

# OST Network Funder Convening

How Grantmakers Can Catalyze OST Quality Improvement  
August 3, 2016



grantmakers<sup>for</sup>education

# 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

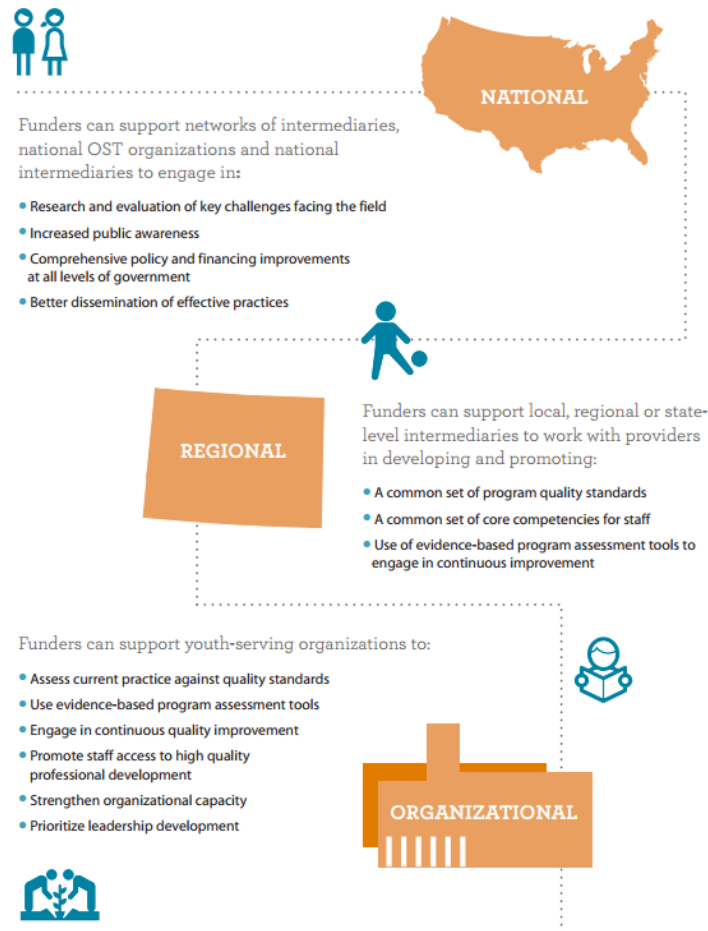


# Challenges Facing the OST Field

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

# Funders Guide to Quality in Out of School Time

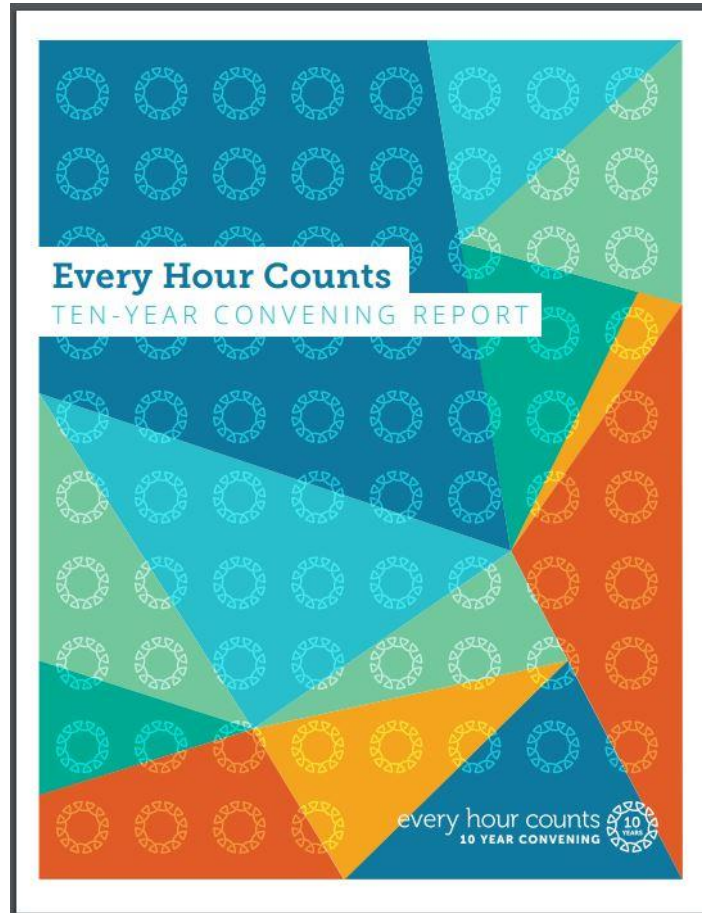
Getting to Quality at Scale: How Grantmakers Can  
Focus on Quality in Their Investments



