California Modules

Professional Learning Toolkit

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Topic 6: Supporting SEL Through Family & Community Engagement

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Topic and Module Overview

Caring for Ourselves: The Science of Emotional Resilience	MOD 1.1	Understanding Your Emotions
	MOD 1.2	Navigating Your Emotions
	MOD 1.3	How to Be Kind to Yourself
	MOD 1.4	How to Be Compassionate Without Suffering So Much
	MOD 1.5	Self-Awareness, Emotional Resilience, and Equity
Safety & Belonging in Classrooms and Schools	MOD 2.1	Why Belonging Matters
	MOD 2.2	Knowing Ourselves First: Surfacing Our Beliefs About Social and Emotional Well-Being and Belonging in Schools
	MOD 2.3	The Questions of Belonging: Interventions to Help Students Feel Like They Belong
	MOD 2.4	Meeting Students' Psychological Needs to Help Them Feel Like They Belong
	MOD 2.5	Cultivating Belonging Through Teacher-Student and Peer Relationships
	MOD 2.6	Building a Belonging School Through Trust and Psychological Safety
Addressing Trauma and Adversity: Supporting Student Mental Health	MOD 3.1	Defining and Understanding Trauma and Adversity
	MOD 3.2	Recognizing the Signs of Childhood Trauma and Adversity
	MOD 3.3	Creating Healing-Centered Environments
	MOD 3.4	Developmental and Other Strategies for Healing
	MOD 3.5	Mental Health Crisis Intervention: Steps and Strategies
Committing to Racial Equity and Cultural Responsiveness	MOD 4.1	Unpacking Our Identities: Addressing Identity, Power, and Privilege
	MOD 4.2	Engaging in Meaningful Conversations about Race and Equity
	MOD 4.3	SEL Instruction Through a Culturally Responsive Lens
	MOD 4.4	Elevating Student Voices
	MOD 4.5	Evaluating Our Systems, Policies, and Procedures
Teaching for Social, Emotional, and Academic Development	MOD 5.1	Preparing to Support SEL in Classrooms
	MOD 5.2	Explicit SEL Instruction
	MOD 5.3	Planning for Social-Emotional-Academic Development
	MOD 5.4	Integrating SEL into Leading
Supporting SEL through Family and Community Engagement	MOD 6.1	Exploring Family and Community Engagement with an SEL Lens
	MOD 6.2	Building Partnerships with and Honoring the Contributions of Diverse Families
	MOD 6.3	Listening and Communicating Effectively with Families
	MOD 6.4	Expanded Learning and SEL: Collaborating Across In-School and OST Contexts
	MOD 6.5	Aligning around SEL Through Community Partnerships

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Topic 6 **Learning Objectives**
Supporting SEL through
Family and Community Engagement (FCE)

Content	Learning Objectives	CA TSEL Guidelines
6.1 Exploring Family and Community Engagement with an SEL Lens	- Understand how major stakeholders view family and community engagement and SEL - Explore practical ways that schools engage in authentic partnerships with families and communities - Examine the ways having a culturally responsive lens is essential to effective FCE and SEL - Consider how to develop partnerships with families and communities around SEL	
6.2 Building Partnerships With and Honoring the Contributions of Diverse Families	- Explore strategies to build capacity as educators, schools, and districts alongside families to come together in partnership around students' social, emotional, and academic growth - Take the perspective of families—and how best we can honor their contributions and expertise about their own children through a diversity, equity, and inclusion lens	Link Objectives to Developmental Indicators in California Transformative SEL Competencies
6.3 Listening and Communicating Effectively With Families	- Explore four keys of effective communication - Learn strategies for really listening to parents and caregivers - Examine a communication and outreach rubric with a culturally responsive lens	The California Department of Education (CDE) aims to support and advance the efforts of educators across California who are working to fully integrate systemic SEL and equity by building on the promise of T-SEL as a concept. To provide these supports, the CDE has articulated developmental indicators for CASEL's five core competencies:.
6.4 Expanded Learning and SEL: Collaborating Across In-School and OST Contexts	- Reflect on the Eight Essential Practices for supporting SEL developed by the National Afterschool Association - Identify ways to align our SEL efforts across in-school and out-of-school time - Explore how to develop more authentic school-program partnerships that prioritize social and emotional skills	
6.5 Aligning around SEL Through Community Partnerships	- Survey potential community partners - Learn how schools and community-based organizations can work together effectively to create opportunities for SEL development - Explore how community organizations can build on SEL and academic skills, link skills to real-world application, and introduce students to career pathways or further education and training - Consider the role of community organizations in building trusting relationships with families and leveraging assets for equity	Sourced from CDE (July 2023):

Research and Research Briefs

Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective This brief summarizes research, including meta-analyses, on 21st century Community Learning Centers and outlines the benefits of evidenced-based practices.

