

Focus Area 1
Build Foundational Support and Plan

Focus Area 2
Strengthen Adult SEL Competencies and Capacity

Focus Area 3
Promote SEL for Students

Focus Area 4
Reflect on Data for Continuous Improvement

Family and Community Partnerships

enced and sustained when districts, families, and community partners align

quality implementation looks like, WHY it's important, WHEN to engage in the [PROCESS](#) page for step-by-step guidance on how to engage in the al tools to support your efforts.

partnerships that support SEL?

of far more than public relations or sharing SEL strategies to try at home. A a two-way flow of information and perspectives and engages families to guide a districts decision-making and drive sustainability of SEL. A strong district-family partnership leverages families' expertise and diversity to ensure that SEL is taught in [culturally responsive](#) ways that celebrate the assets, identity, and diversity students bring to school, making SEL more impactful and lasting.

Districts develop strong family partnerships when they:

- Prioritize positive staff-family relationships and develop strategies for two-way communication with families at the district and school levels.
- Provide regular opportunities for family partners to build understanding of SEL and experience the district's approach to SEL.
- Offer meaningful opportunities for families to participate and collaborate in SEL goal-setting, decision-making, and reflecting on data for continuous improvement.
- Regularly collect feedback about families' experiences and changing needs, and use these data to improve family partnership strategies.

Use the [Rubric](#) to assess your approach to developing family partnerships.

Community partnerships for SEL leverage relationships with external organizations or groups that have the potential to reinforce social and emotional skill development, whether the setting is during the school day, before or after school, inside the school, or out in the community. For some community partners, SEL may be a primary part of their mission, while for others it may be a fortunate byproduct. Either way, districts can provide guidelines, training, and technical support to ensure that schools and their partners recognize common goals, adopt aligned frameworks and language for SEL, and coordinate practices to model and reinforce SEL for students.

Districts develop strong community partnerships when they work with partners to:

- Intentionally align the language and practices they use to describe and promote SEL.
- Ensure that SEL is a priority during the school day and during out-of-school time.
- Ensure that students and families have access to a broad range of SEL-related community services.

Use the [Rubric](#) to assess your approach to developing SEL-related community partnerships.

Why does my district need family and community partnerships?

SEL doesn't stop when students leave the classroom. All social interactions are learning experiences, and many of a young person's formative experiences will take place in informal learning environments at home and other social spaces. Family and community partnerships build bridges between a school and the world students experience outside of its walls.

Family and community partners are situated to model, reinforce, and sustain SEL. When young people see peers and adults outside of school modeling the same social and emotional skills they are learning about and practicing in the classroom, these skills become more than just the answer to a teacher's question. They see social and emotional skills as central to the way they process events and interact in the world.

Research suggests that evidence-based SEL programs are more effective when they include strategies for connecting with students' families ([Albright & Weissberg, 2010](#)). Families can provide educators with key insights about their children, their community, their assets, their culture, and their values. School districts can build upon and learn from these funds of knowledge ([Mapp et al., 2013](#)) and the strategies that families and community partners are already using to support SEL as they plan for and continuously improve districtwide SEL implementation.

When should my district develop family and community partnerships?

Districts should involve family and community members as partners on the front end, as they set a vision and make important decisions about how SEL will be rolled out, what curricula and SEL strengthening practices will be promoted, or what SEL or school climate guidelines or standards will become policy. This will pay dividends down the road in the implementation phase—a plan that has community support and has been shaped to the unique culture and characteristics of the community will have greater school and staff member buy-in. It will also be more likely to be sustained over time and have the desired impact with students.

Family and community partners should also be included in the way the district collects and reflects on data used to measure progress toward SEL goals. Partners can support with designing research methods, surveys or interviews, collecting data, and interpreting and acting on data to continuously improve.

During implementation, districts also should play a role in facilitating school-based processes to strengthen [family](#) and [community partnerships](#). Districts should set a clear vision for school-level partnerships, provide resources so that schools can meet expectations, and create a structure to provide technical assistance and accountability.

Who needs to be involved?

When cultivating partnerships with families, a district should take care to engage families who represent the widest range of family structures, backgrounds, circumstances, and perspectives. In any district, there are parent advocates who readily volunteer for a leadership role or are quick to voice their point of view or suggestions for improvement. It is essential to include families beyond the most outspoken advocates, and in particular those who experience marginalization based on race, class, language, or immigration status ([Ishimaru, 2020](#)). This requires district staff to do outreach in [culturally competent](#) ways, ensure all families receive information in a way they understand, and feel welcome and encouraged to participate in processes that impact their children's learning.

Likewise, individual schools build trust with families when they are aware of and responsive to community needs, cultural practices, and history, and when they center the voices of students, families, and the community as they set goals and make decisions. Districts should guide school teams to approach family and community partnership equitably and ensure families are able to contribute in meaningful ways to shape SEL implementation.

When connecting with community partners, districts should reach out to organizations that provide direct support for a significant percentage of students and have potential to incorporate social and emotional skill-building into their program or support model. This might include:

- OST providers

- Recess support
- Summer programs
- Academic enrichment or arts programs
- Tutoring or mentorship services
- Parks department, athletic leagues, YMCA
- Organizations that employ many high school-aged youth
- Social service organizations
- Counseling, social skill-building, or mental health services
- Restorative justice organizations
- Churches
- Shelters
- Organizations that host students for service projects
- Juvenile justice

Focus Area 1

Build Foundational Support and Plan ▼

meaningful opportunities for families to participate and collaborate in social learning language and practices with SEL-related community partners, and ship strategies. Use the [Rubric](#) to assess your current level of

Focus Area 2

Strengthen Adult SEL Competencies and Capacity ▼

Focus Area 3

Promote SEL for Students ▼

enghtening Family Partnerships and Community Partnerships. ([Jump to](#)

Focus Area 4

Reflect on Data for Continuous Improvement ▼

rent level of family engagement.