## 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

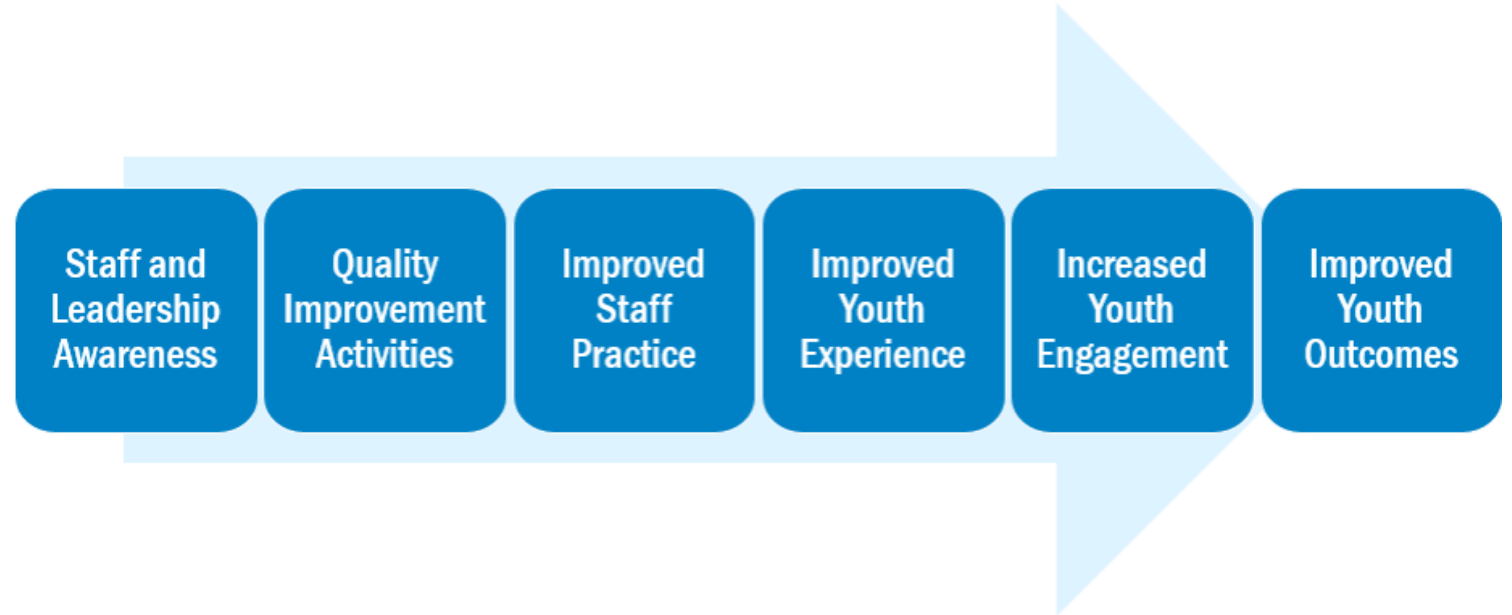
- **Invest in at-scale organizations to improve training, data collection and use, and program quality.**
- Safe investments in groups dedicated to improving quality and uniformity in service delivery.
- Well-run organizations committed to doing their work better.
- Identify what practices work and how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

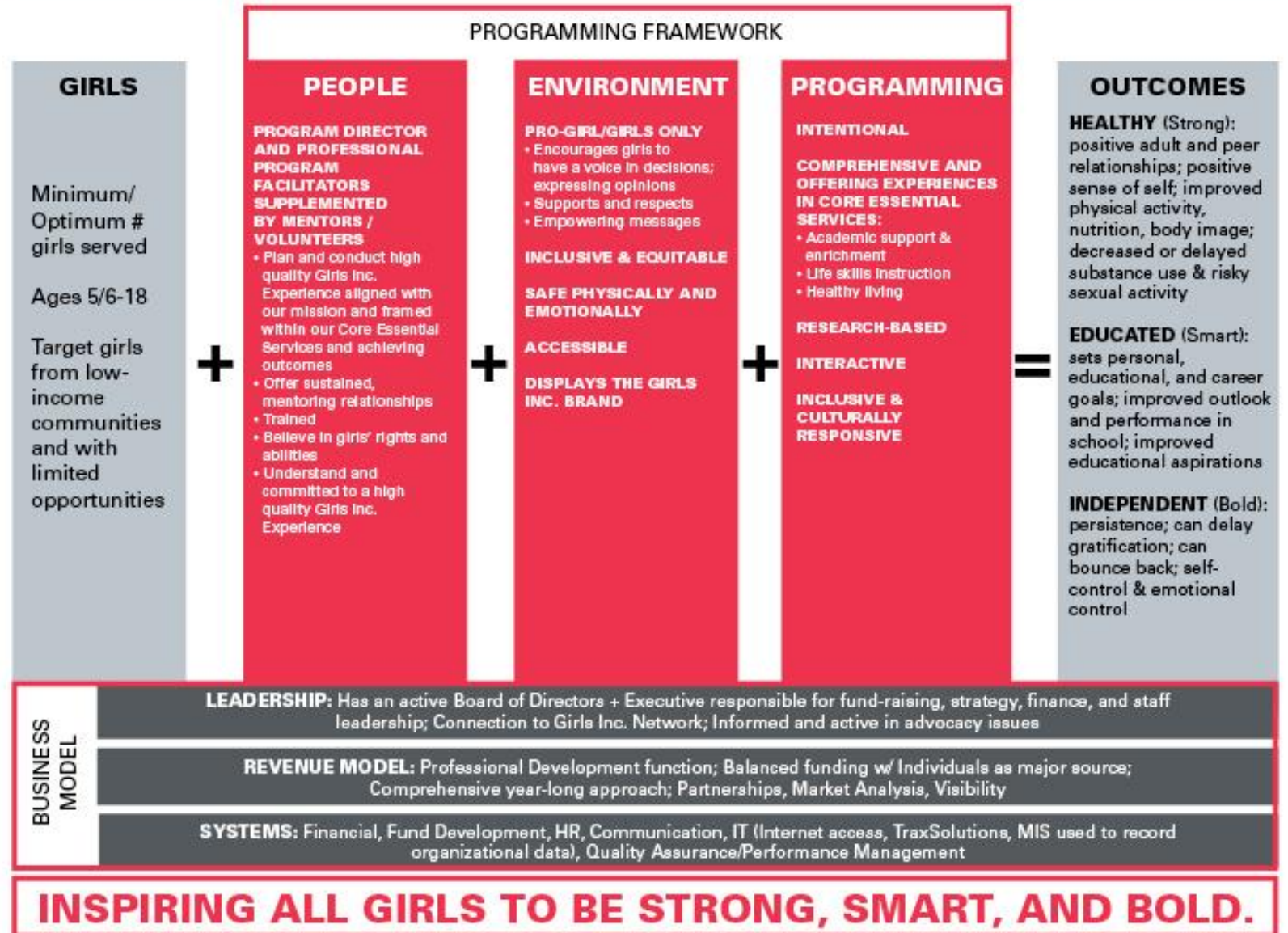
Target growth:

**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

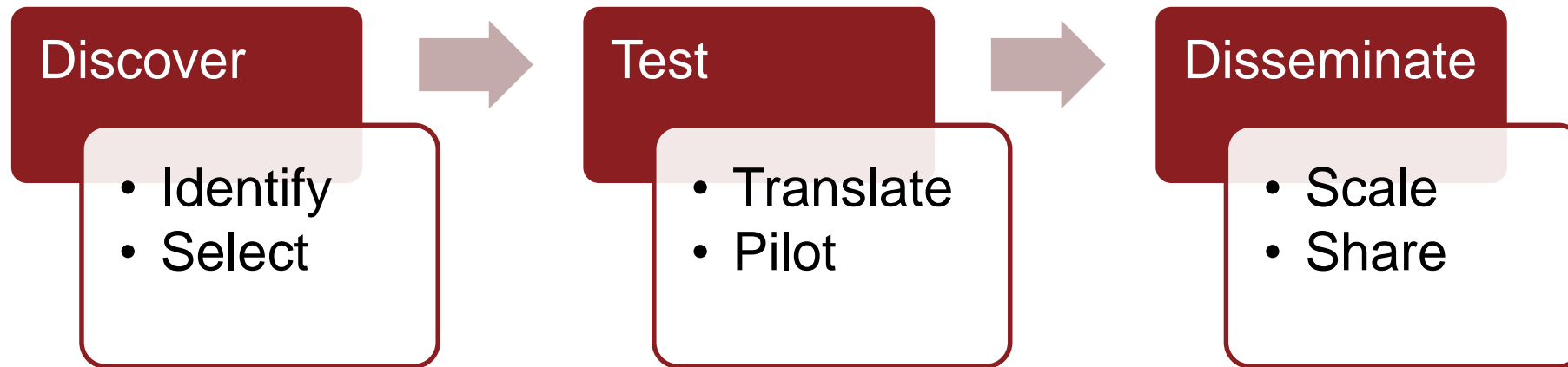
**All girls** reached through advocacy efforts

## THE STRONG, SUSTAINING, GROWING GIRLS INC. AFFILIATE



# YMCA of the USA

## Character Development Learning Institute



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

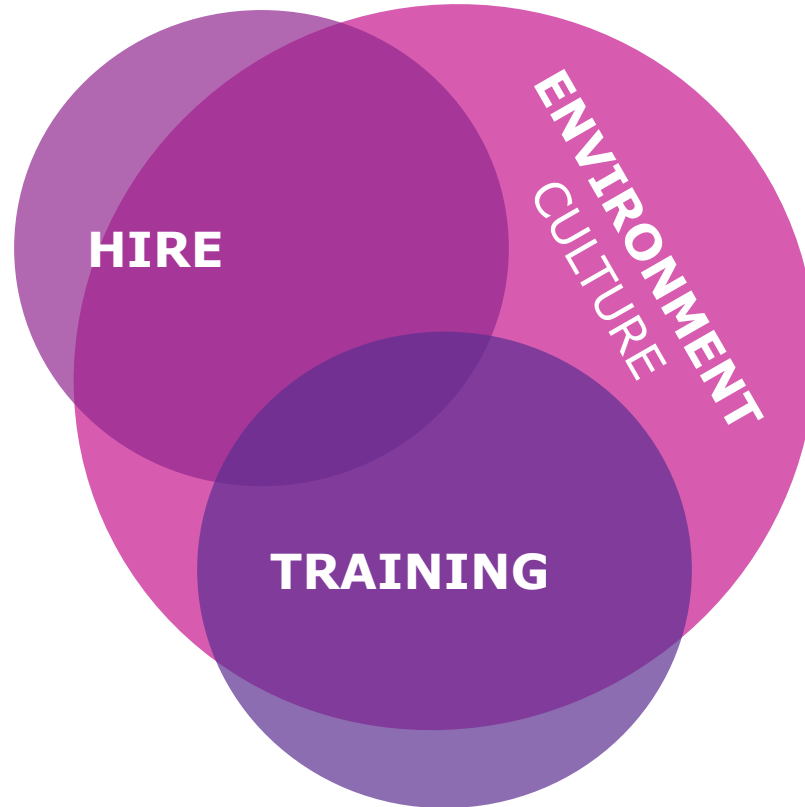


- **Adult Practice**
- **Environments**  
*(culture & physical)*
- **Delivery**
- **Evaluation**

# ADULT PRACTICE



- Skills
- Talent
- Influence
- Wisdom



- Expectations
- “Rules”

- Leadership Competency
- Functional Expertise



# DELIVERY



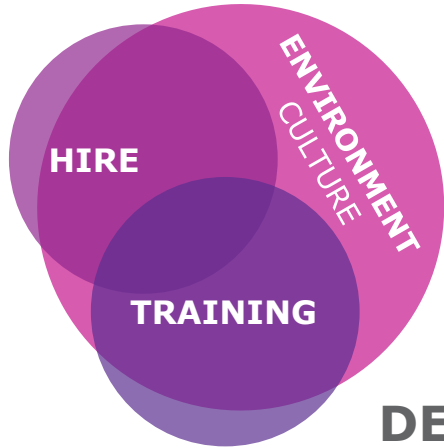
- **FIDELITY:** Following the recipe
- **QUALITY:** Delivering with excellence



# FOSTERING HIGH QUALITY



## ADULT PRACTICE



## DELIVERY



## EVALUATION





## Youth Guidance's Becoming a Man Gets Results ➔

Students who participate  
in BAM are

**50** 

less likely to be arrested  
for violent crime.

