



# Nurturing Social-Emotional Learning in Out-of-School-Time

Lessons Learned from the Silicon Valley Out-of-School-Time Collaborative

## Acknowledgments

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Published November 2016.

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# Executive Summary

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## Introduction

### About the Silicon Valley Out-of-School-Time Collaborative

The Silicon Valley Out-of-School-Time Collaborative (SVOSTC)<sup>1</sup> launched in 2010 as a Northern California-based regional capacity-building initiative for select organizations in Santa Clara and San Mateo counties. Each of the nine member agencies serves secondary-aged students outside the formal school day through a variety of academic supports, including tutoring, academic advising and summer enrichment programs.

The Sand Hill Foundation, The David and Lucile Packard Foundation, SV2<sup>2</sup>, and The Sobrato Family Foundation provided \$2.6 million in funding to the Collaborative from 2010-16.

Phase I (2010-13) focused on building organizational capacity to serve youth by leveraging the skills and network of Executive Directors, who engaged in five collective learning sessions per year on topics ranging from board development to program evaluation to staff management and leadership.

For Phase II (2014-16), the Executive Directors of the Collaborative agencies elected to focus on cultivating non-cognitive factors such as grit, character, and curiosity, among the youth they served, since these skills help young people succeed in school, the workplace and the community. After a five month planning process, the Collaborative members collectively selected three non-cognitive skills as the focus of their efforts: Academic Mindsets, Learning Strategies, and Social Skills.

- **Academic Mindsets** - Students' attitudes and beliefs about their academic work and ability. Young people with positive academic mindsets believe that they can improve their performance with more effort, that the topics covered in school are relevant to their lives, that they belong at school, and that they can succeed academically.
- **Learning Strategies** – Tactics that students use to help them to remember, think and learn. Young people with successful learning strategies have a robust “toolkit” to help them to learn new things, to set academic goals, and to manage their time.

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<sup>1</sup> In this report, the SVOSTC is also referred to as “the Collaborative.”

<sup>2</sup> 2010-2014 only.

- **Social Skills** - Behaviors that allow students to interact with peers and adults in positive and productive ways. Productive social skills include the ability to cooperate with others, to be empathetic, to assert oneself appropriately, and to take responsibility.

The Collaborative adopted a mutually reinforcing set of trainings and supports for member agencies as they implemented non-cognitive skill building opportunities for youth in these three areas. These activities were intended to complement each other and help agencies put strong learning contexts in place, to help staff members understand the importance of supporting non-cognitive skills, and to provide teams ongoing support in implementing non-cognitive skill building activities.

The Collaborative engaged two consulting teams to support Phase II. Public Profit led the evaluation of the initiative and served as the project coordinator. As part of its work, Public Profit was tasked with improving capacity of member agencies to collect and use data to improve practice. Be The Change Consulting provided member-specific coaching and led the Professional Learning Community meetings during the 2015-16 program cycle.

Collaborative members provided non-cognitive skill building supports to 1,578 young people in 2014-15, increasing to 2,351 youth in 2015-16.

## Importance of the Learning Context

The first step in implementing the non-cognitive skills initiative emphasized a rich learning context as the “fertile soil” for growing non-cognitive skills.<sup>3</sup> Young people are more apt to develop key non-cognitive skills – including Academic Mindsets, Learning Strategies and Social Skills – when they are in environments that are physically and emotionally safe, promote peer interaction, and offer opportunities for mastery, youth voice, and choice.

To measure the strength of the learning context in each member organization, the Collaborative used the research-based Youth Program Quality Assessment (YPQA).<sup>4</sup> Certified YPQA raters conducted visits to program sites, and member organizations were trained and encouraged to use the YPQA to conduct self-assessments of their program.

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<sup>3</sup> Farrington, C., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T., Johnson, D., & Beechum, N. (2012). Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance. Chicago: University of Chicago Consortium on Chicago School Research.

<sup>4</sup> [www.cypq.org/assessment](http://www.cypq.org/assessment)

Collaborative members' learning contexts compared favorably to other out-of-school-time programs nationally. In 2014, members averaged a 3.93 out of 5 across the YPQA's four domains: Safe Environment, Supportive Environment, Interaction and Engagement, versus a national average score of 3.53. These scores improved in the 2015-16 program year to an average of 4.22 out of 5.

