

Washington SEL Capacity-Building Training Series

Collaborating With Community Members as Partners in SEL

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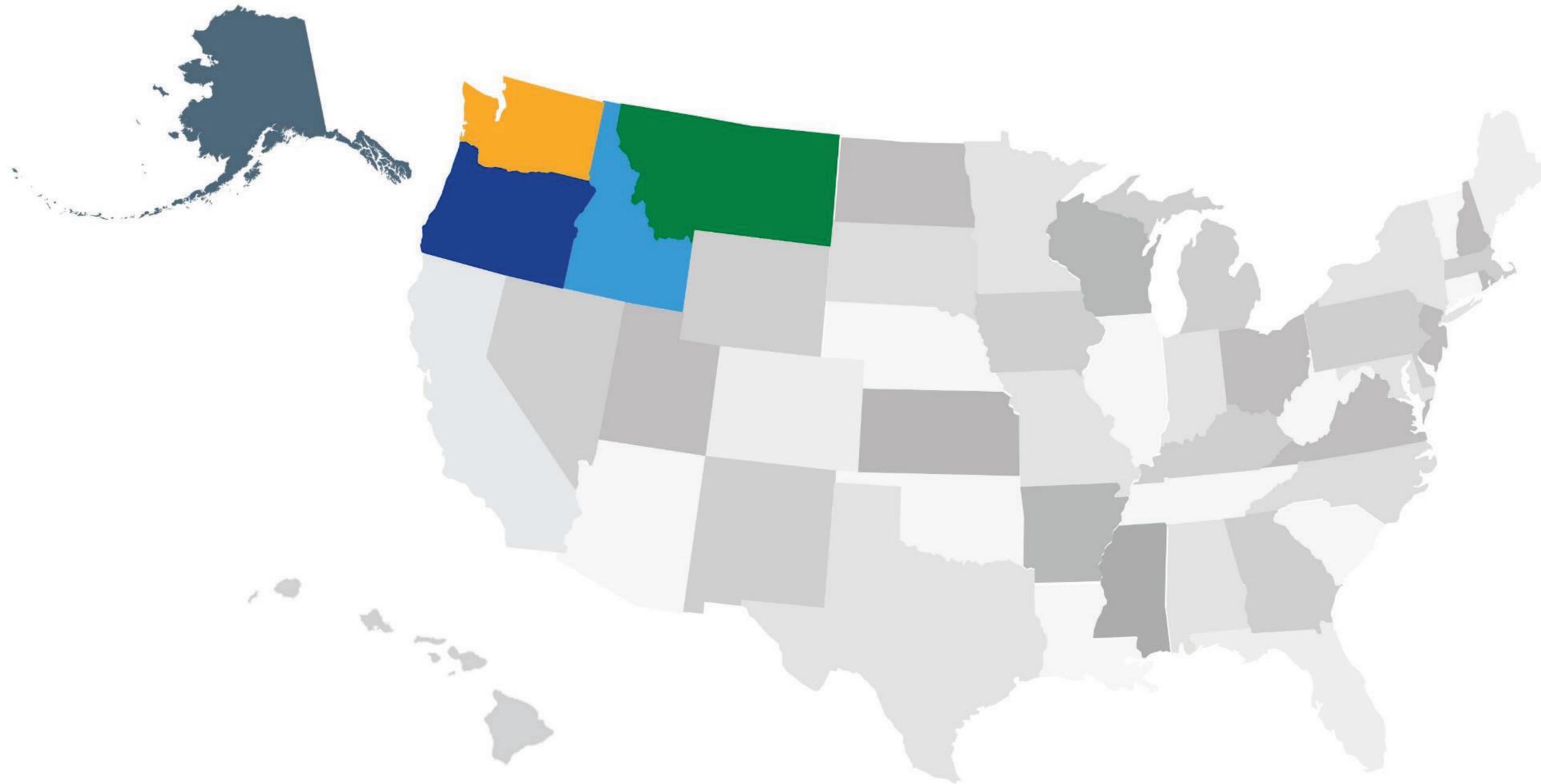


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Washington SEL Capacity-Building Training Series calendar

November 2020	Collaborating With Community Members as Partners in SEL
January 2021	Promoting Academic Success Through SEL
March 2021	Building SEL Into Multi-Tiered Systems of Support

Agenda

1. Welcome
2. Guiding frameworks
3. Collaborating with students
4. Collaborating with families
5. Collaborating with community-based organizations (CBOs)
6. Breakout discussion
7. Closing and next steps



Whole Child, Whole Day Mini-grants

40 proposals,
16 mini-grants
awarded,
\$123,000

THE LAUNCH

March 2019

Projects that
strengthen
collaboration with
community, youth,
schools, and
families

MINI-GRANTS PROGRAMMING

April-December 2019

What do we mean
by “Whole Child,
Whole Day?”

ELEVATING WHOLE CHILD STORIES

Summer 2019

Impact video,
posters, sharing the
learning

CELEBRATING OUR WORK

May 2020

Whole Child, Whole Day Guiding Principles

Commitment to racial equity

How does your project or work increase culturally relevant school/program climate, practices, curricula, or pedagogy?



Photo courtesy of El Centro de la Raza

Youth- and family-centered

How are you seeking, valuing, and honoring ideas, perspectives, and knowledge of both youth and families in your work?



Photo courtesy of Somali Community Services of Seattle

Authentic and collaborative partnership

How does your work strengthen relationships and collaboration between schools and community partners?

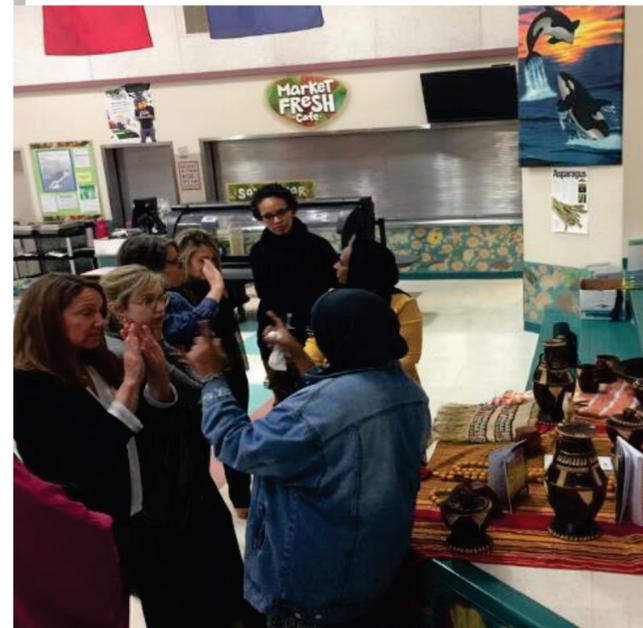


Photo courtesy of Somali Parents Education Board

High quality practice that supports SEL

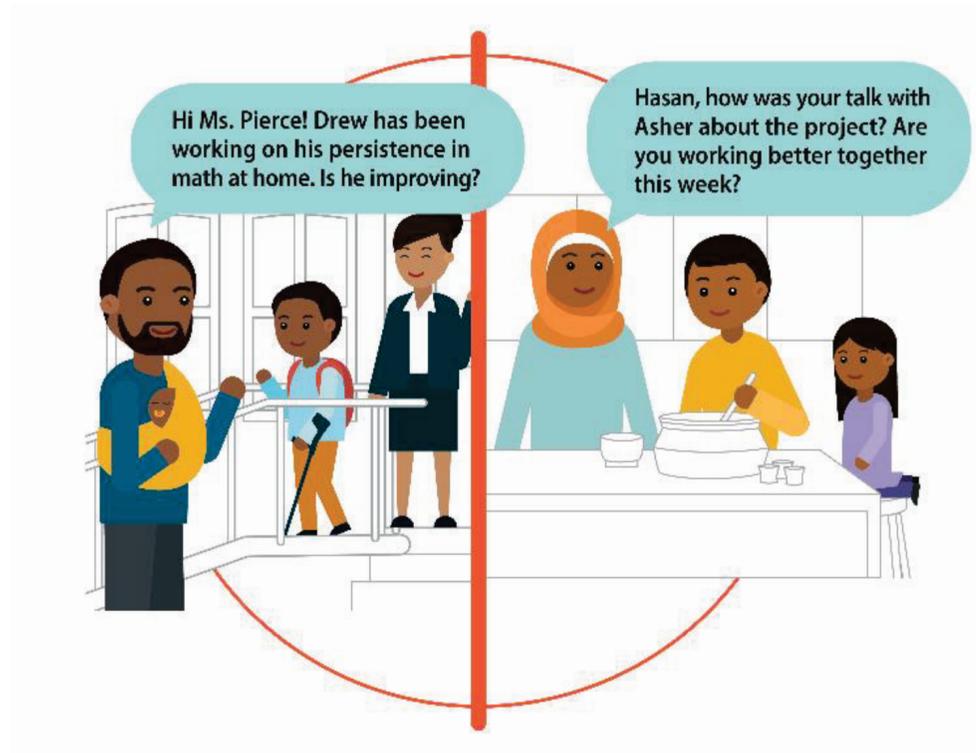
How does your work strengthen adult practice and the quality of experiences young people are having in our classrooms or youth programs?