**YOUTH  
GUIDANCE**  
GUIDING KIDS TO BRIGHT FUTURES

\*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

**YOUTH  
GUIDANCE**  
GUIDING KIDS TO BRIGHT FUTURES

\*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

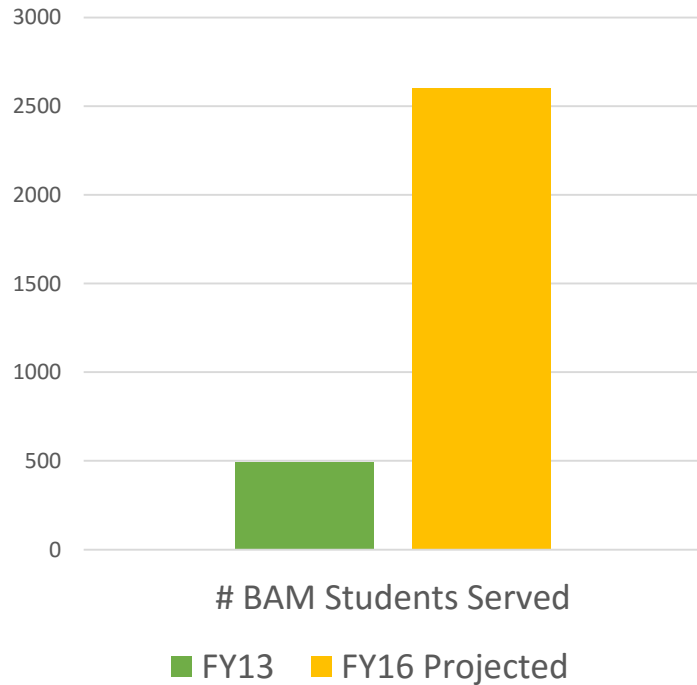
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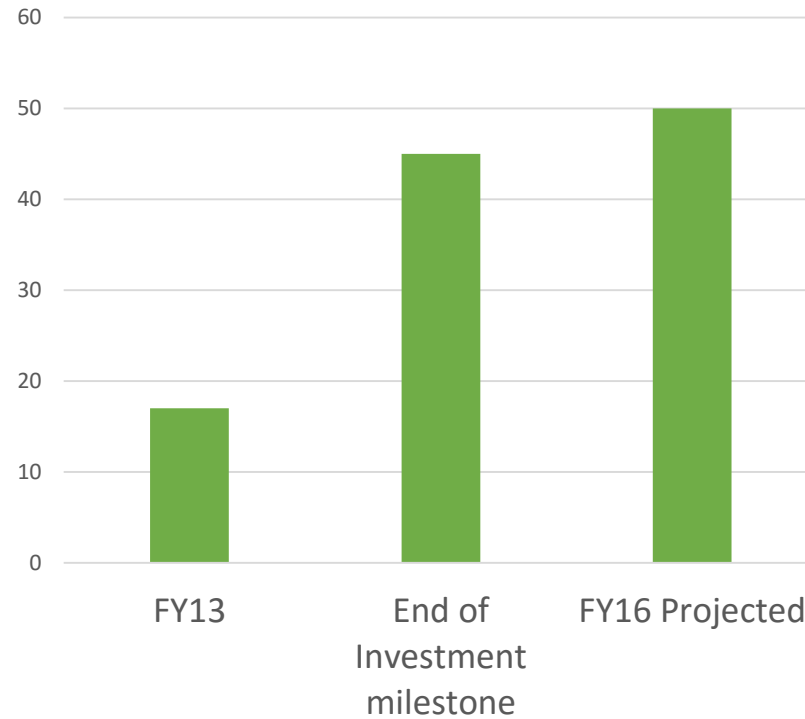


# BAM Growth

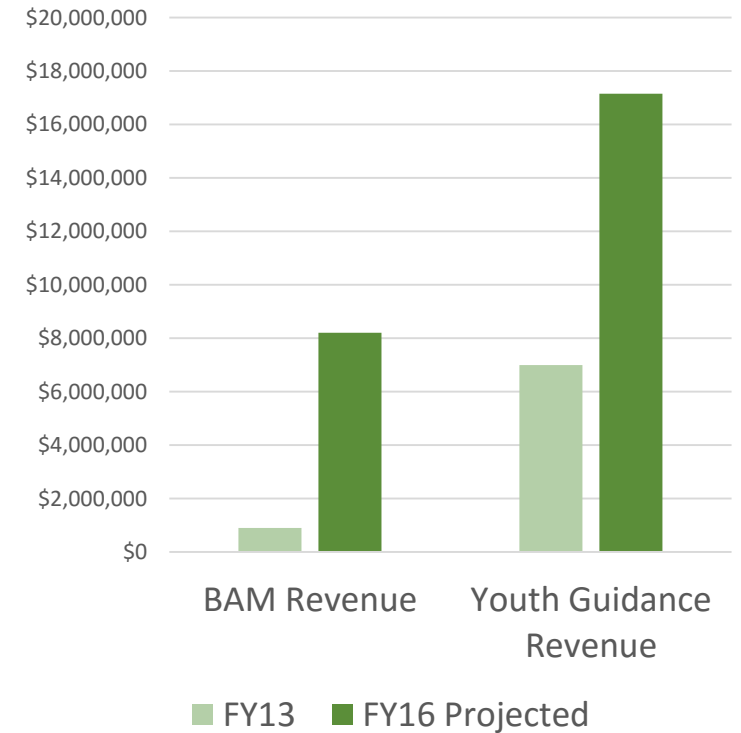
## BAM Growth in Students Served



## Growth in Schools Served – B.A.M.



## Revenue Growth



# 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.



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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