Collaborative members' learning contexts compared favorably to other programs nationally.

Staff members reported increased awareness of the foundational role that youth-centered practices play in building non-cognitive skills. Adult staff members were most likely to promote youth engagement by finding ways to provide young people with more opportunities for input and choice.

## Building Staff Members' Ability to Support Non-Cognitive Skills

### Non-Cognitive Skills Training & Knowledge


The Collaborative implemented staff trainings on best practices for developing and supporting youths' non-cognitive skills. "Foundations in Non-Cognitive Skills," developed by Public Profit and College Track, provided an overview of key concepts, helped staff discuss their current practices in non-cognitive skills development, and offered basic strategies to promote non-cognitive skills among their program participants.

The Collaborative adopted a trainer-of-trainers model in 2015-16 to equip member agencies to offer the "Foundations" training on site, addressing persistent challenges with staff turnover.

Staff reported that they gained knowledge about why developing youth's non-cognitive skills is important (93%) and about new practices to use when working with their youth (91%). They also reported that the training helped them to feel more confident in using practices to help youth build non-cognitive skills, especially Academic Mindsets (87%) and Social Skills (81%).



Staff turnover is endemic to the out-of-school time field, and Collaborative members also experience this phenomenon. Only one in five respondents to the SVOSTC staff survey had been with their current organization for two years or more. The remaining 80% had been with their out-of-school-time program for fewer than two years. Of this 80%, just over half (51%) were familiar with the term *non-cognitive skills*, suggesting out-of-school-time programs will need to continually orient their staff to the concept of non-cognitive skill development.



Staff members who had been in their job for 2+ years were familiar with the concept of non-cognitive skills. Newer staff were far less familiar.

### **Staff Supports for Youths' Non-Cognitive Skills Development**

Staff training is only useful if they use their new knowledge to improve their practices with youth. We therefore looked for evidence that staff members were using specific practices to support non-cognitive skill development, such as reinforcing positive youth behavior expectations and encouraging youth to think about how specific non-cognitive skills could be useful in other parts of their lives.

Collaborative members reported that their staff focused on creating strong relationships between staff and youth, highlighting this aspect of the learning context as particularly important when supporting non-cognitive skill building. Unless they feel physically and emotionally safe, young people can't engage in higher order skill building activities.

Collaborative members also noted that they learned to be more explicit with youth about non-cognitive skills, taking care to link a particular activity with the sought-after skill.

*“Before, we’d take our kids to the pool in the summer in the hopes that the experience would help them feel comfortable trying new things. Now we tell the kids, ‘We’re taking you to the pool to help you feel more comfortable trying new things.’ It helps us all to make the connection between program activities and skills we’re working on building.”*

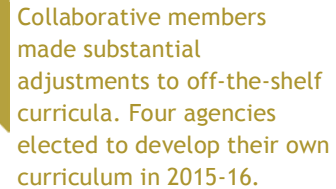
Member agencies found they needed to assess and support their staff members' facilitation skills, so that they could successfully engage youth in non-cognitive skill building activities. Not all staff members had these foundational skills. Identifying and addressing this gap in staff members' preparation for facilitating complex discussions proved to be a challenge for the consulting teams supporting Collaborative agencies.

## Implementation of Non-Cognitive Skills Curricula

### Successes and Challenges with Off-the-Shelf Curricula

In 2014-15, all Collaborative members implemented one of three commercially available curricula that were aligned with the three focal skills and were backed by research. Most member agencies reported needing to adapt these curricula substantially to be relevant and engaging for their diverse youth populations.

In 2015-16, four members opted to develop their own non-cognitive skill building approach with the support of Be The Change Consulting. This option offered the most flexibility to members, and also entailed a substantial amount of staff effort to implement. Four members chose to remain with the off-the-shelf curricula selected in 2014.



Collaborative members made substantial adjustments to off-the-shelf curricula. Four agencies elected to develop their own curriculum in 2015-16.