Video and Audio Resources

Building Capacity: Home-School Connection Capacity Building Series The series objective is to elevate partnerships as a model for building the capacity of families and staff in ways that lead to equity, social justice, strong home-school partnerships, and social and emotional learning.

Effective Family Engagement Could Look Like This (5:39) A short video from the Wisconsin Department of Public Instruction that shows practical ways to engage families in schools.

Engaging Families With Social and Emotional Learning Strategies (4:07) When teachers bring parents in to see what their children are learning, they strengthen the home-school connection and help the adults build skills, too, from Edutopia.

Learning Opportunities in Out-of-School Time A short video (4:43) from Edutopia that provides examples of how OST programs teach SEL skills.

Dr. Karen Mapp shares the Research Behind the Dual Capacity-Building Parent Engagement Framework (32:35) and its effect on families during the 2015 Family and Community Engagement (FACE) Symposium.

SEL 3 Signature Practices in Out-of-School Time (5:06) Explore 3 simple, intentional steps to help create a solid SEL foundation for success before, during, and after school.

Scaffolding Academics With Social and Emotional Skills in the Afterschool Space A short video (4:06) from Edutopia that demonstrates how to integrate SEL skills and academics into OST.

Articles/Websites/Books

Bicultural Community Engagement: Advocacy and Empowerment This book explores the experiences of Latinx parents in U.S. public schools, including systemic barriers to engagement and opportunities for transformative engagement and participation.

Creating Welcoming Schools is a book-length guide for developing partnerships with diverse families.

Expanded learning Partnerships: A Foundation for Rebuilding to Support the Whole Child This brief provides key principles for school and expanded learning partnerships—informed by insights from leaders and practitioners from across California.

Family Partnership Guide Highlights the importance of meaningful partnership opportunities and two-way communication that invites families to understand, experience, inform, and support the social and emotional development of their students, from CASEL.

Foundations for Youth Social Emotional Learning Development A short report from the Student Success Network that includes reflection tools and examples of the six foundations for building an environment to support youth SEL development.

Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms "This volume is particularly useful for teachers who are re-thinking ways to design and create curriculum that reflects the experiences and knowledge of their multilingual and multicultural students."–Language Arts (review)

Guiding Questions for Building Strong Partnerships between School Day and Out-of-School Time Educators from CASEL's Guide to Schoolwide SEL (requires free sign in)

Out-of-School Time Programs This Summer: Paving the Way for Children to Find Passion, Purpose, and Voice – Parent, Teacher and OST Provider Perceptions A report by Edge Research and Learning Heroes commissioned by the Wallace Foundation.

Parent Teacher Home Visits offers a home visit model featuring five core practices—along with training options and other resources to support your school.

Recommendations for OST settings around SEL from a partnership between the California Department of Education Expanded Learning Division and long-term community-based partners.

School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth From the Substance Abuse and Mental Health Services Administration (SAMHSA), and written by CASEL in collaboration with The National Center for Mental Health Promotion and Youth Violence Prevention.

Social, Emotional, and Academic Development Through an Equity Lens (pp. 12-27) This section of a report from Ed Trust shares the results of focus groups of diverse families from around the country about their view of SEL and equity.

School-Community Partnerships: Essential to Expanded Learning Success This compendium of 70 articles, studies, analyses, and reports offers a thorough review of many aspects of expanded learning.

SEL and OST: Perfect Together. A conference report from an October 2019 day-long event in Chicago hosted by The Wallace Foundation and America's Promise Alliance.

Taking It to the Next Level: Strengthening and Sustaining Family Engagement through Integrated, Systemic Practice highlights districts (Washoe County, Cleveland, etc.) who have leveraged SEL as a tool to drive parent engagement (from Institute for Educational Leadership).

Top 10 Tips to Deepen Social-Emotional Learning in Your Virtual After-School Program and Align it to the School Day A short article from Youth Today that provides practical strategies for "building synergy" between the after-school and in-school SEL efforts.
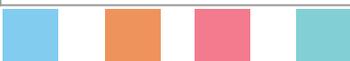
Practices/Tools to Support Adults

California Department of Education Family Engagement Toolkit This equity-focused guide focuses on learning as academic, social, and emotional while providing guidance on how to implement effective family engagement practices for continuous improvement.