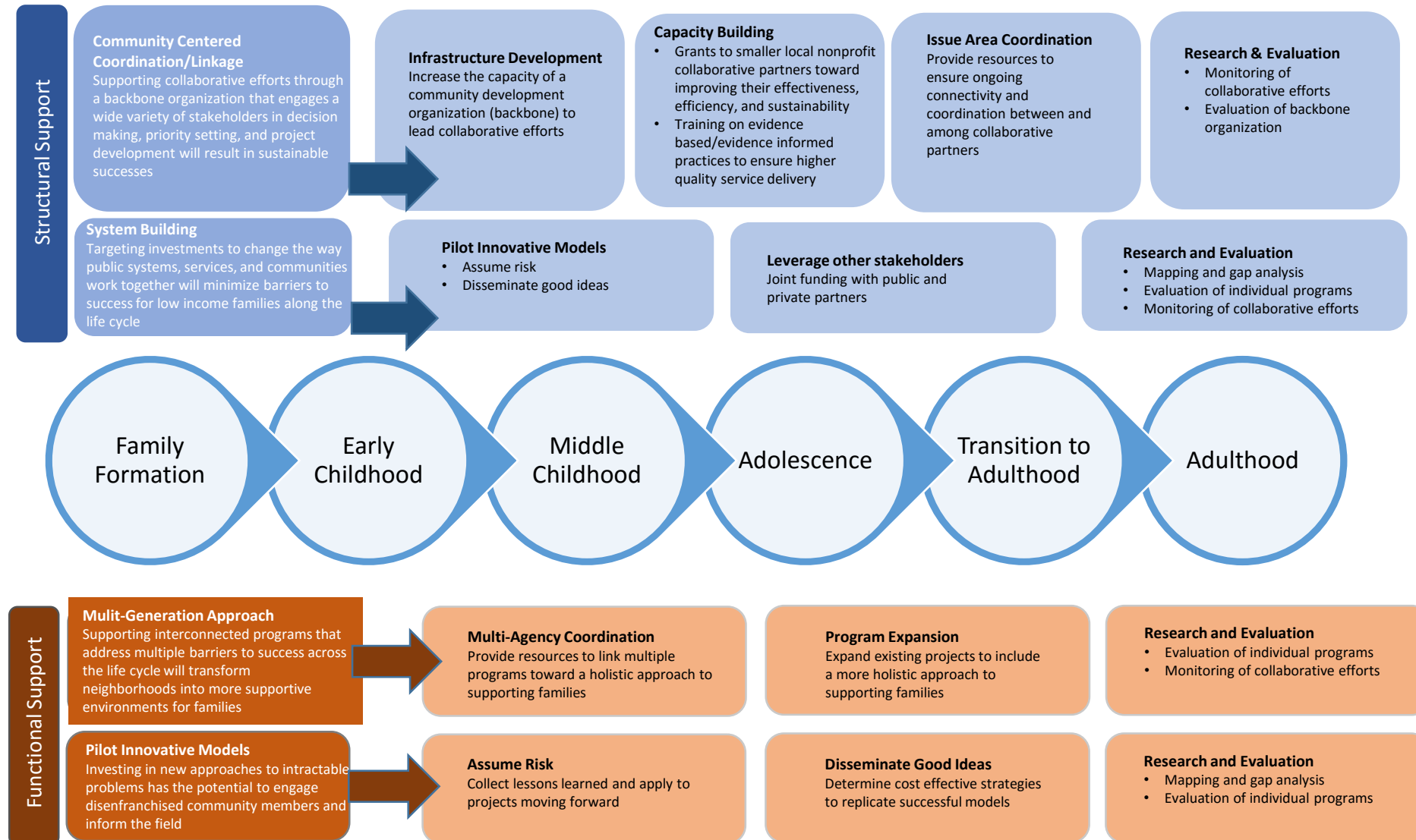
Amy Mart, Manager of Universal Supports, Office of Social and Emotional Learning, Chicago Public Schools

# 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.





## Structural Support

*Strategic Planning*  
*Data Collection/Analysis* (Center Priorities)  
*Workforce Funders Collaborative*

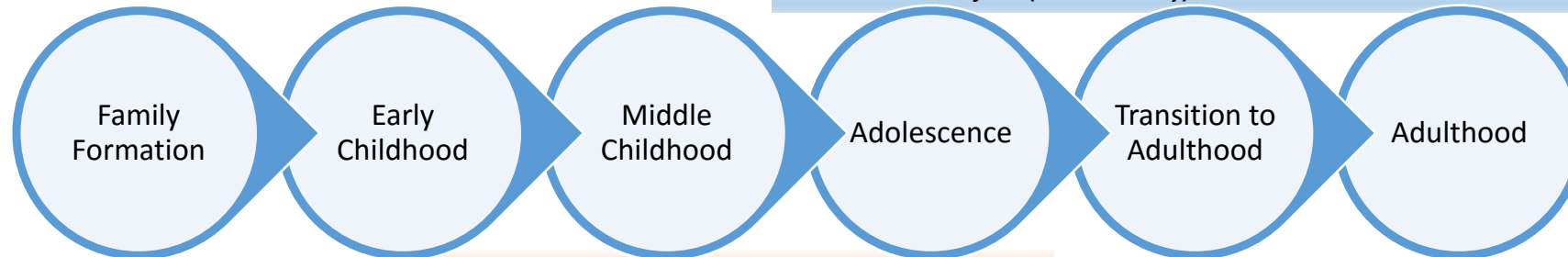
*Parents as first teacher* (Education Program Priorities)

*Educational Leadership* (Education Program Priorities)

*Teacher quality* (Education Program Priorities)

*Mental health Consultation* (Center Priority)

*Juvenile Justice Reform* (Center Priority)



*Social Emotional Learning* (Center Priority)

*Child Abuse Prevention* (Communities Program)  
*Education* (Communities Program)

*Youth Violence Prevention* (Center Priority)  
*Street outreach and violence interruption* (Center Priority)

*Workforce Development* (Communities Program)  
*Literacy* (Communities Program)