All schools have practices in place that guide how they communicate and interact with students' families. To improve the quality and impact of these practices and ensure that families are engaged as genuine partners, districts must analyze family engagement data and identify the mechanisms that strengthen or form a barrier to that engagement.

For example, a district team could review data to determine which schools have the strongest school climate ratings from families and caregivers and interview school leaders and families to learn what engagement practices are in place. Data can also reveal where and which families and caregivers are less satisfied with their school. From there, districts can organize outreach, potentially with the support of a well-connected community partner, to learn more about why families are less satisfied and what they see as key areas for improvement.

CASEL's [Caregiver SEL Implementation Survey](#) collects data on family perceptions of SEL implementation in alignment with [10 indicators of schoolwide SEL](#). Data from this survey is helpful in planning, setting goals, and monitoring progress. Family representatives can provide important insight when reflecting on, interpreting, and using this data for continuous improvement (see [Focus Area 4: Reflect on Progress Toward Annual SEL Goals](#) for tools to support data reflection).

2. Develop strategies for ongoing two-way communication and engage families in district-level SEL planning.

Districts may begin a family communication strategy by providing regular, consistent messaging around SEL that keeps families and caregivers informed about SEL plans and programming and promotes awareness of the [connections between parenting and SEL](#). But two-way communication means going beyond sending information *out* to families. It also means actively listening and responding to the ideas and needs of families.

Families are the primary source for information about their children and what makes a school feel welcoming and supportive. While they may or may not feel knowledgeable about SEL right away, they hold important insight about what kind of SEL practices will best meet their children's needs. Engage diverse family [focus groups](#) and recruit diverse family representatives for committees when making districtwide decisions about SEL curricula or approaches, developing policy about SEL standards or guidelines, recruiting and hiring staff, choosing assessments methods, or preparing training or materials for family partnership. Hold events at a variety of times and in a variety of community spaces, and collaborate with community partners to reach more families.

Strong two-way communication is more likely if the district creates dedicated family engagement positions and funds family outreach and engagement. Ideally, a district will designate a high-level leadership position to focus on family and community engagement with a team of full-time staff with the capacity to provide technical assistance to all schools.

This team can ensure that a high-quality, user-friendly website and two-way communication structures are in place and well-known to families. Another option is to fund the creation of school-level positions devoted to outreach and engagement and provide professional learning, technical support, and accountability structures centrally.

- Some districts have allocated personnel and funds to convene family advisory committees to support SEL implementation, including members from each district school.
- In Minneapolis Public Schools, district leaders collaborate with families to identify pressing district challenges and innovative solutions through [Parent Participatory Evaluation](#) (PPE). In this program, parent leaders are trained in research and evaluation, then conduct research within their peer communities in collaboration with district research staff. They then present their findings in a community-wide meeting, where the board members and Superintendent are present to listen and learn. Themes emerging from these studies have led to powerful changes.
- El Paso Independent School District's SEL team has a coordinator dedicated to family outreach. They involved families when designing criteria for an evidence-based SEL program to adopt as a district. Family representatives participated in the committee that reviewed potential programs and ultimately selected one that was a strong match for their culture and priorities. You can read more about the district's experience in [Practices of Promise: Selecting Evidence-Based Programs Through Meaningful Partnerships](#), and download a [tool to involve stakeholders](#) in developing your own criteria.

3. Create expectations for family engagement at the school level and align resources to support it.

With family input, set high standards for what a welcoming school environment and authentic school-family partnerships should look like. It is not enough to simply share standards with schools—districts must allocate funds and protect time for school staff to connect with families and build staff capacity to improve engagement.

Use this [reflection tool](#) to launch discussion about how to create a more welcoming and participatory school environment. More guidance and family engagement resources for schools are available on the [CASEL Guide to Schoolwide SEL](#).

Resources to help develop district guidelines and structures for school-family partnership:

- [Family Partnerships](#): The CASEL Guide to Schoolwide SEL offers guidance and tools for school-based SEL teams.
- [National Standards for Family-School Partnerships](#): The National PTA has collaborated with a broad coalition to shape this tool for state and local education agencies.
- [Strategies for Equitable Family Engagement](#): This overview of evidence-based strategies focuses on school district policies and structures.
- [Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement](#): Explore the dynamics and barriers that stand in the way of effective family-school partnerships and gain guidance on how to reach a more liberatory, solidarity-driven, and equity-focused family-engagement practices.
- [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships](#): This framework offers guidance for creating the right conditions for engagement and designing scaffolded family engagement initiatives that build capacity for both educators and families to partner to support students. Includes three school and district case studies.
- [Developing Life Skills in Children: A Road Map for Communicating With Parents](#): This communication playbook provides insight to find common ground and mutual understanding with family partners around

SEL.

- [School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth](#)
This brief provides examples to build and nurture successful partnerships and create engaging and supportive climates for learning.
- [Ideas and Tools for Working With Parents and Families](#): includes examples of family communications and overviews of SEL programs that incorporate activities for families.