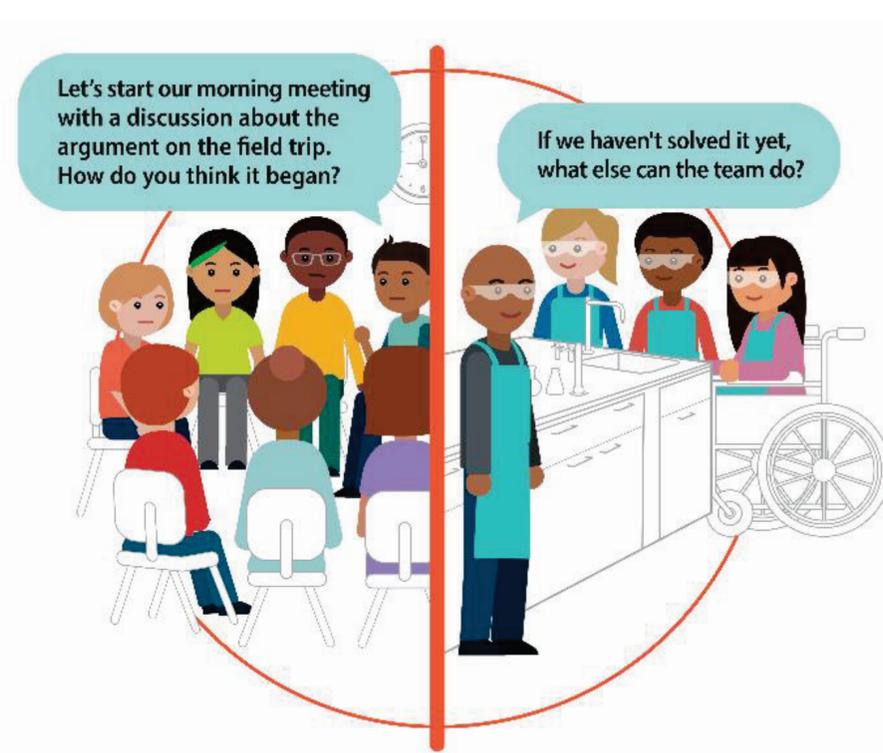
Photo courtesy of Coalition for Refugees from Burma

Guiding Frameworks: Community Collaboration in the Washington SEL Resources

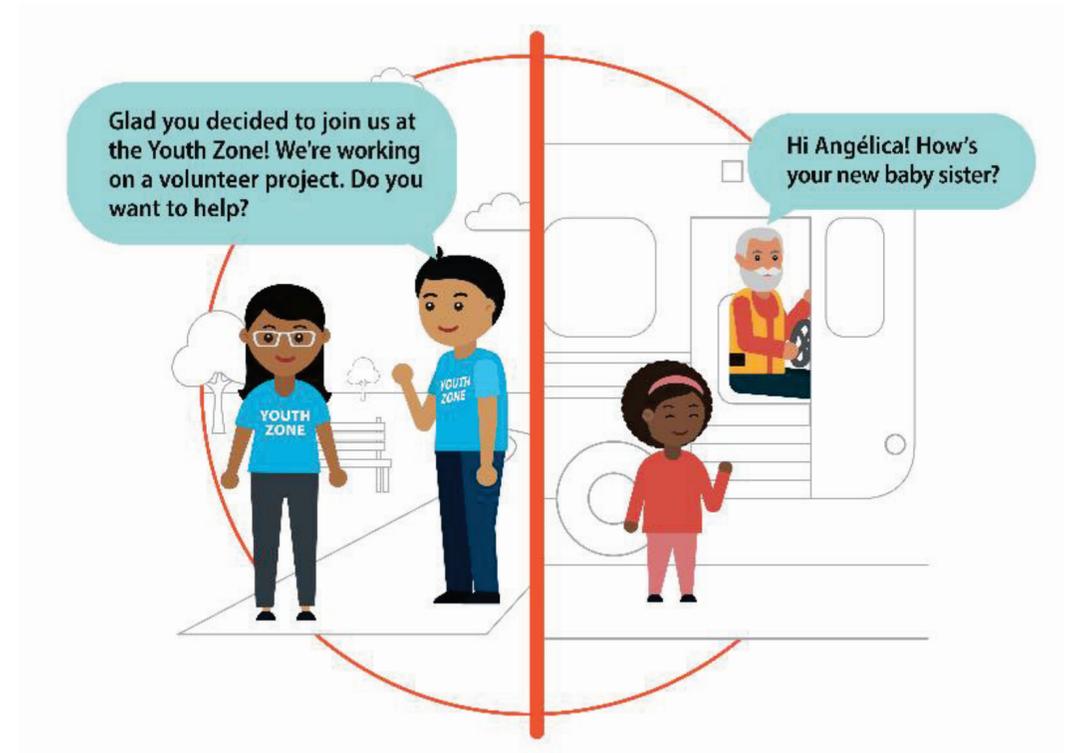
SEL happens all the time!



Families are the primary influence on youth social and emotional development.

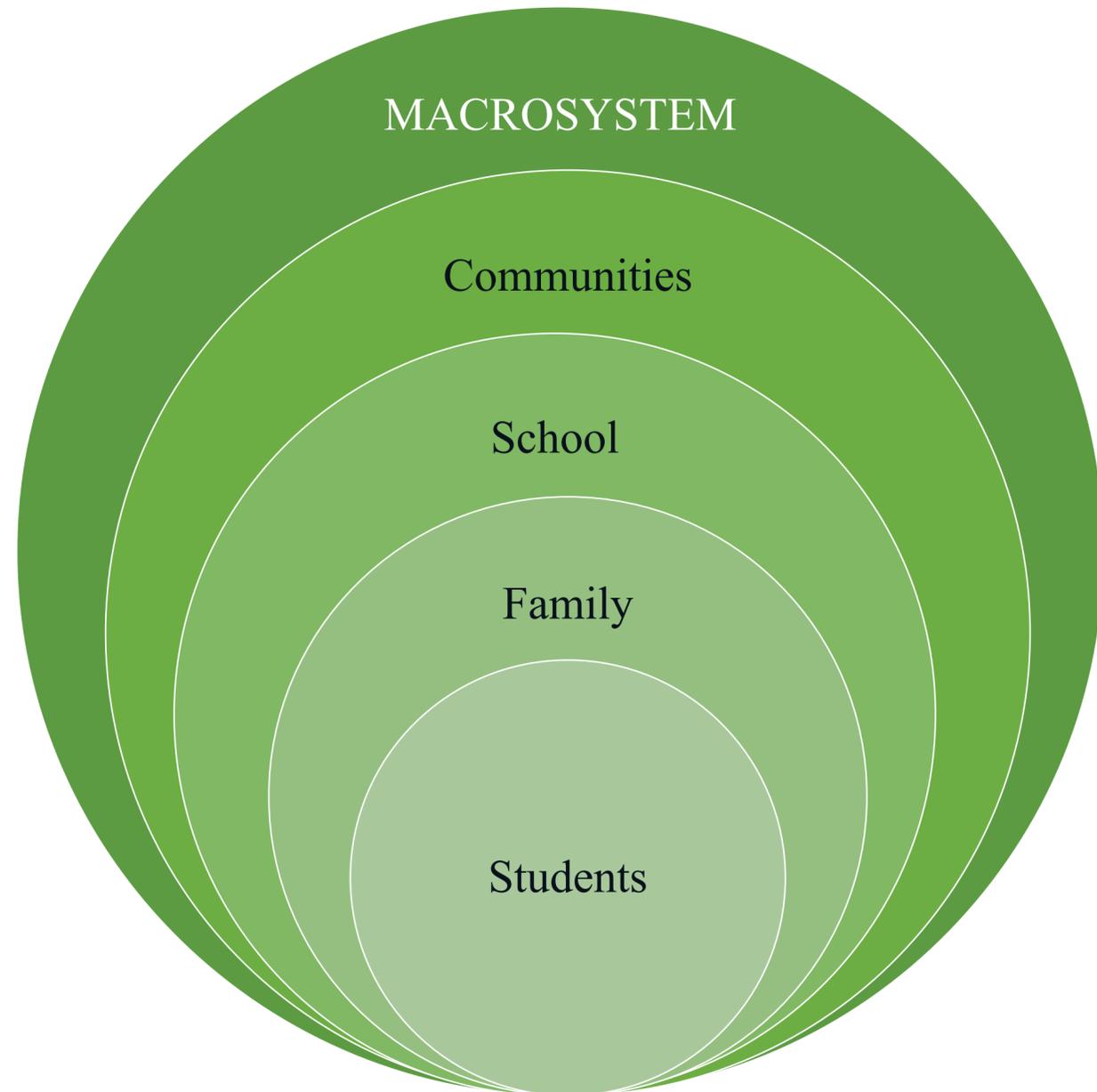


Students experience both implicit and explicit SEL in *school*.