## Functional Support



# 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

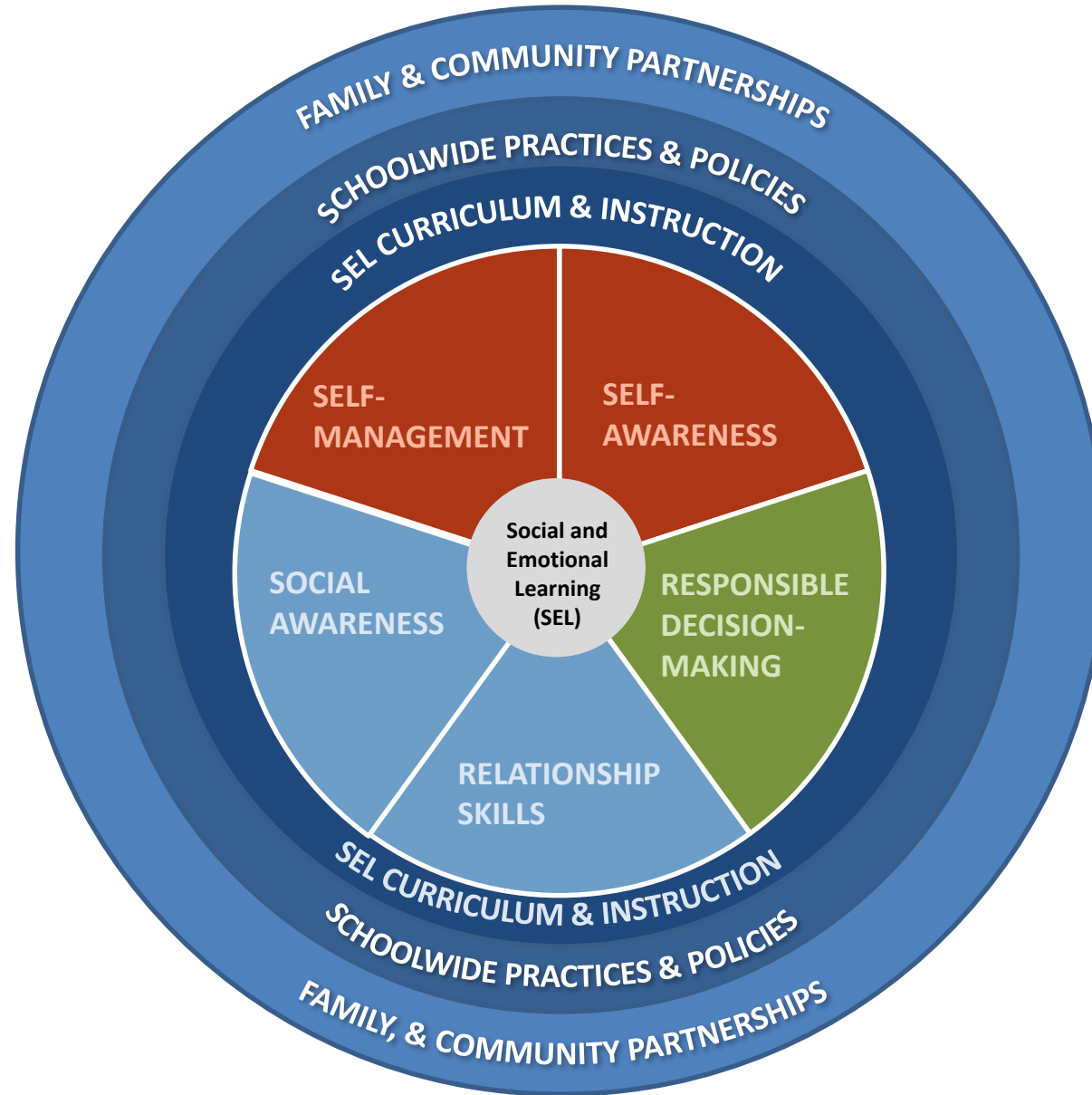
- **understand and manage emotions**
- **set and achieve positive goals**
- **feel and show empathy for others**
- **establish and maintain positive relationships**
- **make responsible decisions.**



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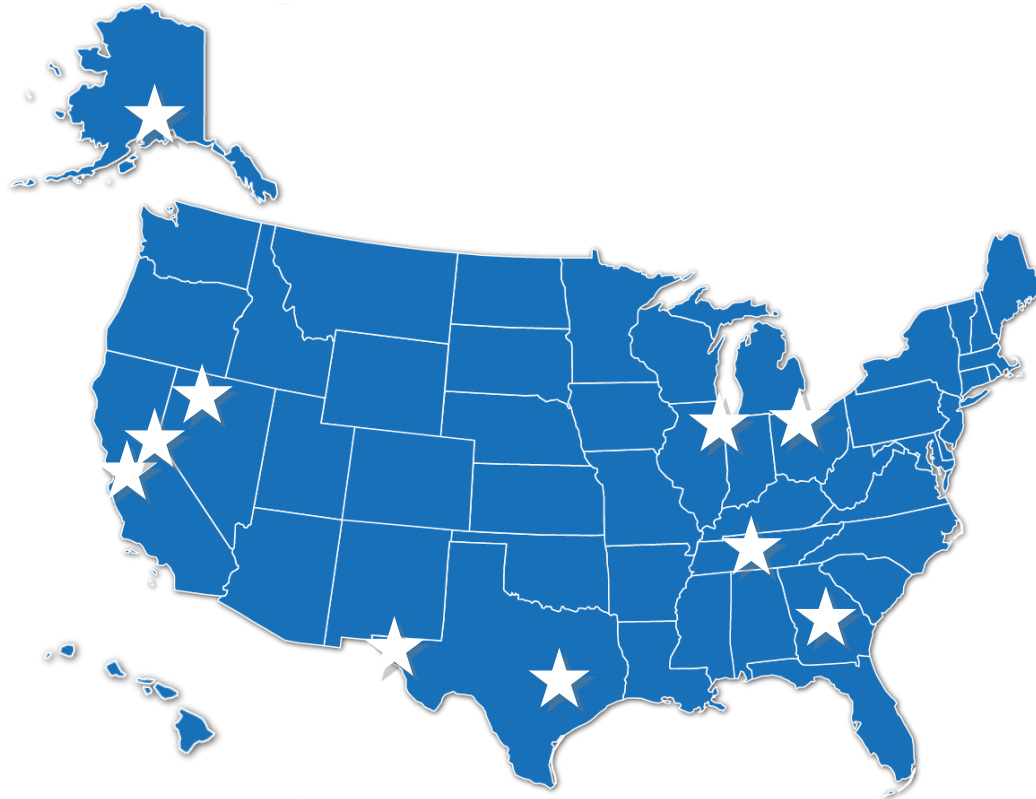
# Levels of Schoolwide SEL



