**Community Partner Inventory on Schoolwide SEL Implementation**

*[Insert logo or letterhead, date]*

Dear *[insert school name]* community partners,

We invite you to complete this inventory so that *[insert team, committee, or organization that is distributing the inventory]* can gain a better understanding of your experiences and perceptions of social emotional learning (SEL) as a community partner.

|  |
| --- |
| **What is Social Emotional Learning (SEL)?**  Social-emotional learning (SEL) is the process of developing self-awareness, self-management, and interpersonal skills that are vital for school, work, and life success. |

The ways to describe SEL practices and activities vary greatly by context and purpose (i.e., student age, school, community, etc.). SEL can be a set aside classroom time/period, a specific curriculum or an orientation that is integrated throughout a school’s policies, practices and programs. For younger students (grades K-5), SEL may be described as activities, lessons or programs that increase positive attitudes, commitment to learning, emotional and intellectual curiosity, social competencies, and positive identity. For older students (grades 6-12), SEL may be described as activities, lessons or programs that increase 21st century skills, work life skills, national and global civic identity, commitment to equality and justice and much more. While we provide a few examples, please note that this is not an exhaustive list and may look or sound different at the schools you partner with.

**The inventory should take approximately 5 minutes. Your participation is voluntary and you may stop at any time.** Data from this inventory will be used for planning and improving SEL implementation activities.

If you have any questions, you may contact *[insert contact information]*.

Sincerely

*[Insert name, signature]*

**Directions:** Please indicate whether you agree with the following statements.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **I’m unsure** |
| Our partner school collected information about our current SEL practices, policies, resources, and needs within the last year. |  |  |  |
| I regularly receive communication from our partner school about SEL. |  |  |  |
| Our partner school works with me/my organization to use common language and practices for SEL with the young people we support. |  |  |  |
| I regularly have opportunities to provide feedback or input to our partner school’s SEL team to help move our work forward. |  |  |  |
| Our partner school provides opportunities for me and others in our community to learn more about SEL at least once a year. |  |  |  |
| Our partner school has developed a vision for schoolwide SEL. |  |  |  |
| I was involved in developing our partner school’s vision for schoolwide SEL. |  |  |  |
| Our partner school has shared a strategic plan for schoolwide SEL. |  |  |  |
| Our partner school makes use of the district’s or state’s social and emotional learning standards. |  |  |  |
| Our partner school has adopted an evidence-based approach to promoting students’ social and emotional competence in the classroom. |  |  |  |
| Our partner school has meaningful partnerships with community organizations that help promote student’s SEL. |  |  |  |
| Students have developmentally appropriate service-learning opportunities that contribute to community success. |  |  |  |

**Thank you for taking our survey! Your response is very important to us.**