Youth develop and practice SEL through everyday interactions with peers and adults in their *communities*.

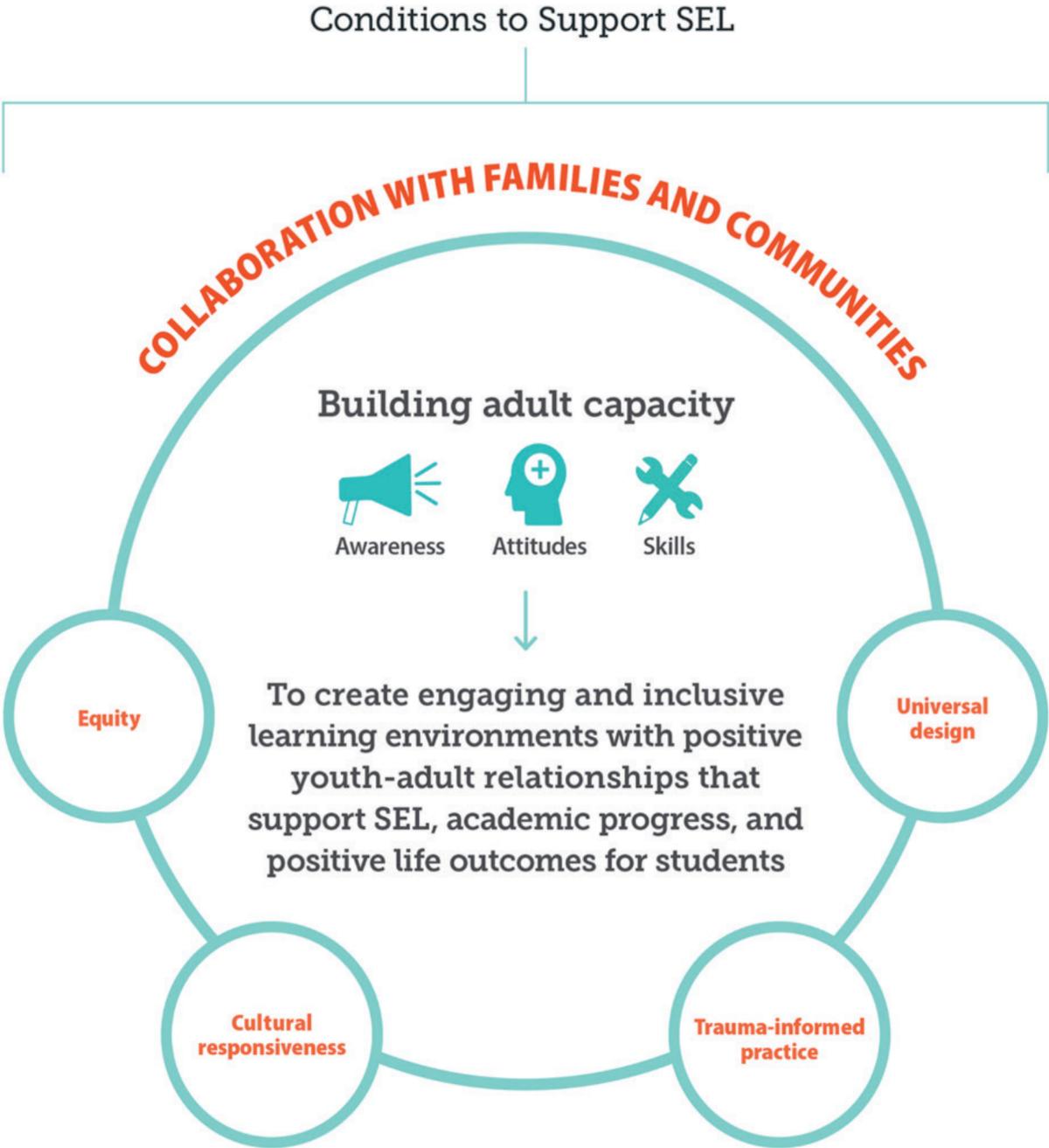
SEL occurs through dynamic relationships in multiple settings



- Community-based organizations (CBOs), such as expanded learning opportunities (ELOs), can provide a *developmentally rich context* where youth develop SEL skillsets and mindsets
- This occurs through a *constructive web of support* in terms of positive, two-way relationships with diverse peers and adults
- The more connection across settings, the better the developmental “fit” for youth

A communitywide vision for Social Emotional Learning

Community collaboration is central to the Washington state vision for SEL



Community collaboration can increase engagement and effectiveness

- Engaging with communities in the development, selection, and adaptation of interventions can increase their resonance and reach
- Having diverse stakeholders involved in decision-making is especially critical in the exploration phase of implementation, in terms of assessing needs and determining whether a strategy is a fit for the community
- Ideally collaboration for SEL occurs within a larger context that includes:
 - Inclusive school climate
 - Opportunities for youth and families to participate in authentic decision-making
 - Culture of partnership grounded in mutual learning and respect

Opportunities for community collaboration in SEL

Who can we reach out to?

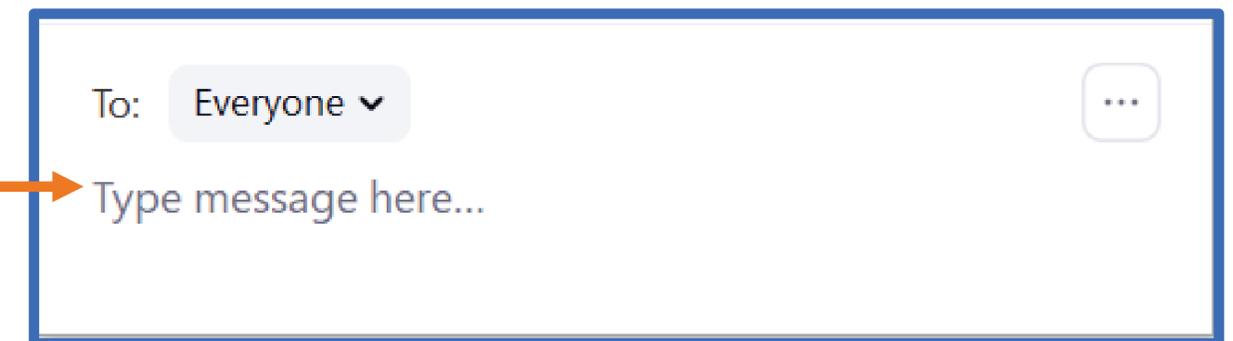
- ✓ Students
- ✓ Families
- ✓ CBOs
 - ELOs
 - Culture-based groups and tribes
 - Family-led groups
 - Mental health and social service organizations

How can we partner?

- **SEL planning**
 - Shared vision and goals
- **SEL implementation**
 - Aligned strategies and programs
- **SEL reflection**
 - Feedback loops for continuous learning and improvement

