OST Network
Funder Convening
How Grantmakers Can Catalyze OST Quality Improvement
August 3, 2016
Our meeting goals:

1. Learn from peers about funding strategies for improving organizational and systemic quality and scaling with quality;
2. Identify key considerations for funders to ensure investments lead to social and emotional learning outcomes, integration with K-12 and improved school climate;
3. Explore the intersection between access, quality and equity; and
4. Discuss opportunities to amplify one another’s impact.
Funders Guide to Quality in Out of School Time
Challenges Facing the OST Field

1. Improving quality at scale
2. Building the capacity of staff to implement and manage high-quality programs effectively
3. Developing sufficient and sustainable resources to ensure ongoing quality
Principles for Quality-Focused Grantmaking

- Each funder has a role to play
- Achieving quality improvement at scale requires investments at the system level
- A focus on equity is crucial and will require differentiation of support
- Quality improvement requires long-term investment
- Don’t reinvent the wheel – or fund a grantee to do so
- Both financial support and provider motivation are needed to have impact at scale
- Grantmakers should understand the quality landscape
Every Hour Counts Ten-Year Convening Report

Download report
Welcome and Introductions

• Name, role, foundation
• Whether / how you fund OST quality, scale, and/or SEL
• Geographic footprint
Approaches to Scaling with Quality

PANELISTS
Rebecca Goldberg, Program Officer, Education, S.D. Bechtel, Jr., Foundation (moderator)
Rebecca Clarkin, Chief Development Officer, Youth Guidance
Rebecca Kelley, National Director, Achievement Gap Initiatives, YMCA of the USA
S. D. Bechtel, Jr. Foundation Character Initiative Strategy

**Continuous Improvement Grants**

- Invest in at-scale organizations to improve training, data collection and use, and program quality.
- Safe investments in groups dedicated to improving quality and uniformity in service delivery.
- Well-run organizations committed to doing their work better.
- Identify what practices work and how to make those practices available network-wide.

**Transformational Grants**

- Invest in smaller organizations to spark innovation and growth by deepening impact and scaling services.
- Investments in proven models with evidence-based practices that may lack the infrastructure or investment capital to achieve impact at scale.
- Large, multi-year investments could propel them to a new level of impact and effectiveness.
Boys and Girls Clubs of America

**Goal:** Increase % of members reporting Optimal Club Experience from 37% to 52%, improving the Club experience for 500,000 youth by 2020

1) **Raise the Awareness of the Club Experience**
2) **Build the Skills of Staff at All Levels**
3) **Implement Processes that Support and Sustain a Culture of Continuous Quality Improvement**
4) **Transform Operating Structure in Targeted Markets**
Girls Inc.

Target growth:

100,000 low-income girls reached with full Girls Inc. experience by 2020

250,000 low-income girls reached with full Girls Inc. experience by 2030

All girls reached through advocacy efforts

INSPIRING ALL GIRLS TO BE STRONG, SMART, AND BOLD.
YMCA of the USA

Character Development Learning Institute

Discover
• Identify
• Select

Test
• Translate
• Pilot

Disseminate
• Scale
• Share

Evaluating and scaling effective practices across the network and building local Y capacity to implement practices.

Potential Reach: 2,700 Ys; 9 Million Youth
CRITICAL DOMAINS

- Adult Practice
- Environments (culture & physical)
- Delivery
- Evaluation

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ADULT PRACTICE

- Skills
- Talent
- Influence
- Wisdom

- Leadership Competency
- Functional Expertise

- Expectations
- “Rules”

HIRE

TRAINING

ENVIRONMENT

CULTURE
FIDELITY & QUALITY

- **FIDELITY**: Following the recipe
- **QUALITY**: Delivering with excellence
FOSTERING HIGH QUALITY

ADULT PRACTICE

HIRE

CULTURE

TRAINING

ENVIRONMENT

DELMIVERY

FIDELITY & QUALITY

ENVIRONMENT SPACE

EVALUATION
University of Chicago Crime Lab Randomized Controlled Trial

Youth Guidance’s Becoming a Man Gets Results

Students who participate in BAM are **50%** less likely to be arrested for violent crime.

*University of Chicago Crime Lab randomized control trial results

Youth Guidance’s Becoming a Man Gets Results

Students who participate in BAM are **19%** more likely to graduate from high school on time.

*University of Chicago Crime Lab randomized control trial results

Youth Guidance’s Becoming a Man Gets Results

Every $1 invested in BAM generates **$30** in return

By reducing crime and setting up at-risk high school students for success.

*University of Chicago Crime Lab randomized control trial results
BAM Growth

BAM Growth in Students Served

- FY13: # BAM Students Served
- FY16 Projected

Growth in Schools Served – B.A.M.

