

118TH CONGRESS
2D SESSION

S. RES. 576

Expressing support for the designation of the week of March 4 through March 8, 2024, as “National Social and Emotional Learning Week” to recognize the critical role social and emotional learning plays in supporting the academic success and overall well-being of students, educators, and families.

IN THE SENATE OF THE UNITED STATES

MARCH 6, 2024

Mr. DURBIN (for himself, Ms. COLLINS, Ms. DUCKWORTH, Mr. BLUMENTHAL, Mr. KING, Mr. BOOKER, Ms. BUTLER, Mr. SANDERS, and Mr. VAN HOLLEN) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions

RESOLUTION

Expressing support for the designation of the week of March 4 through March 8, 2024, as “National Social and Emotional Learning Week” to recognize the critical role social and emotional learning plays in supporting the academic success and overall well-being of students, educators, and families.

Whereas, according to research conducted by both the Centers for Disease Control and Prevention and Harvard University, the COVID–19 pandemic heightened the urgency to provide greater assistance to students, educators, and families to address the mental health, behavioral, and other systemic challenges that impede the aca-

ademic and developmental improvement and success of students;

Whereas decades of research demonstrate how social and emotional learning (referred to in this preamble as “SEL”) promotes academic achievement, mental wellness, healthy behaviors, and long-term success;

Whereas, according to a study by researchers at the Collaborative for Academic, Social, and Emotional Learning, Loyola University of Chicago, and the University of Illinois at Chicago, SEL programs that addressed the 5 core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) increased academic performance by 11 percentile points, improved the ability of students to manage stress, and improved the attitudes of students about themselves, others, and school;

Whereas, according to a study by researchers at Yale University, the University of Rochester, the University of Maryland, and Loyola University of Chicago, students participating in SEL at school had higher “school functioning”, including grades, test scores, attendance, homework completion, and engagement;

Whereas a study in the Journal of Benefit-Cost Analysis found that, on average, for every dollar spent on the evidence-based SEL programs examined, there was an \$11 return on investment;

Whereas, according to a study published by the American Public Health Association, the development of social and emotional skills in kindergarten has been associated with improved outcomes for young adults later in life, result-

ing in reduced societal costs for public assistance, public housing, police involvement, and detention;

Whereas, in response to a Pew Research Center survey of parents of K–12 students, 66 percent of the parents said that schools teaching children to develop social and emotional skills was “very important” and another 27 percent of the parents said that such teaching was “somewhat important”;

Whereas EdWeek Research Center found that 83 percent of educators indicated that SEL is “somewhat” or “very” helpful for the academic learning of students;

Whereas research from Yale University, the University of Cantabria, Jagiellonian University, and Pennsylvania State University indicates that educators who demonstrate greater social and emotional competence are frequently more capable of protecting themselves from burn-out; and

Whereas the week of March 4 through March 8, 2024, would be an appropriate period to designate as “National Social and Emotional Learning Week”: Now, therefore, be it

1 *Resolved*, That the Senate—

2 (1) supports the designation of “National Social
3 and Emotional Learning Week”;

4 (2) recognizes the role that social and emotional
5 learning plays in promoting academic achievement,
6 mental and behavioral health, and future career suc-
7 cess for students;

1 (3) expresses support for expanding access to
2 social and emotional learning for each student and
3 teacher; and

4 (4) encourages the people of the United States
5 to identify opportunities among Federal agencies to
6 advance social and emotional learning to support
7 students, parents, educators, and their communities.

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