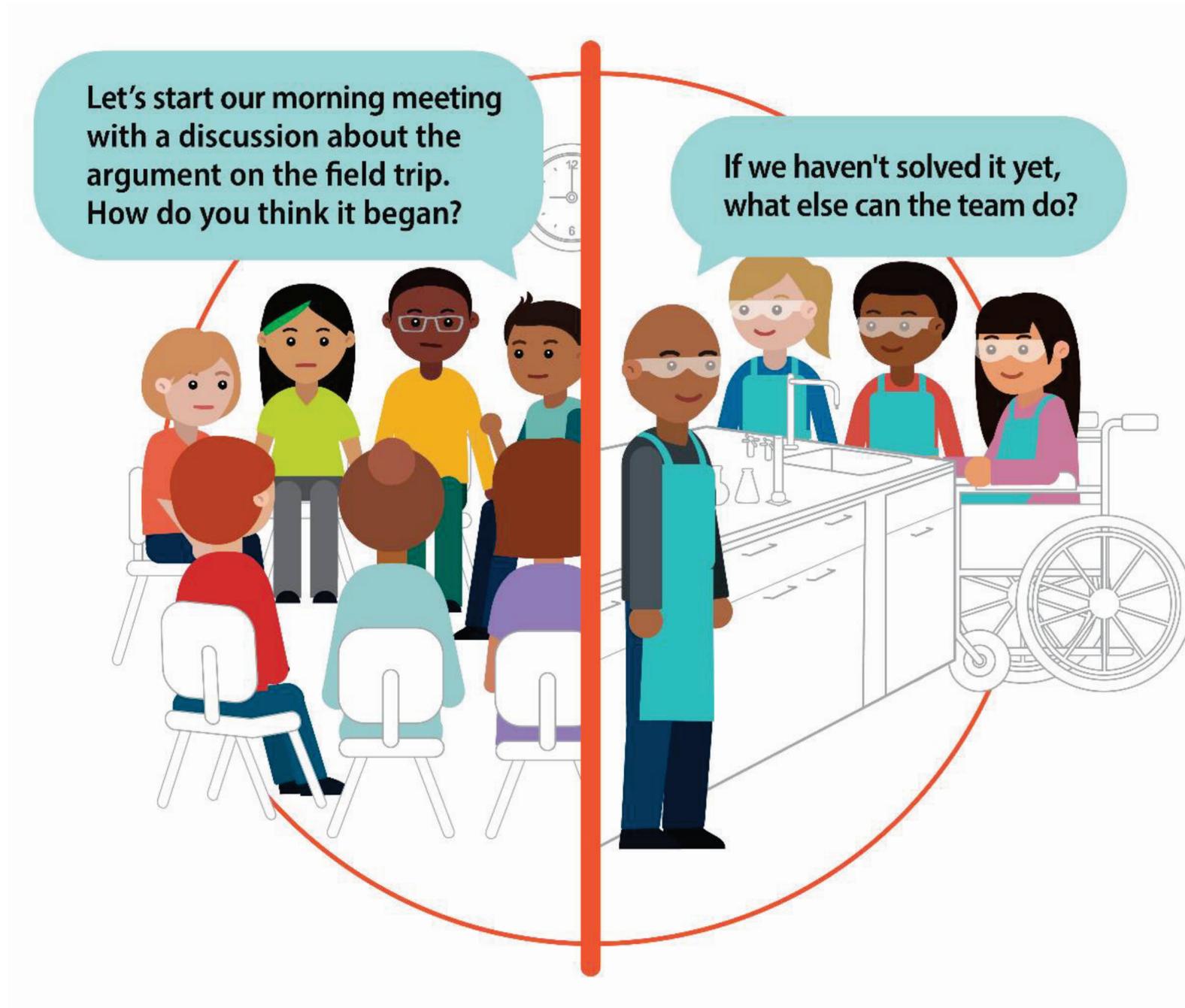
Chat Activity

- 1** REFLECT: Take a minute to reflect to yourself. To what degree do your families, schools, and community partners have a shared vision for SEL?
- 2** SHARE IN CHAT: What opportunities do you see to strengthen SEL connections across families, schools, and communities? Enter one word or phrase in the chat.



Collaborating With Students

Social Emotional Learning is a shared responsibility...



IN SCHOOLS

Schools can support SEL by incorporating specific SEL curricula, interweaving SEL concepts in academic learning, and fostering a positive school climate.

Student voice in SEL standards, benchmarks, and indicators

STANDARD 6	SOCIAL ENGAGEMENT – Individuals have the ability to consider others and show a desire to contribute to the well-being of the school and community.
BENCHMARK 6C	Contributes productively to one’s school, workplace, and community.
Environmental and Instructional Conditions for Learning	
Provide students with nurturing settings that encourage their voice and ownership in the function of home, school, workplace, and/or community.	

Early Elementary	Late Elementary	Middle School	High School
With adult assistance, I can identify and perform tasks that contribute to the operation of my classroom—e.g., following established rules, taking turns, being mindful of others.	I can identify and perform tasks that contribute to the operation of my school and local community.	I can evaluate my participation in addressing the identified needs and enhancements of my school and local community—e.g., student council, safety patrol, special interest clubs.	I can work cooperatively with others to plan, implement, and evaluate projects that address identified needs and enhancements in my school, work, and local community.

Defining “student voice” in collective terms

Harris et al. (2014) define student voice as:

- Students **plan actions and make decisions** that positively affect students and others
- Students engage in **ongoing, meaningful discourse** with adults around critical school improvement issues
- Students **take action** around school improvement challenges
- Students and adults **share decision-making power**, playing the roles of both teacher and learner and viewing each other as assets and resources

Student voice supports SEL in multiple ways

- A metaanalysis (Mager & Novak, 2011) of 32 studies of student voice in collective decision-making found moderate evidence of positive effects for:
 - Students (e.g., self-esteem, empowerment, interpersonal skills, civic skills)
 - Student-teacher relationships (e.g., improved communication, cooperation)
 - School ethos (e.g., school climate and student engagement)
- **The strongest evidence was for sustained forms of participation, such as school/class councils, rather than short-term opportunities**

Authentic student voice challenges dominant school norms

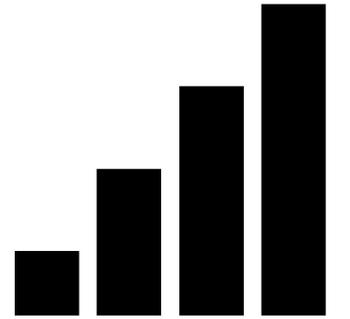
- Adult mindsets and entrenched practices can limit the quality and effectiveness of student voice efforts
- The way that adults position students influences their experience and impact
- For SEL to be student-driven, teachers need to be supported to make deep changes in their practices and adopt an asset-based view of students

Study surfaces tensions between teacher intent and student experience

In interviews conducted in a multi-district study of a popular SEL program focused on leadership (Soutter, 2019), teachers and students offered contrasting views on what it means to be a leader:

- **Teachers** perceived students as developing agency and ownership through the program
- **Students** described leadership in terms of compliance and rule-following, rather than empowerment

Poll: Systems conditions for student voice



Reflecting on support for youth voice in your schools: Which of these systems conditions are already in place? Which is your top priority for improvement?

- Administrators are deeply committed and model authentic youth-adult partnership
- Educators value, elicit, and listen to students' lived experience and expertise
- Diverse students are offered multiple options to participate according to their interests, with clear roles and coaching to build their capacity for active participation
- Educators are prepared to navigate tensions as they emerge and are supported to engage in deep, transformative change

Strategies for engaging students as partners in SEL

- **Planning:** Offer multiple ways for students to participate in SEL planning (e.g., serving on SEL leadership team; participating in co-design sessions; or conducting action research to uncover issues, map assets, and propose solutions).
- **Implementation:** Engage students in developing or adapting SEL strategies and messages that resonate with students. Choose SEL programs that involve peer-to-peer support and youth-adult collaboration in delivery.
- **Reflection:** Collect data about student perceptions of SEL strategies and school climate to identify potential gaps between intent and student experience. Engage students in cycles of inquiry to refine and improve specific SEL strategies or programs.



Supporting the whole child happens when youth and adults work in collaboration.

THANK YOU
WHOLE CHILD
CHAMPION!

Sound Discipline

with Dimmitt Middle School (Renton)
and Evergreen High School (Highline)

#teachers & students working to
transform systems

“We can contribute as students and teachers. They [the teachers] don't see us as students anymore; they see us as proper human beings who are all on the same playing field... and it's just yeah, they're still older than us, but we still have the same amount of power.”

-Youth participant

Mini-Grant Award: \$10,000

Numbers Impacted:

- 1600 students
- 120 educators

Breakout discussion (5 minutes)



Thinking about the information and examples shared so far:

1. What ideas or strategies resonated with you?
2. What are some ways that you partner with students in your work?

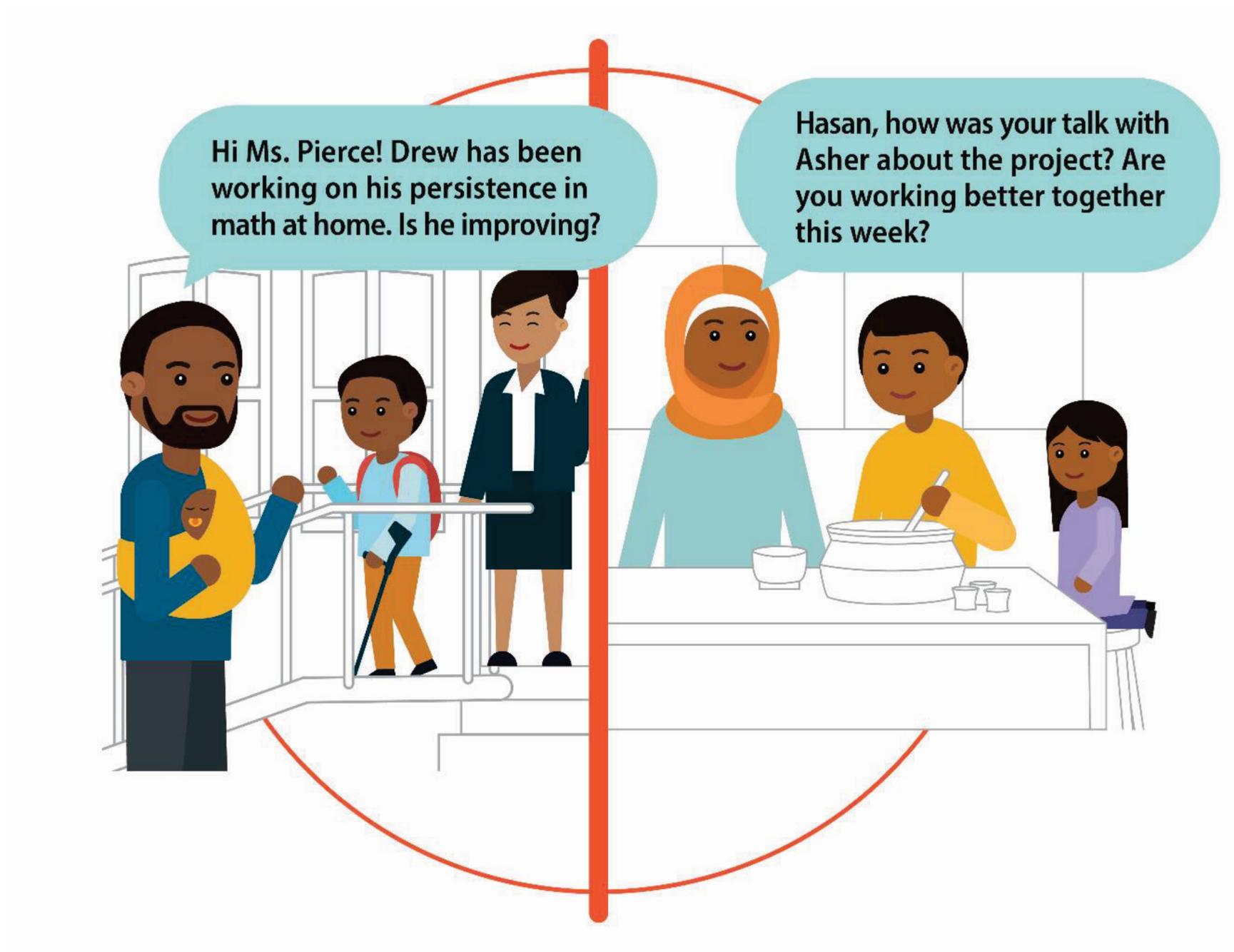
Collaborating With Families

Families play a fundamental role in student SEL

“Although schools are the institution charged with educating our youth, the role of families and home environment in student development and academics, behavioral and social emotional competency is undisputed. Together families and schools are the primary socialization agents of youth. It is time to maximize the synergetic influence of home and school.”

- Christenson & Reschly, 2010, p.14

Social Emotional Learning is a shared responsibility...



IN FAMILIES

Families can support SEL by modeling healthy relationships at home and connecting with educators.

Promising evidence of aligned school-home SEL interventions

- A metaanalysis of 117 students of family-school SEL interventions found that the programs enhanced children's social-behavioral competence and mental health
- Features of effective interventions were *relational* (positive relationships between school and family, especially productive communication) and *structural* (provide tools and techniques for families to align practices at home)
- There is a significant need for more research on this topic, especially in terms of cultural and grade-band differences

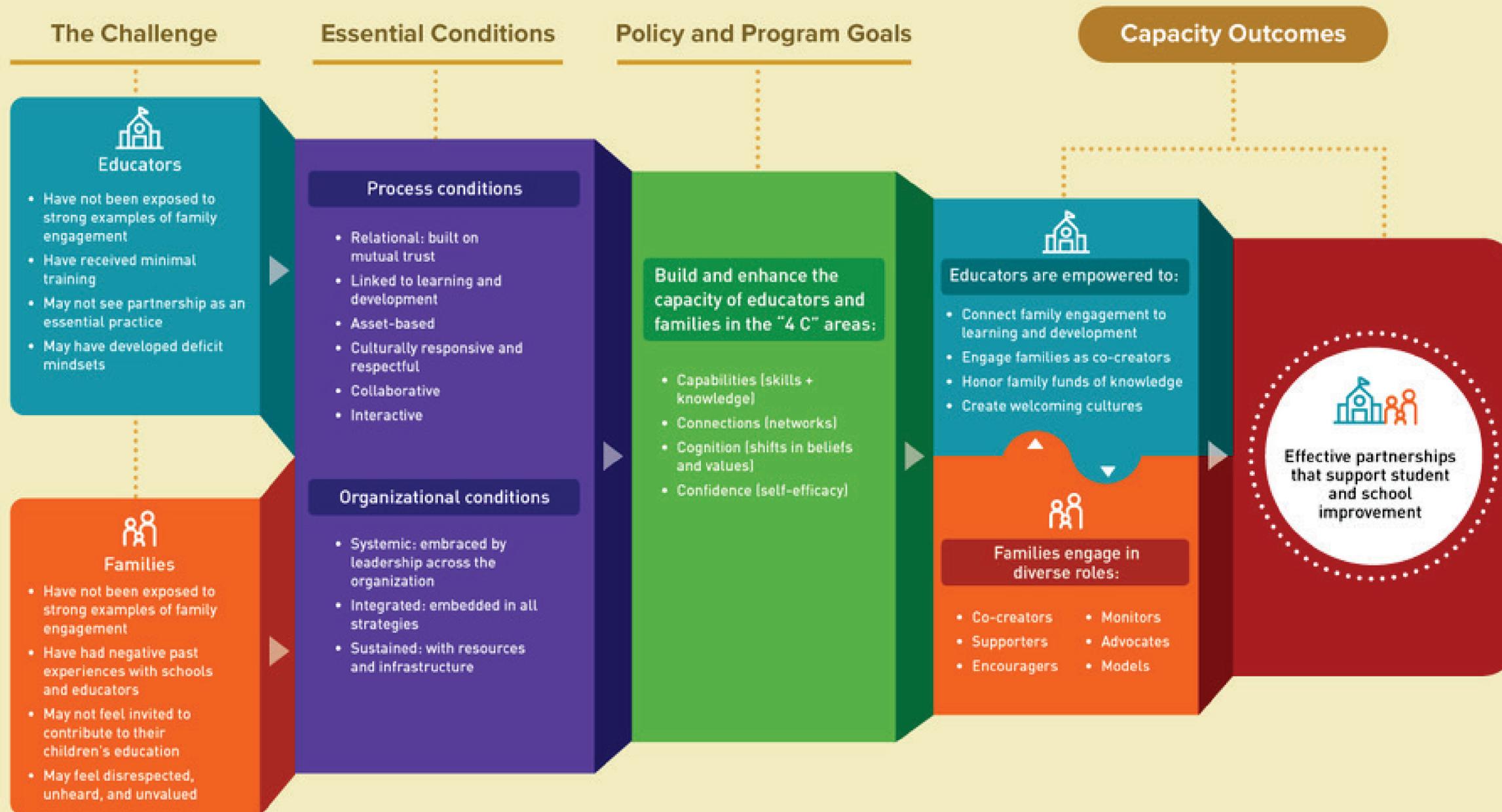
Family-school partnership supports whole child development

- Strong family-teacher relationships support a range of positive student outcomes for students such as healthy social development, high student achievement, and high rates of college enrollment
- To engage families as partners for SEL, educators need skills to:
 - Welcome and cultivate reciprocal partnerships with families
 - Identify family strengths to support positive student outcomes
 - Communicate with families in a way that reflects on students positively
 - Demonstrate respect and humility in working with culturally and religiously diverse families and families of children with disabilities

Family engagement challenges

- School-centric thinking, where schools define and structure family engagement practices to support their academic goals without consulting families about their goals for their children
- Schools privilege middle-class values that offer a limited notion of what family engagement can look like
- Principals and teachers receive little training for engaging families and report feeling underprepared, despite valuing relationships with families
- Families and teachers have few opportunities to build their capacity for two-way partnership

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



In a dual-capacity model of family engagement

Develop educators who can:

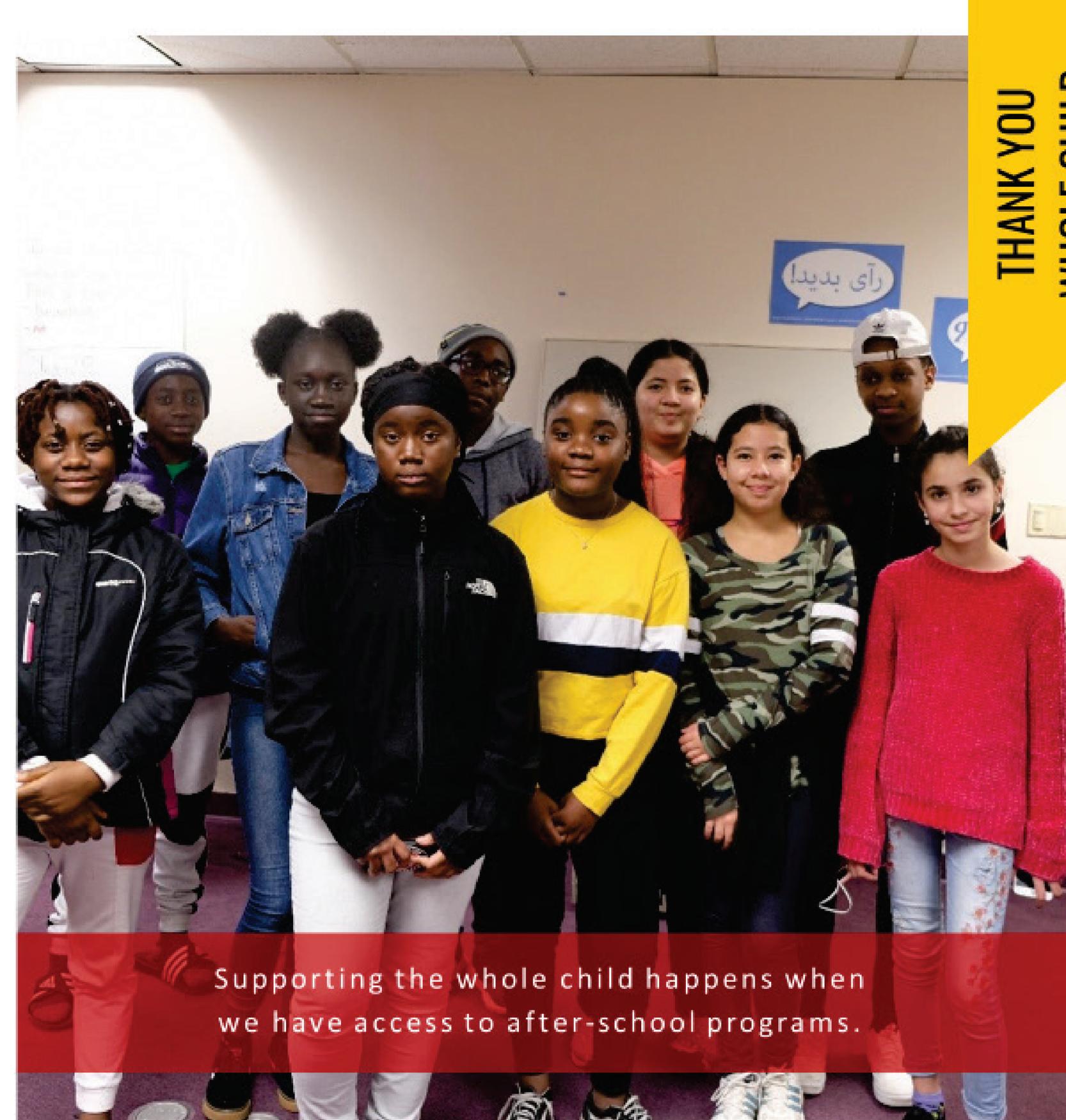
- Honor and recognize families' funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures

Build families who are:

- Supporters
- Encouragers
- Advocates
- Decision-makers
- Collaborators
- Monitors

Strategies to engage families as partners in SEL

- **Planning:** Facilitate interactive activities where educators can learn about families' priorities for SEL and school climate. Engage families as members of SEL leadership team. Encourage educators to spend time in community settings and talking with community leaders to better understand their students' context.
- **Implementation:** Collaborate with families to create family-focused messaging about SEL. Select, develop, or adapt SEL programs that are grounded in families' cultures and offer parents tools and techniques they can use at home. Invite families to co-facilitate SEL activities in schools that draw on families' knowledge.
- **Reflection:** Collect data about how families perceive SEL strategies and engage families in cycles of inquiry to improve SEL strategies.



THANK YOU
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CHAMPION!

Mother Africa

#immigrant youth voice matters

“The majority of parents and youth [in our community] did not know about the after-school programs and for those who knew they don't know how to access the programs. These sessions served as an introduction to what is out there in the area of youth development.”

- Mother Africa staff

Mini-Grant Award:
\$10,000

Numbers Impacted:

- Approximately 30 youth
- Approximately 20 parents

Breakout discussion



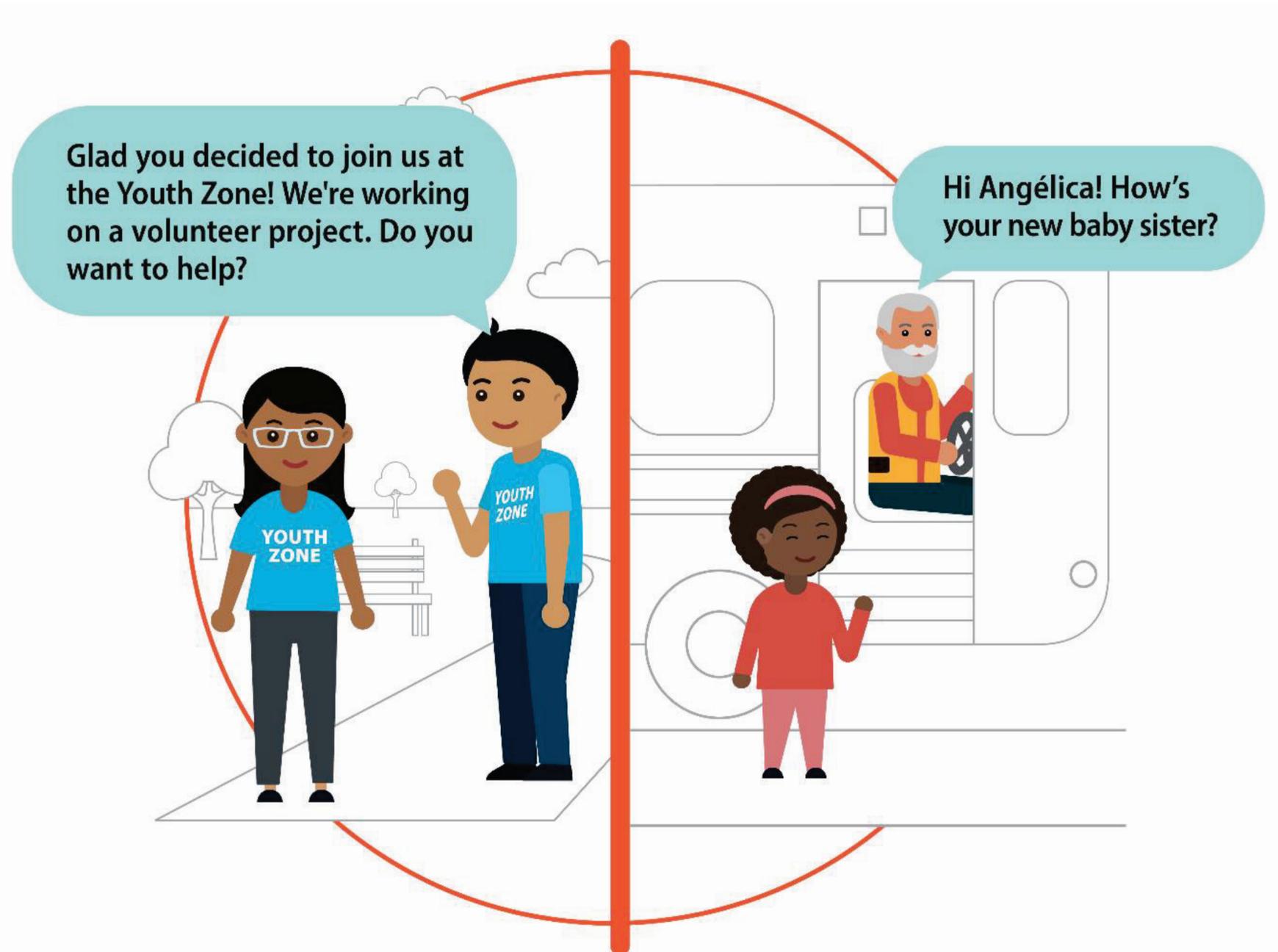
How well does your current family engagement framework support the development of partnerships with families for SEL?

Examples:

- This is a new way of thinking for our community
- We have some elements in place, but more work to do
- We are well prepared for schools to engage families as partners for SEL

Collaborating With Community-Based Organizations (CBOs)