Develop and Strengthen Family and Community Partnerships An overview of what high-quality implementation looks like, why it's important, when it's best to engage in partnering, and who to involve, from CASEL's District Resource Center.

Family Engagement in Schools: A Comprehensive Guide A toolkit that defines family engagement, discusses the power of parent involvement, identifies barriers to family engagement, and offers strategies and resources for supporting family engagement, from Panorama Ed.

Family School Relationships Survey is a family survey you can use to increase school engagement (from Panorama Education).

PTAs Leading the Way in Transformative Family Engagement A report that offers practical ways to implement the "4 Guiding Principles of Transformative Family Engagement."

In this June 2020 EdSurge Podcast three experts evaluate the pros and cons of increasing parents' roles in their children's learning.

SEL Discussion Series for Parents and Caregivers A series of workshop protocols that teach SEL skills to parents and caregivers, from CASEL.

California Community Partnerships and Case Studies

A featured promising model for school-community partnership, the Watts Learning Center partnerships serve students and families in South Central Los Angeles. This link demonstrates an inventory of diverse partners, what assets they bring to Watts Learning Center programs, and contact information and contact information.

Chapter five of the Community Schools Playbook offers dozens of examples (many are California-based) across practices, structures, and policies to support Active Family and Community Engagement. Whole child development and SEL are a priority within the Community Schools model.

Strive Together network report, Seven Principles for Effective Data Sharing, offers guidance on quality data practices.

The California Linked Learning Initiative offers students the opportunity to be mentored by local employers and participate in real-world apprenticeships, among other college and career readiness supports. Outcomes of a large study of 9 California Linked Learning Districts showed improved student social and emotional skills such as self management, self efficacy, and communication by virtue of these local district-business community partnerships.

Case Study: Blue Lake Rancheria Fosters SEL and Culturally Responsive Education Through Community Partnerships in Humboldt County

Case Study: Community-based Watershed Education Spawns New Generations of Scientists

Case Study: Traditional Ecological Knowledge (TEK) and Culturally Sustaining Education

MOD 6.1 Exploring Family and Community Engagement with an SEL Lens

TAKE IT DEEPER: Social Emotional Learning with Families: From Involvement to Partnership

What does "engagement" or "partnership" really look like in terms of SEL? This chart offers a continuum from traditional family involvement to engagement to partnership with SEL focused examples. While it is necessary and positive for schools to "involve" parents as "helpers," research tells us it will not lead to shared ownership of student outcomes and school improvement in the ways engagement and partnerships will. Refer to next page for chart "Continuum from Involvement to Partnership."

Informed by from Goodall & Montgomery (2014), Partners in Education: A Dual-Capacity Building Framework for Family-School Partnerships (2013), CASEL (2020).

Reflect on your experiences with FCE as an educator. Has SEL been a core feature of FCE practice in your experience and context? What do you believe are the goals of your context's FCE practices?

What are two steps that are within your control that you could take to expand or sustain the family engagement and parent opportunities in your context?

List SEL-related practices that you, your school, or your district offer families. Where on the involvement-engagement-partnership continuum do your primary SEL-FCE practices fall?

1   2   3   4   5
Involvement <———–> Engagement<———–> Partnership

What do you think are some barriers to family engagement and partnership generally? For educators? For families?

MOD 6.1 Exploring Family and Community Engagement with an SEL Lens

Continuum from Involvement to Partnership

What does "engagement" or "partnership" really look like in terms of social and emotional learning? This chart offers a continuum from traditional family involvement to engagement to partnership with social and emotional learning focused examples. While it is necessary and positive for schools to "involve" parents as "helpers," research tells us it will not lead to shared ownership of student outcomes and school improvement in the ways engagement and partnerships will.

Involvement
- Families help with school-directed classroom tasks such as preparing SEL lesson materials as directed by teacher
- Families attend and volunteer at school-led SEL events
- Families supply food or materials for events or
- Schools share information about SEL initiatives with families
- Families read and respond to communication from school about SEL

Engagement
- Educators collect and use information about families including their culture, background, and experiences
- Schools work to build their own capacity to engage families around SEL
- Schools work to be welcoming, inviting spaces for families
- Schools collect and use information about family engagement experiences
- Families participate in SEL team and give input on school-wide and student SEL goals
- Families participate in student SEL through activities that extend into the home/community
- Families are invited to participate in classroom learning
- Families and educators use well-established two way communication avenues to communicate about social, emotional, and academic learning
- Translations of key SEL documents available in families' first languages