### Developing and Implementing a Tailored Curriculum

The four member organizations that decided to develop a tailored curriculum in 2015-16 saw opportunities to weave non-cognitive skill building into the fabric of their programs, rather than offering these opportunities as a stand-alone activity. The member organizations that adopted tailored curricula tended to focus on staff practices and programmatic structures, rather than on developing specific lessons for youth.

Notably, three of the four member organizations that opted to use the tailored curricula in the 2015-16 program year served high school and college students, for whom off-the-shelf curriculum may not have been as engaging.

### Off-the-Shelf Curricula Were a Good Fit for Half of the Collaborative Members

The member agencies that continued to use off-the-shelf curricula tended to serve middle school aged youth. The existing materials may have been a better fit for younger students. Moreover, these agencies had less flexible program schedules, and so the briefer activities in the off-the-shelf curricula may have worked better. Finally, we note that three of the four member agencies that continued with the packaged curricula had substantial leadership shifts during the project period, potentially limiting the teams' ability to engage in time-intensive curricular development.



## Benefits for Youth

As noted above, the Collaborative decided to focus on three key non-cognitive skills: Academic Mindsets, Learning Strategies, and Social Skills. The Collaborative assessed growth in this area through the Holistic Student Assessment (HSA), a research-based survey from the PEAR Institute at Harvard. The HSA is a self-reported measure of young people's non-cognitive skill development.

Young people's 2015-16 Holistic Student Assessment surveys show moderate to large gains in all three of the Collaborative's focal non-cognitive skills.

Young people's 2015-16 HSA surveys show moderate to large gains in all three of the focal non-cognitive skills. Over three-quarters of youth reported "more" or "much more" confidence in their ability to reflect (76%) and to think critically (76%) – the two components of Learning Strategies. In the Academic Mindsets questions, youth reported more or much more interest in learning (81%) and academic motivation (80%). In the domain of Social Skills, youth reported the most growth in relationships with peers (76%) and empathy (74%).

Youth in programs that implemented a tailored curriculum in 2015-16 reported stronger gains for select skills and mindsets than youth in programs using off-the-shelf curricula. This may be because Collaborative members that adopted a tailored curriculum used a more holistic approach to non-cognitive skill building.

In addition to the HSA scores, staff members observed improvements in young people's non-cognitive skills, such as their growth mindset (a key part of Academic Mindset), youths' ability to manage their time, and to study for tests, two components of Learning Strategies.

## Reflections & Lessons Learned

### Summary

The experiences of the Silicon Valley Out-of-School-Time Collaborative offer several lessons for those considering a similar initiative:

- Create a safe learning environment for member agencies that explicitly encourages iteration and learning.
- Develop a robust strategy to address staff turnover at the executive, senior, and line staff level so that all members can participate fully.
- Provide clear guidance to member agencies about data collection and include regular touch-points between member organizations and the evaluation team.
- Plan for experimentation and iteration; there is no “one right way” to begin this work.

### Organizational Capacity

The Collaborative sought to build member organizations’ capacity to implement high quality non-cognitive skill development activities and to strengthen their internal evaluation capacity. Member organizations had mixed success in reaching these two goals, with variations in organizations’ size, staff turnover, program culture, and ability to participate in Collaborative-led activities all playing into their capacity-building success.

As a whole, Collaborative members report that they deepened their ability to support students’ non-cognitive skills, witnessing improvements in staff members’ understanding of how to promote young people’s non-cognitive skill growth and staff members’ belief that non-cognitive skills benefitted youth.

Member organizations ranged in size and capacity to participate in Collaborative activities, affecting their ability to fully engage in all the Collaborative had to offer. Further, while persistent turnover of line staff in out-of-school time programs was a known issue, staff turnover at the executive and senior program leadership level posed a major – and largely unanticipated – challenge to the continuity of the Collaborative. The Collaborative responded with formal onboarding meetings for executive and senior staff and by making training and meeting materials widely available.