# 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

## Student Enrollment: 396,683

Preschool: 22,87

Kindergarten: 28,978

Elementary (1-8): 232,825

Secondary (9-12): 112,007

## Additional student information

Economically Disadvantaged Students:  
86.02%

English Language Learners (ELL): 16.7%

## Racial/Ethnic Background

African American: 39.3%

Asian: 3.6%

Asian/Pacific Islander (retired): 0.01%

Hawaiian/Pacific Islander: 0.2%

Hispanic: 45.6%

Multi-Racial: 1.1%

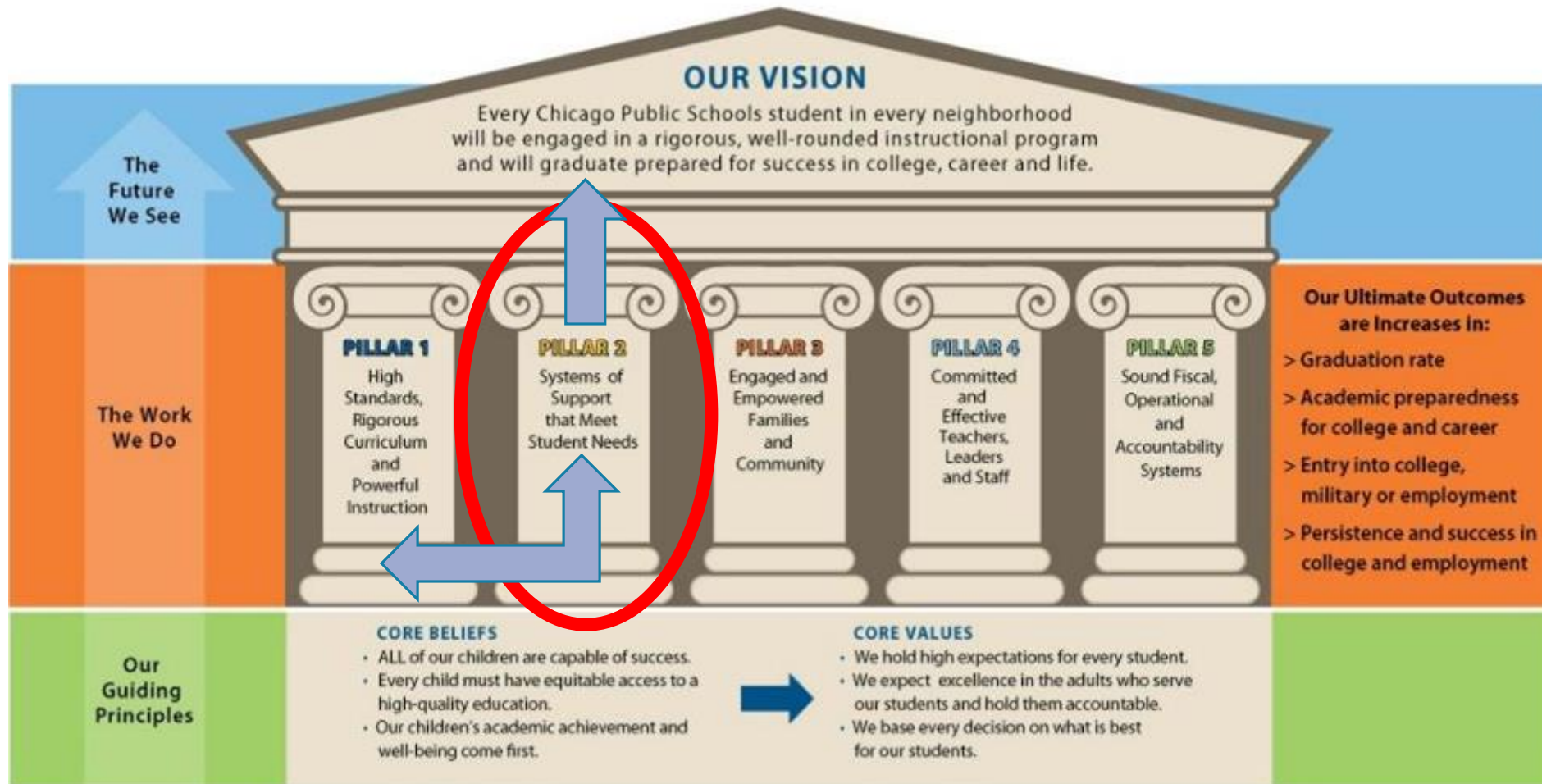
Native American/Alaskan: 0.3%

White: 9.4%

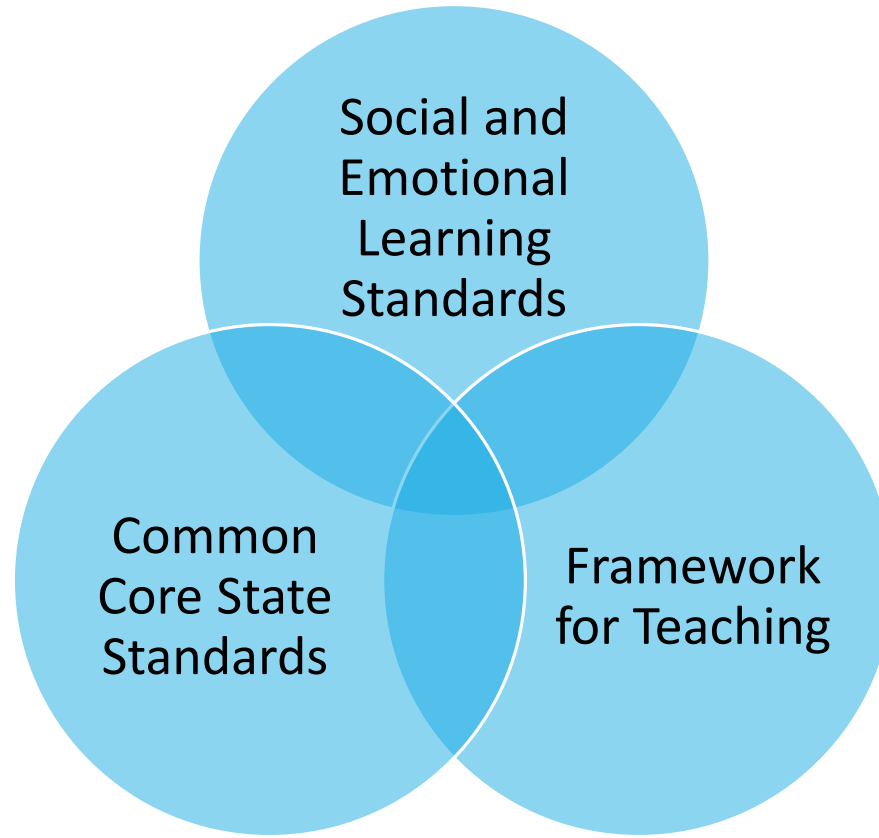
# CPS Vision

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