Partnership
- Educators prioritize building trusting authentic relationships with families, remain curious about and seek to understand and leverage their social and emotional practices, strengths, and assets
- Family representatives share leadership in non-tokenized, meaningful, equitable ways on site councils and other groups and a site-wide SEL team-families contribute to school policies including climate, discipline, and SEL
- Families and educators co-construct community, school-wide, and student SEL goals–priorities are family and community centric, not school-centric
- Schools and families work together using a dual capacity building approach to promote SEL among families and community
- Family funds of knowledge are integrated into the curriculum and school activities
- Families inform culturally sustaining practices
- Families conduct action research on SEL topics within school and monitor goals for continuous improvement purposes
- Families co-construct goals and agenda for FCE SEL events
- Families and educators use multiple two-way, multilingual communication avenues
- Parent-teacher conferences are led by students and focus on their holistic development

Informed by from Goodall & Montgomery (2014), Partners in Education: A Dual-Capacity Building Framework for Family-School Partnerships (2013), CASEL (2020).

MOD 6.2 Building Partnerships With and Honoring the Contributions of Diverse Families

TAKE IT DEEPER:
Linking Family Engagement to Learning

Co-creating pathways for parents and caregivers to contribute their strengths and participate in their child's education in ways that enrich the school community is a key partnership-building practice.

Relational – How are you intentional about getting to know families?

Interactive – How are you providing hands-on, engaging, practical opportunities for engagement?

Collaborative – How are you intentionally learning from families and working together?

Developmental – How are you expanding from "'providing services" to families to building capacity of families?

Linked to Learning (linked to SEL) – How are you linking FCE to student (social, emotional, and academic) learning?

Wrap up question: Based on these five areas, decide on at least one thing you would like to focus on in the future.

MOD 6.3 Listening and Communicating Effectively with Families

TAKE IT DEEPER: Listening through Focus Groups

Researchers developed focus group questions to explore PreK-12 parent, educator, and community member perspectives on family engagement in order to inform state-level policy.

Review these focus group questions, primarily drawn from the study above.
• What does family engagement mean to you?
• How do schools and communities promote family engagement?
• What activities support family engagement?
• What works with non-engaged families?
• What are some barriers you experience to engaging with your child's school?
• What partners support family engagement? How?
• What are the crucial elements of family engagement?
• What makes a school welcoming?
• What does not work in promoting family engagement?
• If you could do one thing to support families, what would it be?

Has your school or district collected information from families and community members in this way? How could you take information gathered from a survey or set of questions like this—and use it to inform your FCE SEL plans?

What would it be like to host your own focus group of parents/families and use these and other SEL focused questions? What would you most like to learn?

Wrap up question: Is there a key question you can identify from this list that you would like to ask your students' families in the upcoming year?

MOD 6.4 Expanded Learning and SEL: Collaborating Across In-School and OST Contexts

TAKE IT DEEPER: Building SEL across OST

Choose one of the ten sections in [CASEL's Collaboration Tools for Building SEL Across the School Day and Out-of-School Time](#) to explore:

• Start with the why
• Bring people together
• Establish working agreements, routines, and rituals for your team
• Work on cultivating your social emotional competence together
• Develop a shared vision
• Find yourself
• Chart the course with a roadmap
• How to disagree agreeably
• Navigating difficult conversations

What was the most important insight to you? Was anything new to you?

What are the ways you currently interact with OST/Expanded Learning staff around SEL, if at all? Is the insight relevant to you in your role? Why or why not? Are there ways you could become more connected to Expanded Learning efforts at your school/setting and how might that inform your own SEL work?

What are some ways your setting could be more intentional about building partnerships across OST and the traditional school day around SEL?

MOD 6.5 Aligning Around SEL Through Community Partnerships

TAKE IT DEEPER: Creating a Network Approach

The Strive Together Cradle to Career Network takes a collective impact approach to improving social, emotional, and academic outcomes for youth. This report, Stronger Results with Community Based Organizations includes the Cradle to Career Framework for Building Civic Infrastructure.

The four key areas are:
• Shared Community Vision
• Evidence-based Decision Making
• Collaborative Action
• Investment and Sustainability

Thinking about the first three bullets:
Has your school engaged in a process to develop a shared vision with community organizations and nonprofits partners around student social and emotional growth?

How do decisions get made across school-community partnerships? What is the process for tracking progress? Is there an articulated set of shared outcomes each partner is working toward?

The report quotes an executive director of a cradle-to career-partnership "who noted that, 'partnerships move at the speed of trust' indicating that the strength of the partnership is only as strong as the relationships built between partners." What are the difficulties and benefits of working collaboratively across organizations that serve the same students?