4. Provide support for schools to go beyond the stage of “inviting families in” toward meaningful opportunities for families to participate and collaborate in SEL activities.

District-level staff can support schools to progress through the following stages of family partnership:

- Assess family satisfaction and engagement data and examine inequity based on race, class, language, or culture. Build an aligned action plan for stronger outreach and inclusive practices to bridge gaps.
- Build relationships and trust with all families by modeling strong social and emotional competencies in interactions, honoring family contributions, visiting homes and important places in the community, and welcoming families to visit and observe or simply interact with staff in informal settings.
- Use multiple modes of communication for outreach, enlist support of parent organizers, hold community forums in a variety of locations and times.
- Revisit family communication structures to ensure that they are simple and accessible for all families. Schools and districts that view families as partners demonstrate openness with well-known feedback channels and timely processes for responding to questions and concerns.
- Examine whether family engagement events and strategies position families as partners or as receivers. Schools and districts that position families as partners invite them to discuss challenges and problem-solve alongside school staff and ask for their views and suggestions when key decisions need to be made.
- Recruit parents and caregivers as members in school leadership teams. Include family representatives in committees for SEL, hiring, school climate, and other teams dedicated to school improvement.

School-based SEL teams benefit from the inclusion of [family representatives](#). Beyond lending their personal perspective, they can also assist in seeking out broader family input for SEL planning, such as co-constructing an SEL vision statement, setting priorities and goals, developing criteria for selecting an evidence-based SEL program, and reviewing and reflecting on SEL-related data for continuous improvement.

To engage families in collaboratively guiding SEL work in schools, a cluster of schools in Chicago implemented the [SEL Discussion Series for Parents and Caregivers](#), a 10-week series of discussions on strategies to promote SEL in the home, led by parents, for parents. Several of those who participated became [members of their school's SEL team](#). Austin Independent School District created the [Families as Partners initiative](#) to build trusting relationships and equal partnerships between school staff and families. In this work families collaborate with staff and administrators on school priorities and strategies, including SEL and equity.

Resources for schools to self-assess level of welcome and partnership with families:

- [Reflection: Authentic Partnership with Families and Caregivers](#) (CASEL)
- [National Standards for Family-School Partnerships: Assessment Guide](#) (PTA)
- [Partnerships by Design: Cultivating Effective and Meaningful School-Family-Community Partnerships](#) (Northwest REL)

- [Family and Community Engagement Survey](#) (IDRA)

Resources to empower families as SEL partners and leaders:

- [Leading with SEL](#): These interactive resources support families and caregivers of PreK-12 students to advocate for SEL in their community.
- Key Responsibilities of a School-Family Partnership Lead ([English/Spanish](#)): This role description can be used to recruit parents or caregivers as leaders to join a school's SEL team.
- [Confident Parents, Confident Kids](#) (Jennifer Miller): This is the first blog dedicated to advancing parents' and caregivers' knowledge and understanding of parenting with SEL. The site has a wealth of free tools, resources, and strategies at each and every age and stage.
- [Learning Heroes](#): This site offers resources to help families team up with educators to understand their child's progress and support growth. It also includes resource directories for families to lead discussions about online safety, bullying, learning habits, anti-racism, and more.
- [Parenting Montana](#) (Montana's Department of Public Health and Human Services + Montana State University): This website offers over 100 research-based parenting tools or processes to address the most commonly faced challenges. These tools were developed to address the most asked-about issues at each age and stage, such as bullying in third grade, listening in eighth grade, or peer pressure in tenth grade.
- [Parenting Minutes](#) (PBS): These short videos for families of young children provide simple ways to promote social and emotional skills at home, such as expressing emotions in healthy ways.
- [Family Resources and Activities to Promote Social and Emotional Development](#) (National PTA): This collection of resources shows what SEL can look like at home and also offers specific family games and activities so that families can work on exercising these invaluable life skills together.
- [A Parent's Resource Guide to SEL](#) (Edutopia): This curated collection of articles, activities, and videos help families learn new ways to foster skills such as kindness, empathy, resilience, perseverance, and focus.

5. Monitor progress, recognize and highlight strong work, and annually reassess engagement of targeted student populations and perceptions of school climate of students and families.

Design structures that allow schools and the district to gather input from families about their preferences and needs, and regularly collect feedback about families' experiences with their schools and the district (for example, using CASEL's [Family/Caregiver Survey on Schoolwide SEL Implementation](#), also available in [Spanish](#)). Use these findings to inform family partnership strategies, learn more from schools that are experiencing success, and spread successful practices.

Community partnerships

1. Identify organizations or groups working with schools in your district that are or have potential to support students' social and emotional development.

Consider both major district partners working with many schools as well as smaller community institutions that are contributing to the success of one or two schools. This process could include completing a scan of district contracts, surveying principals or counselors at schools with strong school climate data, or creating asset maps that include locations other than home and school where students and their families gather. Some community partners may already

include SEL as a core part of their mission. Others may have different primary objectives, but have incredible influence and value to students and will likely see intersections between SEL and their work.

You may look for community partners that:

- Provide SEL-related programming in schools, such as mentoring groups or student leadership activities.
- Provide SEL-related professional development, coaching, or consultation to staff.
- Provide SEL-related direct services to students and families either in the school or at a community-based setting.

[Here are a few examples](#) of key SEL focused partnerships in Austin ISD.