## Pillar 2: MTSS: Multi-System of Tiered Supports

### Teachers/Educators Provide:

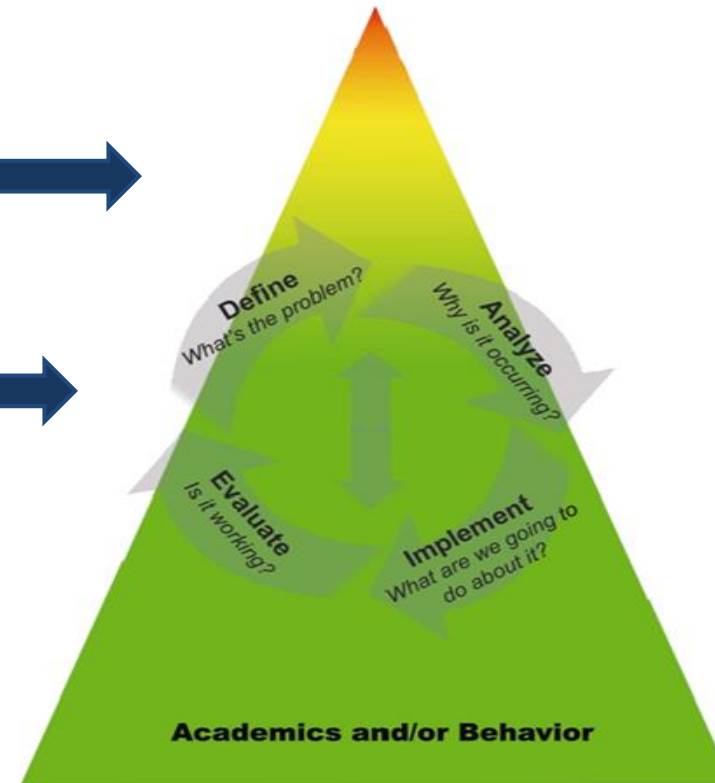
**Tier 3:** deep & intense supports based on individual and small group needs (*few*)



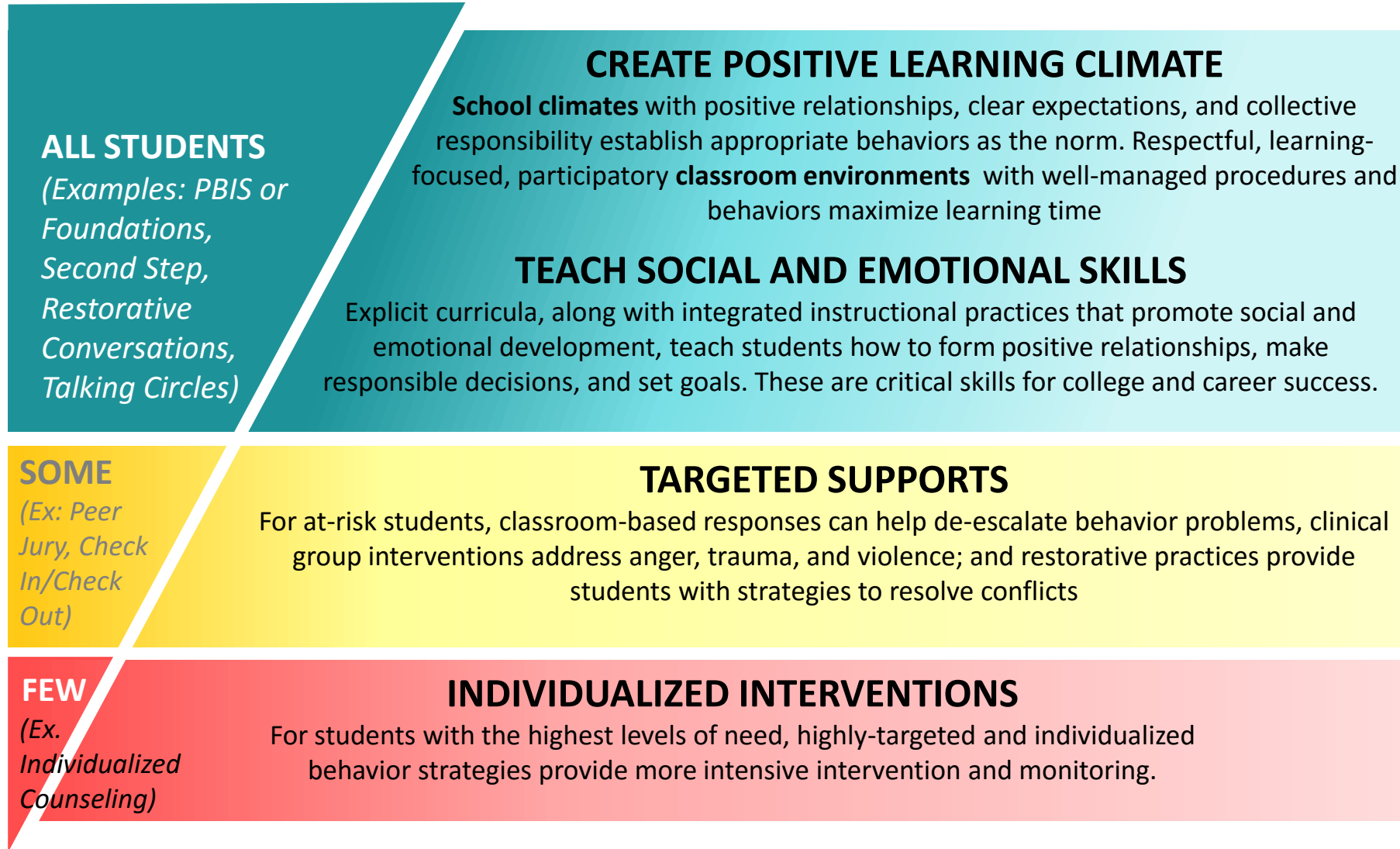
**Tier 2:** Additional, targeted academic and behavioral supports where needed (*some*)



**Tier 1:** Universal instruction in the core curriculum flexibly oriented for *all students*



# Multi-Tiered System of Support for Social & Emotional Learning



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We hope you'll join us in October!



# Contact Us

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