

119TH CONGRESS
2^D SESSION

S. RES. _____

Expressing support for the designation of the week of March 2 through March 6, 2026, 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

Mr. DURBIN submitted the following resolution; which was referred to the Committee on _____

RESOLUTION

Expressing support for the designation of the week of March 2 through March 6, 2026, 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 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 University of Southern California and Yale University, students participating in an SEL intervention demonstrate, on av-

erage, a 4.2 percentile point increase in academic achievement (with a 3.8 percentile point increase in math and 6.3 percentile point increase in literacy), with longer interventions showing an 8.4 percentile point increase in academic achievement;

Whereas, according to a longitudinal National Institute of Child Health and Human Development study by researchers at the University of Washington, the University of Minnesota, the University of California San Francisco, the University of Virginia, and Rush University Medical Center, individuals with greater social skills aggregated from kindergarten through sixth grade had lower cardiometabolic risk in adulthood;

Whereas, according to a study by researchers at the Collaborative for Academic, Social, and Emotional Learning, Loyola University Chicago, and the University of Illinois Chicago, SEL programs that addressed the 5 core social and emotional 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 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 evi-

dence-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, resulting 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, 93 percent of the parents said that schools teaching children to develop social and emotional skills was important;

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 2 through March 6, 2026, 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 the
7 academic success and overall well-being of students,
8 parents, educators, and their communities.