Sacramento City USD's [flyer](#) shows common SEL goals between schools and Expanded Learning Programs.

[This article and video](#) features Oakland USD's SEL partnership with police.

2. Work with community partners to align language and practices used to describe and promote SEL and ensure SEL is a priority during the school day and out-of-school time.

Begin by engaging leaders of identified community organizations to learn how they are already supporting SEL and discuss ways to align and contribute to the district's approach to SEL. Schools and their partners may have similar social and emotional learning goals for the youth they work with, but may be using different terms or practices to achieve those goals. By comparing SEL frameworks, practices, and language, your district can learn what's working well from partners who often are better attuned to local needs and community culture, and partners can learn how to better reinforce and build on the social and emotional learning that takes place during the school day.

For key SEL community partners, set up regular meetings (such as quarterly) to intentionally align language and practices; check in on how they're working with schools, students and families; and strategize on how you can work together to ensure SEL is a priority during the school day and out-of-school time.

If you have many partners, you may want to set up a SEL community partner committee that meets regularly as a group to discuss strategies for aligning language and practices across organizations and the district. This is also a good way to ensure coordination and minimize duplicating efforts so that resources are efficiently allocated to ensure students and families have access to a broad range of SEL-related services.

You can learn about the process and common challenges of partnership through the experiences of school districts and out-of-school-time partners in Boston, Dallas, Denver, Palm Beach County, Tulsa, and Tacoma as part of the CASEL-supported Partnerships for Social and Emotional Learning Initiative (PSELI). The [report](#) shares lessons learned about launching and coordinating work, developing partnerships, supporting adult capacity building to promote SEL, and improving climate and the delivery of SEL instruction.

[SEL Dallas](#), a collective that includes Dallas Independent School District, Big Thought, Dallas Afterschool, and City of Dallas Parks & Recreation, has published an online [Guidebook](#) that describes their approach to strengthening partnerships between schools and partners and provides tools and best practices they have developed through their ongoing collaborative work.

AIR's [Beyond the Bell](#) project provides resources for assessing and integrating SEL in OST programs.

The Partnership for Children & Youth shares [Finding Common Ground: Connecting Social-Emotional Learning During and Beyond the School Day](#) to support stronger alignment between in-school and expanded learning.

The Wallace Foundation's [Social and Emotional Learning in Out-of-School Time Settings](#) provides guidelines for adapting leading SEL programs for OST settings.

3. Leverage and support partnerships to deepen districtwide SEL implementation.

Identify partnerships are the strongest levers for SEL, and support the work of those partners so that more students are impacted.

Districts can leverage community partnerships in many creative ways. Here are some examples:

- Include key partners in district-level advisory committees.
- Offer districtwide or targeted training led or co-led by a community partner.
- Organize resource fairs for school leaders to learn about available partners and how their work has been successful with similar schools.
- Contract with strong partners to support SEL within districtwide programming such as summer school, re-engagement centers, or alternative schools.
- Develop a robust menu of SEL-related community services that can be shared with schools, students, and families.
- Collaborate on print resources or a website to share successful SEL practices
- Make videos featuring successful partnerships between community organizations and individual schools.
- Organize resource fairs for students' families at well-attended district events.
- Have community partners do outreach and help facilitate SEL-related parent leadership groups (e.g., organize a family discussion series, train parent volunteers to use restorative practices during recess).

4. Provide training and resources for schools to go through a similar process of partner identification, alignment, and collaboration with their local partners.

A good place to start is with [CASEL's Guide to Schoolwide SEL](#) or AIR's [In-School and Afterschool Social Emotional Learning Connection: A Planning Tool](#), which can be adapted for various types of partners.

Increase the probability that schools will engage with training and resources by including it as part of a series of sessions on school climate, highlighting existing partnerships, and planning tools in a recurring feature in a districtwide newsletter, or holding an opening session at a resource fair before school staff begin engaging with exhibitors.

Individuals schools should be encouraged to collaborate with staff from their closest partner organizations to better support students and their families; for example:

- Collaborate to put on events to strengthen school connectedness and create a welcoming climate for families.
- Allow the community organization to use school space to offer services and programs that support students and families.
- Invite partners to be a member of a student support team or SEL leadership team.
- Ask community partners to support with parent outreach, such as leading tours of the school, helping with translation, or designing a culturally responsive process for parents to advocate for their child.
- Develop an ethical system for sharing helpful information about students, monitoring progress toward SEL goals, and gathering outcome data.

Additional resources for supporting schools in developing community partnerships for SEL can be found in the [CASEL Guide to Schoolwide SEL](#).

5. Gather data on the effectiveness of SEL-related partnerships, recognize schools and community partners for successful engagement work, and share their example with other district schools and the larger community.

Use data to determine which partnerships should be expanded and which should be phased out, or to pursue additional funding streams to support a deeper partnership.

▼ Go Back

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Build Foundational Support and Plan ▼

nd strengthen family and community partnerships.

Focus Area 2

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I and planned to partner with families and communities

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[nity: Building Authentic School and Family Partnerships](#)

EL's pilot SEL Dialogue Series for Caregiver-School Partnerships, which took place at a 22. It hones in on 4 insights towards creating authentic school-family partnerships, dations for school leaders.

