https://schoolguide.casel.org/resource/selecting-an-evidence-based-program-ost/).

(<https://schoolguide.casel.org/resource/selecting-an-evidence-based-program-ost/>)

Your SEL team will need to consider several factors prior to the adoption of an evidence-based program for SEL. The program you select should be aligned to the needs of your students and their families, meet the needs of your teachers who will be using the program, and align with both district and school priorities. As a team, discuss the following questions to clarify these needs and priorities.

1. **What would a program need to include so that it is able to meet the needs of your student population and their families?** (consider cultural relevance and responsiveness, language needs, etc.)
2. **What kind of program makes sense based on the needs of our teachers?** (consider the time needed to prepare for and teach the program, type of materials needed, time needed for training, etc.)
3. **What district goals should we keep in mind while selecting an SEL program?** (Does the district have specific goals around increasing academic performance? Decreasing challenging behavior? Increasing positive social behavior? Other relevant goals?)
4. **What school priorities will our evidence-based program for SEL need to align with?** (PBIS? State SEL Standards? Other programs and initiatives?)

**Keeping in mind your answers to the questions above, use the** [**CASEL Program Guides**](https://casel.org/guide/) **to identify two to four evidence-based programs that you are interested in learning more about. Use Rating Tables to identify program candidates (consider grade ranges covered, approaches used to promote SEL, settings that reinforce SEL). Then, use program descriptions to continue to narrow your search.**

**Selecting an Evidence-Based Program**

**As a team:** After reviewing the CASEL Program Guide, place the names of the evidence-based programs you selected in the first row of the table below. Then, choose a rating for each program based on the questions in column one.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  **[Name of EBP]** | **[Name of EBP]** | **[Name of EBP]** | **[Name of EBP]** |
| **The program meets the needs of our student population and their families.**  | **1 2 3 4** | **1 2 3 4** | **1 2 3 4** | **1 2 3 4** |
| Notes: | Notes: | Notes: | Notes: |
| **The program meets the needs of our teachers (it can feasibly be accomplished during the school day, is in a format that teachers will find useful, teachers can feasibly attend the amount of training required, etc.)** | **1 2 3 4** | **1 2 3 4** | **1 2 3 4** | **1 2 3 4** |
| Notes: | Notes: | Notes: | Notes: |
| **The program’s outcomes align with our district’s goals.** | **1 2 3 4** | **1 2 3 4** | **1 2 3 4** | **1 2 3 4** |
| Notes: | Notes: | Notes: | Notes: |
| **This program will integrate well with things we are already prioritizing at the school level (e.g. PBIS, State SEL Standards, etc.)** | **1 2 3 4** | **1 2 3 4** | **1 2 3 4** | **1 2 3 4** |
| Notes: | Notes: | Notes: | Notes: |
| **Total Points** |  |  |  |  |

**Once you have determined two to four potential programs, gather additional information by visiting the websites of the program providers and contacting them directly to receive answers to specific questions, request sample lessons, etc.**