

Partnerships for Social and Emotional Learning Frequently Asked Questions

Q: What is the Partnerships for Social and Emotional Learning Initiative?

A: This six-year initiative has been designed to learn whether and how students in grades K-6 will benefit if urban schools and their out-of-school time partners work together to foster children's social and emotional learning. The partners will address both the content taught to students and the environment, or school climate, in which it is taught.

Q: What are the goals of this new initiative?

A: As with all Wallace initiatives, we have dual goals. We hope to see direct benefits for the participating students, schools and communities, and we hope to develop research-based lessons for the field that can contribute new knowledge and improve educational practice more broadly.

Q: Why is Wallace embarking on an initiative on social and emotional learning?

A: A growing body of research, including the Wallace-commissioned University of Chicago study [Foundations for Young Adult Success](#), has linked social and emotional learning to success in school, careers and life. It is not yet known, however, how school and afterschool experiences can be improved, aligned and delivered in real-world, urban settings to help children develop these skills. This is what we hope to learn through the new initiative.

Q: Which communities have been selected for the initiative?

A: We have chosen six communities to take part in this initiative: Boston, MA; Dallas, TX; Denver, CO; Palm Beach County, FL; Tacoma, WA and Tulsa, OK.

Q: How did Wallace choose the communities that have received these implementation grants?

A: The six communities were selected from a larger pool of nine locations around the country that received planning grants in 2016. They were chosen based on their previously established commitment to strengthening children's social and emotional learning, and their fit with the foundation's dual goals of helping local partners to strengthen their capacity and developing new knowledge that will be useful to the field.

Q: What is the level of funding that each community will receive?

A: In the first year of the initiative, each district/out-of-school-time intermediary pair shares grants ranging from \$1 million to \$1.5 million. In addition, participating communities receive other non-monetary support, such as inclusion in a professional learning community, regular convenings with other cities in the initiative, supports to integrate and apply SEL data to continuous improvement systems, communications counsel, and other technical assistance provided by national experts such as the Collaborative for Academic, Social and Emotional Learning (CASEL), the Forum for Youth Investment, the David P. Weikart Center for Youth Program Quality, Crosby Marketing Communications and others.

Q: How does this build on prior Wallace work in the out-of-school time area?

A: The initiative grew out of the foundation's years of work in youth development, including a dozen-year effort to encourage citywide coordination for [afterschool](#) that yielded more than 40 publications. A [study by RAND](#), for instance, found that organizations across cities could work together to coordinate services, which is the approach that will be taken by the sites participating in this initiative.