SOURCE:

CASEL

TAGS family partnerships equity

[Practices of Promise: Exploring Ways to Share the Power Toward Equitable Decision-Making in Portland Public Schools](#)

How can a school district select an SEL program that aligns with its commitment to equity and social justice through an inclusive process that also demonstrates and deepens that commitment? This brief describes Portland's approach that brought many voices to the table, shared decision-making power, built trust, and centered the district's equity work.

SOURCE:

CASEL

TAGS evidence-based programs family and community engagement youth voice

[Strengthening Students' Social and Emotional Skills: Lessons from Six Case Studies of Schools and Their Out-of-School-Time Program Partners](#)

This report outlines lessons from six communities that have focused on SEL partnerships between schools and out-of-school time community partner organizations. Detailed case examples feature collaborative projects on a variety of SEL topics in Boston, Dallas, Denver, Palm Beach County, Tacoma, and Tulsa.

SOURCE: RAND

TAGS community partnerships SEL partnerships out of school

[9 Tips to Boost SEL in Schools and OST Programs](#)

This infographic is a supplement to the full report and case examples that can be found at wallacefoundation.org/PSELI

SOURCE: RAND

TAGS community partnerships SEL partnerships out of school

[2011 to 2021: 10 Years of SEL in U.S. School Districts](#)

Ten years ago, CASEL began collaborating with school district SEL leaders to explore the question - Is it possible to implement SEL systemically to positively impact students across a large urban school district? Not only did districts demonstrate that it was possible, but every district has deepened and expanded SEL implementation since joining the collaborative. This anniversary report details 6 key insights from these districts about how they were able to sustain SEL over the long term, even as the people and contexts within the district changed.

SOURCE:
CASEL

[SEL Dallas Implementation Guidebook](#)

A collaboration between Dallas Independent School District and out-of-school-time partners, this site provides a model for partnership building, laying out a clear process, key roles, and best practices for strengthening partnerships between school districts and youth-serving organizations to promote and align SEL practices.

SOURCE: SEL Dallas

TAGS [community partnerships](#) [implementation support](#)

[Early Lessons from Schools and Out-of-School Time Programs Implementing Social and Emotional Learning](#)

This report details the study of partnerships between schools and out of school time partners working together to implement SEL in a coordinated way, organizing lessons learned into 4 main categories: system-level launch activities, developing partnerships, developing adults' capacity to promote SEL, and improving climate and delivering SEL instruction.

**SOURCE: Wallace
Foundation**

TAGS [community partnerships](#) [implementation evaluation](#) [out of school](#)

Find ready-to-use tools

TITLE

[SEL Toolkit for Parent Champions](#)

A quick guide for parents and caregivers to share accurate information in support of SEL, including tools to ground conversations in facts and data, dispel misinformation, and advocate for high-quality SEL.

SOURCE:
CASEL

TAGS [family partnerships](#) [parent leadership](#)

[Leading with SEL Advocacy Tools](#)

This site provides resources for SEL advocates, including toolkits for parents and school board members. There is guidance for conversations, communications, engaging media outlets, and reaching out to policymakers.

SOURCE:

CASEL

TAGS [parenting](#) [family partnerships](#) [reading lists - parents](#) [parent leadership](#) [building buy-in for SEL](#)
[family and community engagement](#)

[Sample Schoolwide SEL 101 Presentation \(Spanish\)](#)

Slides and presenter notes are in Spanish -- This presentation can be adapted and used to introduce SEL to staff, families, and community partners.

SOURCE:

CASEL

TAGS [spanish language resources](#) [family and community engagement](#)

[SEL 101: What are the core competencies and key settings? \(video\)](#)

How can you bring social and emotional learning to your community? CASEL's framework for social and emotional learning (SEL) takes a systemic approach, identifying five core competence areas and four key settings.

SOURCE:

CASEL

TAGS [videos](#) [SEL overview](#) [professional learning](#)

[SEL 3 Signature Practices introductory video – Out of School Time version](#)

Video describing the SEL 3 Signature Practices (welcoming inclusion activity, engaging practices, and optimistic closure) and how to use them in before and after school settings.

SOURCE:

CASEL

TAGS [three signature practices](#) [building community](#) [out of school](#)

[Convening a Cross-Functional Advisory Council for SEL: Resources, Best Practices, and Suggestions](#)

Key considerations for districts as they build a council consisting of members from different organizations and departments to align social and emotional learning between in-school and out-of-school time settings.

SOURCE:

CASEL

TAGS [community partnerships](#) [community relations](#) [out of school](#)

[School Climate Survey for Families](#)

Sacramento City Unified School District used this 2 page survey to gather family members' perspectives about school culture, equity, and the quality of interactions with school staff. It has been translated into 5 other languages at www.scusd.edu/post/2019-school-climate-survey-families.

SOURCE: Sacramento City Unified School District

TAGS family partnerships community relations culture and climate family and community engagement

[Raising Caring, Confident, Capable Children \(brochure\)](#)

Brochure for parents and caregivers providing an overview of SEL, 10 practices to use at home to foster SEL, and ideas for engaging with the school's SEL initiatives.

SOURCE: Illinois DOE

TAGS parent leadership SEL overview family and community engagement

[Partnerships by Design: Cultivating Effective and Meaningful School-Family-Community Partnerships](#)

This tool from Northwest REL includes forms, worksheets, and activities to assess the current state of family and community collaboration, create a vision for partnership, and set up an action plan.