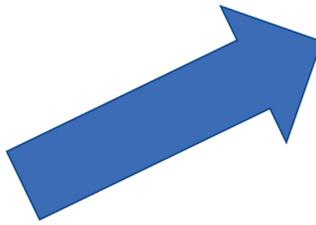
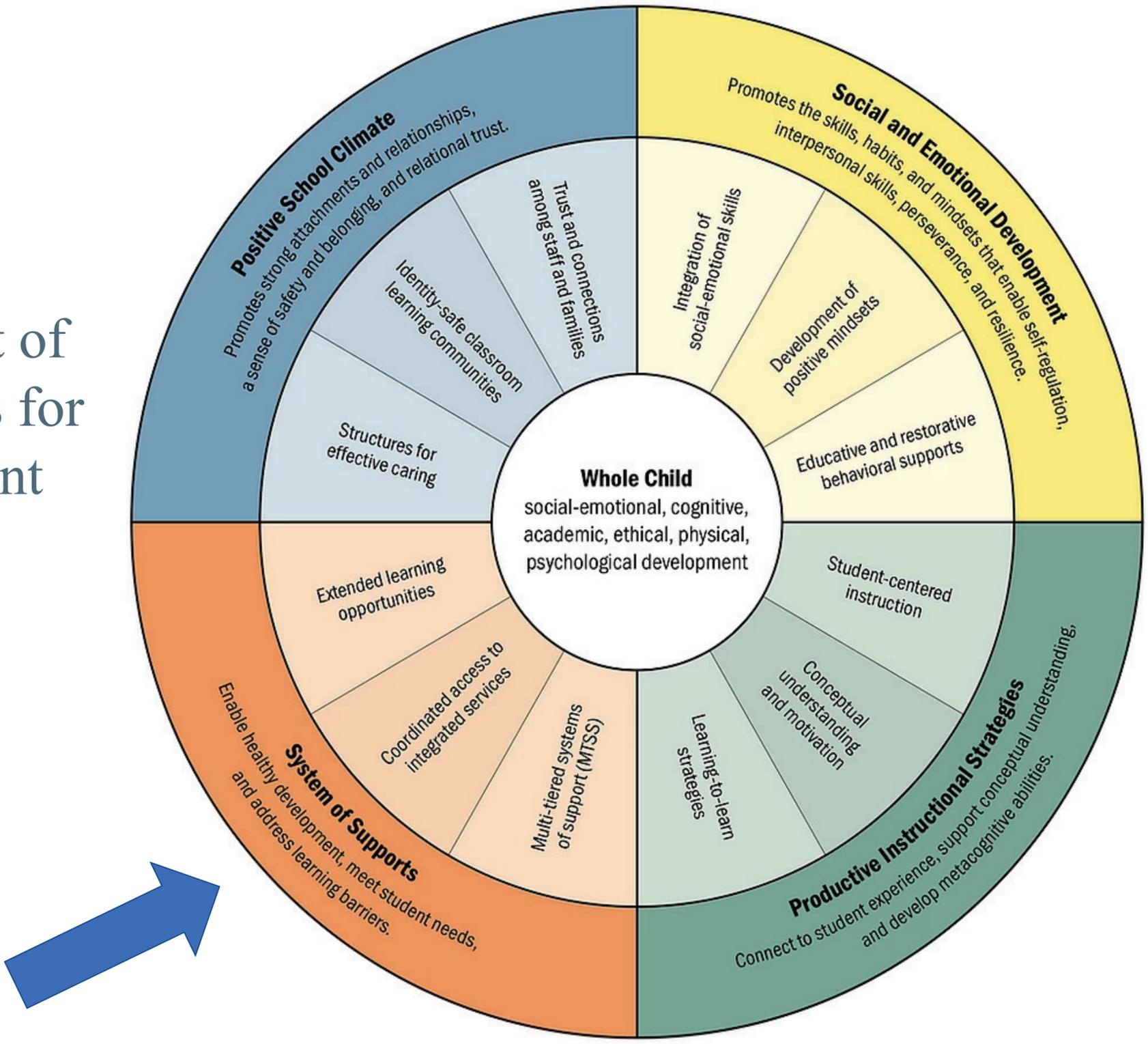
Social Emotional Learning is a shared responsibility...



IN COMMUNITIES

Expanded learning organizations and other adults in the community who interact with youth (e.g., bus drivers, librarians, coaches) can support SEL by offering SEL programming and creating opportunities for young people to build positive relationships with peers and adults.

CBOs are a critical part of the **system of supports** for whole child development that complements SEL, school climate, and instructional strategies.



SEL is often part of the mission and design of ELOs

- ELOs have the flexibility to provide multiple opportunities and supports for SEL in a supportive learning environment that includes:
 - Relationship-building with diverse adults and peers
 - Exploration of personal interests and identity
 - Skill-building and experiences of mastery
 - Opportunities for authentic decision-making and self-expression

Quality ELOs support SEL across multiple domains

- Durlak, Weissberg, and Pachan (2010) conducted a metaanalysis of 68 ELOs focused on SEL. Findings indicate that the programs contributed to significant increases in:
 - Self-perception (e.g., self-esteem, self-concept, or positive racial/cultural identity)
 - Bonding to school (e.g., positive attitudes towards school, perceptions of supportive climate)
 - Positive social behaviors (e.g., cooperation, leadership, expression of feelings)
 - Academic progress (e.g., grades and test scores)
- The most effective programs were SAFE: sequenced, active, focused, and explicit

Strategies for engaging CBOs as partners in SEL

- **Planning:** CBOs broker access to families and community leaders to help school staff understand community values, strengths, and priorities. A shared SEL vision and framework supports the resonance and coherence of SEL efforts. Invite CBOs to sit on your SEL leadership team.
- **Implementation:** CBOs facilitate programming during the school day to extend the capacity of schools to meet the needs of the whole child. Through joint professional development, ELO and school staff can learn from each other and align their SEL strategies and programming to provide continuity across the whole day.
- **Reflection:** Partner with CBOs to collect, share, and use multiple forms of data (about both SEL implementation and the partnership) to support continuous learning and improvement. Many CBOs already collect data about SEL practices and outcomes.

Partnership ecosystem elements

Shared vision and leadership

We know where we are going, and we share responsibility through genuine collaboration.

Aligned, responsive implementation

We grow in the same direction and continuously adjust to changing conditions.

Shared accountability for success

We manage for impact and sustainability and keep each other accountable.

School-community partnership toolkit

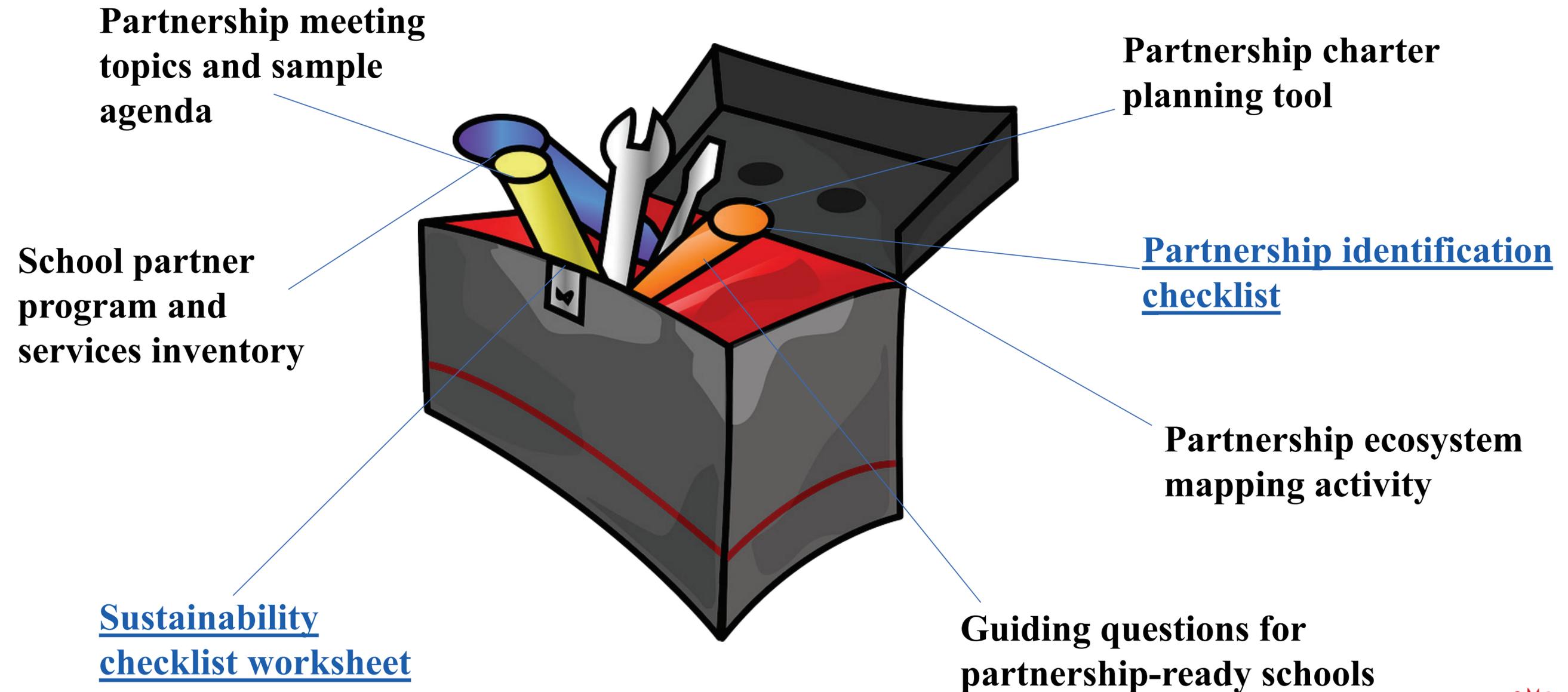


Image source: Clickr-Free-Vector Images (Pixabay)

PARTNERSHIP TYPE IDENTIFICATION CHECKLIST¹

This checklist will help partner organizations decide what type of partnership they are interested in and what they have the capacity for. Based on selected indicators, you can identify which category best describes your potential partnership. You may find that you check off boxes in multiple columns. No partnership fits neatly in a single category. To determine which category is the best fit, choose the column where you have checked the most boxes. This allows you to prepare for and to begin a conversation with school leadership or site coordinator.

