In 2016, ETS and Salzburg Global Seminar partnered on the *Getting Smart: Measuring and Evaluating Social and Emotional Skills* seminar in Salzburg, Austria. Forty educators, policymakers, innovators and researchers from around the world explored the challenges and benefits of fostering social and emotional learning (SEL). The key themes and questions we examined were:

- What are the political, organizational and financial constraints that education leaders face in promoting social and emotional learning?
- How strong is the evidence base for social and emotional learning? Where is further research most urgent?
- How do we best measure social and emotional skills?
- Which further practical tools are needed for scaled-up implementation?
- What are the next steps that education leaders and other stakeholders can take to leverage opportunities for social and emotional learning and enhance support to students, particularly those in adversity?

One outcome of the seminar was the realization that the conversation could be amplified by having regional conversations in different areas of the world. Regional convenings would permit colleagues to examine in greater depth the SEL topics that are most critical to people in their locale. For example, the Inter-American Development Bank identified K–12 education, teacher preparation and measurement to be among the timeliest SEL needs for the populations of Latin America.

We are convening the *Springboard for Success: How Social and Emotional Learning Helps Students in Getting To, Through and Beyond College* seminar to expand our knowledge about SEL and assessment needs for tertiary education in Canada, Mexico and the United States.

**When:** Wednesday, June 6 to Friday, June 8, 2018  
**Where:** Chauncey Conference Center  
One Chauncey Road  
Princeton, NJ 08541
**SEMINAR OVERVIEW**

Why focus on tertiary education? Researchers and scholars in the United States, Canada and Mexico are advancing SEL research and practices in pre-K to 12 and postsecondary education and assessment practices. Much of the impetus in postsecondary education is the need for increasing the range of measures to represent qualities and characteristics of student success. This is believed to be especially needed for the growing demand for postsecondary education by increasingly diverse population of students. While conventional indicators and assessments of literacy and mathematics, etc., are valuable in the admissions process, and for predicting student persistence and completion and career pursuits, colleges and universities are seeking ways to increase their rates of student success on each of these indicators. There is widespread belief that improving the assessments and expanding the use of SEL and affective development measures will contribute much to the knowledge that institutions have about students that will lead to higher rates of success.

The aim of the seminar is to examine how advancements in SEL research and assessment can be leveraged toward contributing to tertiary education, expanding opportunity, expanding knowledge of students’ needs for support and improving student outcomes. Participants will address the following:

- What are the key student SEL experiences (classroom, cocurricular, home and work) that could be observed as students make their way to college, through college and beyond college?
- How should SEL be packaged and promoted to colleges and universities for use in admissions, for persistence through college and beyond?
- How do faculty, administrators, and staff incorporate and make use of SEL into their efforts to increase student progress into college, through college and beyond?
- What are the current SEL metrics to employ as students make their way to college, through college and beyond college?
- What are the SEL measurement issues that need to be considered?
- Can technology help students to acquire — and maintain — the SEL skills they need?

We expect to have up to 50 invited key stakeholders — practitioners, scholars, policymakers, external stakeholders, and funders. Participants will be learning about the current practices, identifying scalable solutions, and possibly constructing new approaches.