SOURCE: Northwest REL

TAGS family partnerships community partnerships anti-bias toolkit parent leadership
culturally responsive family and community engagement

[Partnering with Community Organizations to Support SEL](#)

This tool from CASEL's Guide to Schoolwide SEL describes 3 main ways schools can partner with community organizations: by bringing partners into the school, linking families with their resources, and organizing community-based experiences for students.

SOURCE: CASEL

TAGS community partnerships SEL partnerships toolkit MTSS SEL leadership

[Social and Emotional Learning Practices: A Self-Reflection Tool for Afterschool Staff](#)

Part of AIR's Beyond the Bell series, this tool aimed at out-of-school time staff includes reflections on social practices, program implementation practices, and personal SEL competencies, built upon the framework of 10 practices that promote social and emotional learning.

SOURCE: AIR

TAGS SEL partnerships reading lists - staff SEL competence implementation plan
conducting local SEL research continuous improvement out of school professional learning

[Guiding Questions for Building Strong Partnerships between School Day and Out-of-School Time Educators](#)

This tool from CASEL's Guide to Schoolwide SEL provides questions to help the SEL team think intentionally about how to fully partner with OST providers to promote SEL.

SOURCE:

CASEL

TAGS [community partnerships](#) [SEL partnerships](#) [community relations](#) [out of school](#) [SEL leadership](#)
[family and community engagement](#)

[The In-School and Afterschool Social Emotional Learning Connection: A Planning Tool](#)

Tool for afterschool and in-school staff first to reflect independently on their goals for SEL and think about what is being done in each setting to support SEL, then to discuss how to work collaboratively toward a common goal.

SOURCE:

AIR

TAGS [community partnerships](#) [SEL partnerships](#) [building community](#) [MTSS](#) [out of school](#) [planning](#)
[building buy-in for SEL](#) [SEL leadership](#)

[SEL Dialogue Series for Parents and Caregivers](#)

10 facilitated discussions to engage families in conversations about the social and emotional growth of their families and share perspectives and feedback with school leaders. This updated set of materials includes a participant workbook, surveys, and presenter slides (all in both English and Spanish) and materials to support series coordination -- all are free to access after registration.

SOURCE:

CASEL

TAGS [parenting](#) [SEL partnerships](#) [toolkit](#) [parent leadership](#) [culturally responsive](#)
[family and community engagement](#)

RELATED RESOURCES

[Serie de Diálogo de SEL para Padres y Cuidadores](#)

10 sesiones de diálogo para involucrar a las familias en conversaciones sobre el crecimiento social y emocional de sus familias y compartir perspectivas y comentarios con los líderes escolares. Este conjunto de materiales incluye un libro de trabajo para los participantes, encuestas y diapositivas del presentador (todo en inglés y español) y materiales para apoyar la coordinación de la serie; todos son de acceso gratuito después del registro.

SOURCE:

CASEL

TAGS [SEL partnerships](#) [toolkit](#) [spanish language resources](#) [parent leadership](#)
[culturally responsive](#) [family and community engagement](#)

[Key Responsibilities of a School-Family Partnership Lead](#)

This tool from CASEL's Guide to Schoolwide SEL defines the role of a parent leader who is a member of the school's SEL team and coordinator of school-family partnerships. Also available in Spanish.

SOURCE:

CASEL

TAGS family partnerships SEL partnerships toolkit parent leadership culturally responsive
communications family and community engagement

RELATED RESOURCES

[Responsabilidades de un Líder entre Escuela-Familia](#)

Spanish version of Key Responsibilities of a School-Family Partnership Lead

SOURCE:

CASEL

TAGS family partnerships SEL partnerships toolkit spanish language resources
parent leadership culturally responsive communications family and community engagement

[Strategies for Establishing School-Family Partnerships](#)

This tool from CASEL's Guide to Schoolwide SEL outlines the components of a meaningful partnership that involves family members in their child's social and emotional development and in schoolwide decision making about SEL, and proposes strategies for bridging constraints and communication gaps.

SOURCE:

CASEL

TAGS family partnerships SEL partnerships parent leadership family and community engagement

[CASEL's SEL for Parents \(English\)](#)

Video describes SEL for a parent audience and provides strategies to bring SEL into the home, aligned with the 5 SEL competencies. Features schools in Chicago and includes interviews with parents and caregivers.

SOURCE:

CASEL

TAGS videos social awareness self awareness self management relationship skills
responsible decision making SEL competence SEL overview out of school
family and community engagement

RELATED RESOURCES

[CASEL's SEL for Parents \(Spanish\)](#)

Video in Spanish describes SEL for a parent audience and provides strategies to bring SEL into the home, aligned with the 5 SEL competencies. Features schools in Chicago and includes interviews with parents and caregivers.

SOURCE:

CASEL

TAGS

videos spanish language resources social awareness self awareness self management
relationship skills responsible decision making SEL competence SEL overview out of school
family and community engagement

[Student-led Conferences Introduction](#)

Overview of a Nashville middle school's model for student-led conferences, appropriate for grades 4-12. Search "Student-led conferences" on this site for all resources related to this overview.

SOURCE: Metropolitan Nashville Public Schools

TAGS

student assessment teacher tool toolkit self awareness student leadership
advisory/homeroom middle school grades classroom level family and community engagement
youth voice

RELATED RESOURCES

[Student Reflection Sheet for Student-Led Conferences](#)

Reflection sheet for students to complete after student-led conferences.