Domains	Cooperative	Collaborative	Integrated
SHARED VISION AND LEADERSHIP	<ul style="list-style-type: none"> <input type="checkbox"/> Partner goals are pre-determined by agency, and at least one is aligned with school vision. <input type="checkbox"/> Partner and school leadership decide on the parameters of the site agreement and then, operate with autonomy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Partner is involved to some degree in the school site planning process, and partner and site goals are aligned. <input type="checkbox"/> Partner communicates with school leadership about decisions and gives/takes input, but the final say rests with either the partner org. or school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Partner plays a significant role in the site planning process. Partner and school leadership share responsibility for implementing the shared vision, along with other site partners <input type="checkbox"/> Partner and school make decisions collaboratively. Each leads or co-leads a cross-agency school leadership body.
ALIGNED, RESPONSIVE IMPLEMENTATION	<ul style="list-style-type: none"> <input type="checkbox"/> Partner has a set program that is not generally adaptable but it appropriate for an identified need at the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Partner and school leadership meet at least twice a year and incorporate feedback on unmet needs. Outreach is targeted mid-year if needed. <input type="checkbox"/> Partner is invited by school site to core and program-relevant committees as needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Partner is part of core school committees and joins program-relevant committees as needs outside program hours. <input type="checkbox"/> Partner works closely with the school so that strategies are complimentary and impact top priorities or needs.
SHARED ACCOUNTABILITY FOR SUCCESS	<ul style="list-style-type: none"> <input type="checkbox"/> Partner collects and provides general participation data. The school gives partner basic information on participants. <input type="checkbox"/> Partner brings some in-kind resources in order to implement our programming. 	<ul style="list-style-type: none"> <input type="checkbox"/> Partner and school discuss role and strategies for impacting site outcomes or needs. <input type="checkbox"/> School gives partner data on participants, trends, and disparities. Partner collects and provides data to support equity efforts. <input type="checkbox"/> Partner provides in-kind resources beyond the contract. 	<ul style="list-style-type: none"> <input type="checkbox"/> Partner collects, analyzes, and shares participation and assessment data. Partner and school are part of teams where data trends are being discussed regularly and support equity efforts. <input type="checkbox"/> Partner provides direct services and in-kind resources beyond contract. Partner works with the school on resource allocation.

Poll activity

What type of partnerships do your school(s) have?

- Mostly cooperative
- Mostly collaborative
- Mostly integrated
- All types
- Not sure

Domains of sustainability



Sustainability checklist



Relationships: What relationships have you built?



Strategic communication: How do you communicate with stakeholders—and what about?



Documentation: What has been documented, and how?



Program and partnership quality: What does your cycle of continuous improvement look like?



Resource development: What resources are in place to sustain the partnership?



THANK YOU
WHOLE CHILD
CHAMPION!

Supporting the whole child happens
in safe and supportive spaces.

Young Women Empowered

with Foster High School in Tukwila

#y-we supports students and teachers

“When working with schools, we recommend a strong emphasis on entering the community with respect, an orientation to serve, a curious mind, and a willingness to listen. It’s important to enter a school partnership... having a strong familiarity with the population that the school is serving.”

- Y-WE staff

Mini-Grant Award: \$10,000

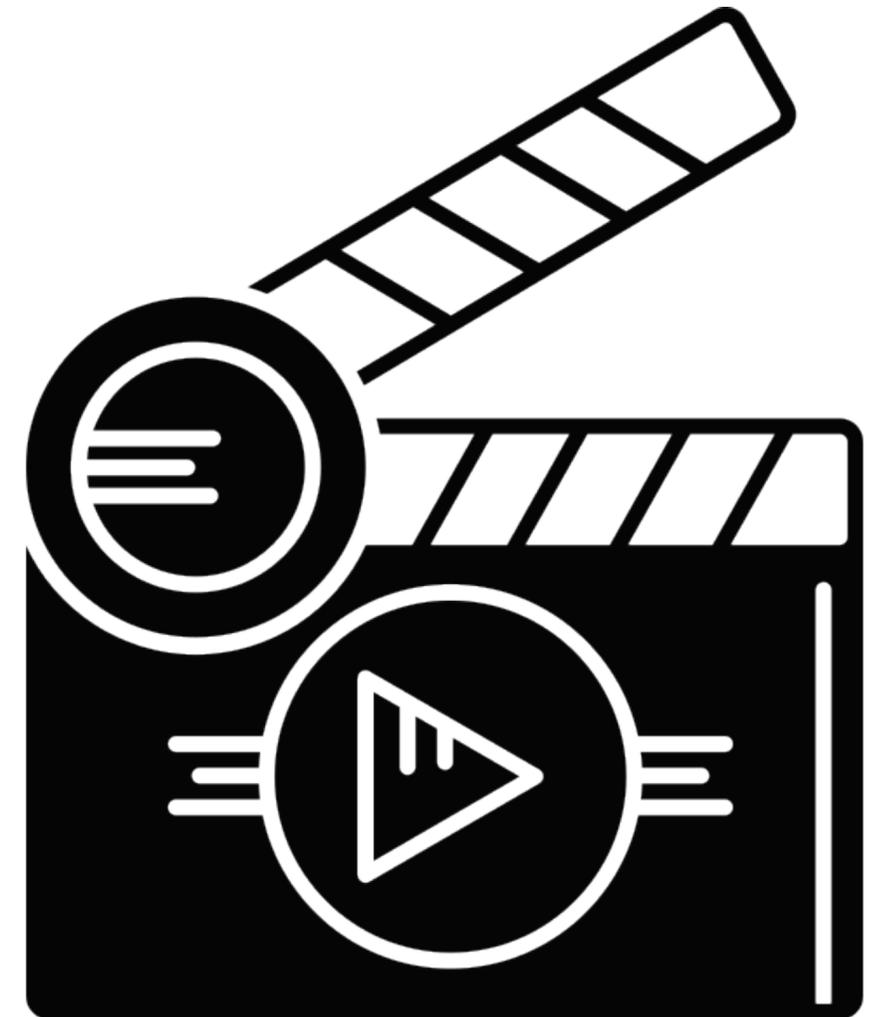
Numbers Impacted:

- 30 youth and 30 teachers
- 80 people at Youth Leadership Summit

Whole Child, Whole Day: Youth Development in Action

An impact montage of the 16 mini-grantees answering the question: What does supporting the whole child look like in practice when you center racial equity and collaboration with youth, families, and community?

<https://vimeo.com/416543012>



PASSING ON THE LEARNING

A COLLECTION OF PRACTICES THAT SUPPORT THE WHOLE CHILD

INCORPORATE IDENTITY DEVELOPMENT

Create time and space for youth to learn about and explore their family's history. Make sure you have ample time for questions and reflection. Connect and consult with mentors, educators, and elders who share similar backgrounds and histories to lead these sessions.

LET YOUTH LEAD

Ask youth for their opinions and how they would like to learn. Meet young people where they are at and give them opportunities to see how their efforts and voice can impact their communities.

CENTER RELATIONSHIPS

Focus on creating a safe and welcoming place for everyone by building in community agreements, relationship-building activities, and sharing stories. Continuously do this throughout your time together.

CONNECT WITH COMMUNITY

Create a community of learning for both families and youth. Reduce barriers by providing childcare, food, and a multi-lingual setting. Invite and include family in decision-making, programs, and events.

SUPPORT ADULT WELLNESS

Provide intentional time for staff to reflect, breathe, and center themselves as part of professional development. Offer self-care opportunities at work, especially for staff of color. In return, everyone benefits, including the youth.

FOSTER REAL-WORLD CONNECTION

Create learning activities that incorporate relevant topics in youth's lives. Provide alternative ways for youth to reflect, communicate, and share their thoughts.

Incorporate identity development
Let youth lead
Center relationships
Connect with community
Support adult wellness
Foster real-world connection

Chat activity

1. **REFLECT:** Think about a time of when you noticed a change in youth or adult behavior because of this work.
2. **CHAT:** Enter a phrase or a word that describes what you noticed about that time.

Breakout Rooms



Breakout discussion (10 minutes)



Reflecting on the information shared today:

1. What is your organization's biggest strength related to collaboration for SEL planning, implementation, and reflection?
2. Where are there opportunities for growth?
3. What is one goal or strategy for growth that you would like to try?

Closing

Examples of collaboration in the Washington SEL resources

- **Washington State SEL Implementation Guide**
 - Essential Elements of SEL Implementation

- **SEL Briefs**
 - Parents and Families
 - Community and Youth Organizations

- **Washington State SEL Standards, Benchmarks, and Indicators**
 - Standard 6: Social Engagement

Contact us



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