- FY13
- End of Investment milestone
- FY16 Projected

Revenue Growth

- BAM Revenue
- Youth Guidance Revenue

- FY13
- FY16 Projected
Wallace and Edna McConnell Clark Foundation: Building Organizational Capacity for High Quality, High Fidelity Growth

- Enhanced capacity in areas of:
  - Finance
  - Supervisory & Coaching Structure
  - Program evaluation
  - Technology
  - Human Resources
  - Compliance
  - Marketing & communications
Programmatic Capacity for High Quality Growth

B.A.M. Training Academy
• Curriculum training (ongoing, gradual release)
• Job shadowing
• Production of E-Learning video modules

Coaching Rubric for B.A.M. Counselor
Core Competencies:
• Clinical processing
• Group development
• Modeling
• Youth engagement
• Systems change leadership.

Real-time performance monitoring and evaluation dashboards track:
• Student-level attendance/participation records
• Group-level progress through the B.A.M. curriculum
• Adherence to curriculum elements
• Administration of social emotional assessments
• Individual counseling
• Brief encounter supports and other interactions.
Approaches to Scaling with Quality

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Improving the Quality of SEL Practices

PANELISTS
Brenda McLaughlin, OST Content Specialist, Grantmakers for Education (moderator)
Melissa Schlinger, Vice President of Programs and Practice, CASEL
Anna LauBach, Director, Special Initiatives, Robert R. McCormick Foundation
Amy Mart, Manager of Universal Supports, Office of Social and Emotional Learning, Chicago Public Schools
Mission

The Center enhances and supports the work of the foundation’s existing programs through a comprehensive and community centered approach to helping low income families succeed across the life cycle.

Vision

Through place based and system wide approaches, the Center work will focus on increasing racial, educational and economic equity and opportunity for low income families along the life cycle.
Who is CASEL?

Collaborative for Academic, Social, and Emotional Learning was founded in 1994 to make social and emotional learning (SEL) an essential part of every young person’s education by:

• Advancing the science of SEL
• Expanding effective SEL practice
• Improving state and federal policies

“CASEL’s mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.”
What is Social and Emotional Learning?

SEL involves **processes** through which **children and adults** develop fundamental emotional and social **competencies** to

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions.
Levels of Schoolwide SEL

- Self-Management
- Self-Awareness
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Social and Emotional Learning (SEL)
About CASEL’s Collaborating Districts

Partnering with large urban school districts to implement district-wide SEL.

Anchorage, AK
Atlanta, GA*
Austin, TX
Chicago, IL
Cleveland, OH
El Paso, TX*
Nashville, TN
Oakland, CA
Sacramento City, CA
Washoe County, NV
# Student Demographics

<table>
<thead>
<tr>
<th>Student Enrollment: 396,683</th>
<th>Racial/Ethnic Background</th>
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</thead>
<tbody>
<tr>
<td>Preschool: 22,877</td>
<td>African American: 39.3%</td>
</tr>
<tr>
<td>Kindergarten: 28,978</td>
<td>Asian: 3.6%</td>
</tr>
<tr>
<td>Elementary (1-8): 232,825</td>
<td>Asian/Pacific Islander (retired): 0.01%</td>
</tr>
<tr>
<td>Secondary (9-12): 112,007</td>
<td>Hawaiian/Pacific Islander: 0.2%</td>
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## Additional Student Information

- Economically Disadvantaged Students: 86.02%
- English Language Learners (ELL): 16.7%
- Multi-Racial: 1.1%
- Native American/Alaskan: 0.3%
- White: 9.4%
CPS Vision

Every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career, and life.
Where does SEL fit in CPS Vision?
Pillar One: High Standards, Rigorous Curriculum and Powerful Instruction

- Social and Emotional Learning Standards
- Common Core State Standards
- Framework for Teaching
Pillar 2: MTSS: Multi-System of Tiered Supports

Teachers/Educators Provide:

Tier 3: deep & intense supports based on individual and small group needs (*few*)

Tier 2: Additional, targeted academic and behavioral supports where needed (*some*)

Tier 1: Universal instruction in the core curriculum flexibly oriented for *all students*
# Multi-Tiered System of Support for Social & Emotional Learning

## CREATE POSITIVE LEARNING CLIMATE

**School climates** with positive relationships, clear expectations, and collective responsibility establish appropriate behaviors as the norm. Respectful, learning-focused, participatory **classroom environments** with well-managed procedures and behaviors maximize learning time.

## TEACH SOCIAL AND EMOTIONAL SKILLS

Explicit curricula, along with integrated instructional practices that promote social and emotional development, teach students how to form positive relationships, make responsible decisions, and set goals. These are critical skills for college and career success.

## TARGETED SUPPORTS

For at-risk students, classroom-based responses can help de-escalate behavior problems, clinical group interventions address anger, trauma, and violence; and restorative practices provide students with strategies to resolve conflicts.

## INDIVIDUALIZED INTERVENTIONS

For students with the highest levels of need, highly-targeted and individualized behavior strategies provide more intensive intervention and monitoring.
Improving the Quality of SEL Practices

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We hope you’ll join us in October!
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