SOURCE: Metropolitan Nashville Public Schools

[Student Achievement Support Plan](#)

Example template for a student/family/school agreement, for use during student-led conferences. Addresses support needed for growth in academics, perseverance, ownership, and critical thinking.

SOURCE: Metropolitan Nashville Public Schools

[Family/Guest Reflection and Information Sharing Response Sheet for Student-Led Conferences](#)

Handout for family members and caregivers to use at student-led conferences, with suggested questions to prompt students to share about their portfolio and a reflection to reinforce students and give feedback.

SOURCE: Metropolitan Nashville Public Schools

[Student-Led Conferences Preparation Lesson Plans](#)

Sample lesson plan to help students prepare for student-led conferences, includes a peer feedback rubric.

SOURCE: Metropolitan Nashville Public Schools

[Student Script and Agenda for a Student-Led Conference](#)

Tool for students to prepare to lead conferences with their parents and teachers, including a checklist and sample script for students to talk about their strengths, challenges, and work portfolio.

SOURCE: Metropolitan Nashville Public Schools

[Student-Led Conferences Teacher To-Do](#)

Timeline and checklist for teachers to prepare for student-led conferences

SOURCE: Metropolitan Nashville Public Schools

[Student-Led Conferences Parent Letter](#)

Sample letter to inform families and build anticipation for student-led conferences.

SOURCE: Metropolitan Nashville Public Schools

[The Basics of Student-Led Conferences](#)

Memo for teachers to explain the purpose and logistics for student-led conferences.

SOURCE: Metropolitan Nashville Public Schools

[Student-Led Conferencing Faculty Handbook \(Nashville\)](#)

Nashville's handbook for student-led conferences describes in detail the role of students, teachers, families, and the school in making the conferences successful, student-centered, and useful.

SOURCE: Metropolitan Nashville Public Schools

[Ideas and Tools for Working with Parents and Families](#)

Packet describing benefits and strategies for school-family partnerships in developing social and emotional skills; includes handouts for families and overviews of SEL programs that incorporate activities for families.

SOURCE:
CASEL

TAGS [reading lists - parents](#) [SEL partnerships](#) [toolkit](#) [community relations](#)
[family and community engagement](#)

Find presentation templates that you can adapt and use

TITLE

[Bilingual Parent/Community Introduction to SEL](#)

Una Introducción al Aprendizaje Social y Emocional is CASEL's free online course that describes the basics of what SEL is and isn't, and includes reflective activities about how SEL comes into play in daily life and interactions with young people. This works well for families, community partners, or staff members who speak Spanish.

SOURCE:

CASEL

TAGS [social awareness](#) [self awareness](#) [self management](#) [relationship skills](#)
[responsible decision making](#) [SEL competence](#) [SEL overview](#) [out of school](#)
[family and community engagement](#)

See artifacts shared by districts and schools

TITLE

[What Is SEL? A Two-Page Summary](#)

This example from a school division in southeastern Virginia provides a quick and accessible look at the 5 SEL competencies, benefits of SEL, and ways school staff support SEL.

TAGS [communications](#) [community relations](#) [building buy-in for SEL](#)

[SEL Dallas Implementation Guidebook](#)

A collaboration between Dallas Independent School District and out-of-school-time partners, this site provides a model for partnership building, laying out a clear process, key roles, and best practices for strengthening partnerships between school districts and youth-serving organizations to promote and align SEL practices.

SOURCE: SEL Dallas

TAGS [community partnerships](#) [implementation support](#)

[Relate 918 – Tulsa's Partnership with The Opportunity Project](#)

Relate 918 is a joint initiative of Tulsa Public Schools and The Opportunity Project to build life skills for students both during and after school. The Opportunity Project is Tulsa's expanded learning partner.

SOURCE: Tulsa Public Schools

TAGS [community partnerships](#) [SEL partnerships](#) [out of school](#)

[Chicago Student Code of Conduct \(video\)](#)

This short video helps students and their families understand Chicago's student code of conduct and highlights the district's SEL-infused approach to student discipline.

SOURCE: Chicago Public Schools

TAGS [alternatives to suspension](#) [restorative practices](#) [student discipline](#)

RELATED RESOURCES

[Chicago Student Code of Conduct \(video with Spanish subtitles\)](#)

Spanish subtitled version of Chicago's Student Code of Conduct overview video.

SOURCE: Chicago Public Schools

TAGS spanish language resources

[Teacher Interview: How do Families Respond to SEL? \(video\)](#)

A 5th grade teacher from Anchorage speaks about how she introduces SEL to families, has students share their learning with their families, and hears feedback from families about how they see the impact of SEL at home.

SOURCE: Anchorage Public Schools

TAGS videos SEL partnerships teacher training building buy-in for SEL
family and community engagement

[SEL Partnership between Denver Public Schools and the Denver After-school Alliance](#)

2 page flyer summarizing the plan for infusing evidence-based SEL throughout all grade levels in schools, afterschool, and in summer programs throughout Denver.

SOURCE: Denver Public Schools

TAGS community partnerships SEL partnerships SEL overview out of school
family and community engagement

[Social-Emotional Learning in Expanded Learning Programs](#)

Sacramento's 2 page flyer summarizing common goals between schools and expanded learning opportunities, and the importance of working together as partners.

SOURCE: Sacramento City Unified School District

TAGS SEL partnerships SEL overview community relations out of school
family and community engagement

[Examples of Community Collaboration for SEL Implementation](#)

Austin's 1 pager describing 3 SEL-focused partnerships with community organizations and programs.

SOURCE: Austin Independent School District

TAGS arts SEL partnerships community relations out of school family and community engagement

Find resources to help you learn more on this topic

TITLE

[Insights from the Caregiver Community: Building Authentic School and Family Partnerships](#)

This brief highlights key learnings from CASEL's pilot SEL Dialogue Series for Caregiver-School Partnerships, which took place at a high school in Chicago, Ill., during Spring, 2022. It hones in on 4 insights towards creating authentic school-family partnerships, each with a corresponding set of recommendations for school leaders.

SOURCE:

CASEL

TAGS family partnerships equity

[Strengthening Students' Social and Emotional Skills: Lessons from Six Case Studies of Schools and Their Out-of-School-Time Program Partners](#)

This report outlines lessons from six communities that have focused on SEL partnerships between schools and out-of-school time community partner organizations. Detailed case examples feature collaborative projects on a variety of SEL topics in Boston, Dallas, Denver, Palm Beach County, Tacoma, and Tulsa.

SOURCE: RAND

TAGS community partnerships SEL partnerships out of school

[9 Tips to Boost SEL in Schools and OST Programs](#)

This infographic is a supplement to the full report and case examples that can be found at wallacefoundation.org/PSEL

SOURCE: RAND

TAGS community partnerships SEL partnerships out of school

[Early Lessons from Schools and Out-of-School Time Programs Implementing Social and Emotional Learning](#)

This report details the study of partnerships between schools and out of school time partners working together to implement SEL in a coordinated way, organizing lessons learned into 4 main categories: system-level launch activities, developing partnerships, developing adults' capacity to promote SEL, and improving climate and delivering SEL instruction.

**SOURCE: Wallace
Foundation**

TAGS community partnerships implementation evaluation out of school

[Relationships First: Creating Connections that Help Young People Thrive](#)

Young people deeply benefit from developmental relationships with a variety of people including program leaders from community organizations, mentors, parents, teachers, and friends. This resource lays out a framework for building strong relationships with young people, and concludes with 55 concrete ideas.

SOURCE: Search Institute

TAGS family partnerships community partnerships relationship skills advisory/homeroom

[Parenting for Competence and Parenting With Competence- Essential Connections Between Parenting and Social and Emotional Learning](#)

In this 2018 study, Miller, Wanless & Weissberg examined how professionals in the field of SEL translate between their professional knowledge and their personal parenting practices and priorities for their children's development. Responses are analyzed and compared to the CASEL 5 competency framework.

SOURCE: Research Journal

TAGS [parenting](#) [family partnerships](#) [reading lists - parents](#)

[Social and Emotional Learning in Out-of-School Time Settings](#)

Brief from the Harvard Graduate School of Education and the Wallace Foundation providing guidelines and considerations for adapting leading SEL programs to out-of-school settings.

SOURCE: Wallace Foundation

TAGS [SEL partnerships](#) [research brief](#) [evidence-based programs](#) [out of school](#)

[Finding Common Ground: Connecting Social-Emotional Learning During and Beyond the School Day](#)

Brief from the Partnership for Children and Youth providing language and strategies to support alignment between schools and expanded learning programs to impact SEL, featuring examples from San Francisco Unified School District.

TAGS [SEL partnerships](#) [research brief](#) [MTSS](#) [out of school](#)

[Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships](#)

A framework for creating the right conditions for engagement and designing scaffolded family engagement initiatives that build capacity for both educators and families to partner to support students. Includes 3 school and district case studies.

SOURCE: AIR

TAGS [family partnerships](#) [community partnerships](#) [parent leadership](#) [research brief](#)
[culturally responsive](#) [community relations](#) [family and community engagement](#)

[School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth](#)

This brief provides educators with strategies and examples to build and nurture successful school-family partnerships and create an engaging and supportive climate for learning in school and at home.

SOURCE: CASEL

TAGS [family partnerships](#) [SEL partnerships](#) [parent leadership](#) [research brief](#) [culturally responsive](#)
[community relations](#) [family and community engagement](#)

[In Oakland, Reinventing School Policing](#)

Article and video about Oakland schools' partnership with police and special SEL training for school-based officers.

SOURCE: Oakland Unified School

District

TAGS community partnerships alternatives to suspension anti-bias SEL partnerships
relationship skills restorative practices building community student discipline

[Webinar: The Role of Family and Community Partnerships in School-based Social and Emotional Learning Programs](#)

Includes findings from the Social and Emotional Learning Interventions Under the ESSA: Evidence Review, focusing specifically on what the review found related to family and community engagement, and a presentation from a district administrator. Hosted by REL Northeast & Islands

SOURCE: REL Northeast &

Islands

TAGS family partnerships community partnerships SEL partnerships parent leadership
evidence-based programs community relations out of school family and community engagement

[Parenting Montana](#)

Montana's site focused on parenting and SEL, with tools to address challenges parents mention most. Age-specific tools guide parents through a process of seeking their child's input, interactive modeling, practice, support, and reinforcement.

SOURCE: Montana's Department of Public Health and Human

Services

TAGS reading lists - parents SEL partnerships toolkit parent leadership PK-12
family and community engagement

[Helping Children and Adolescents Cope with Traumatic Events](#)

The National Institute of Mental Health shares this 2 page resource in English and Spanish to help adults understand how children may respond to traumatic events, what they can do to be supportive, and how to get additional help.

TAGS parenting mental health trauma