### *Lessons Learned: Organizational Capacity*

- ✓ Plan for persistent turnover at both the line and leadership levels; anticipate regular “onboarding” needs for line staff, senior program staff and executive leaders.
- ✓ Ensure that member organizations have strong intra-organizational information sharing structures in place; help them build this capacity if needed.
- ✓ Plan for intensive, agency-specific support for implementation.

### **Members’ Evaluation Capacity**

The Collaborative sought to improve members’ evaluation capacity as part of the initiative. Public Profit therefore provided agency-level evaluation reviews and on-demand evaluation capacity building services alongside Collaborative-wide evaluation activities.

The tools used for the Collaborative-wide evaluation were useful to member organizations, helping them to deepen their awareness of existing assessment tools and conceptual frameworks. The member agencies came to value the YPQA as a roadmap for quality practices and self-assessment.

### *Lessons Learned: Members’ Evaluation Capacity*

- ✓ Bring on an evaluation team from the very start of the initiative’s earliest phase, or, better yet, in the planning phase.
- ✓ Plan to include evaluation capacity-building activities that can help improve participants’ familiarity and buy-in with the evaluation tools and processes; budget for substantial agency-level coaching.
- ✓ Use data templates so that different agencies submit data in consistent formats.

## Key Features & Benefits of the Collaborative Structure

The Silicon Valley Out-of-School-Time Collaborative met quarterly throughout the project period in a series of Professional Learning Community (PLC) meetings. These regular sessions were a core component of the Collaborative's success. Member agencies noted that it was helpful to be in a group with like-minded organizations that were struggling with the same challenges. Collaborative members praised the "safe space" created in the Collaborative, to which members could bring their challenges and frustrations.

However, the ambitious timeline for the initiative – to implement research-based curricula with fidelity in two program years – put a strain on Professional Learning Community agendas. The Sand Hill Foundation contributed additional funds to support more PLC meetings in 2016, offering more opportunities for members to meet. In retrospect, more time for relationship building and incorporating new staff would have been useful.

The Collaborative made a substantial strategic shift in early 2015, moving away from using only off-the-shelf curricula to a more flexible model in which member agencies could implement a curriculum tailored to their own needs and practices. This successful strategic shift required the Collaborative funders to demonstrate a high level of trust in the Collaborative members.

### *Lessons Learned: Key Features & Benefits of the Collaborative Structure*

- ✓ Convene regularly so that members can stay engaged in the initiative and learn from one another.
- ✓ Allow for ample time for relationship building and practice sharing among members.
- ✓ Plan for change: the initial plans may not prove successful, so shifts in strategy and resource allocation will be needed.
- ✓ Work with organizations worthy of trust, so that stakeholders are all confident that strategic shifts are informed by partners' commitment to service quality and the well being of the youth they serve.

## Successfully Implementing Off-the-Shelf Curricula

The Collaborative members' experience in implementing off-the-shelf curricula raised important issues about out-of-school-time programs' ability to implement these curricula with fidelity, and the usefulness of teaching non-cognitive skills for a limited duration.

### Staff Members' Readiness to Implement Complex Activities

Some staff members were less able to guide a group of young people through complex lessons, which affected their ability to implement off-the-shelf curricula. This facilitation skill gap was sometimes interpreted by staff as a problem with the curriculum, rather than an issue with adults' ability to implement it well.

### Suitability of Off-the-Shelf Curricula

While the Collaborative conducted a thorough review of materials available at the time, member agencies found that the materials were not well suited for high school and college students, particularly those in racially and ethnically diverse communities. Though Collaborative members were prepared to customize packaged materials at some level, at least half found those materials wholly insufficient.

### Implications for Future Initiatives

The experience of the Silicon Valley Out-of-School-Time Collaborative shows that there's no "one right way" to begin supporting young people's non-cognitive skill development. Rather, similar initiatives are well advised to adopt an iterative approach from the start, likely beginning with adopting a few specific practices, trying them, then modifying over time as momentum increases. This might include adopting a specific non-cognitive skill-building curriculum, or identifying a few organization-wide practices to change.

What's critical for staff and funders is to build multiple opportunities for reflection and shifts into the initiative design, so that out-of-school-time programs can deepen and broaden their practice over time. The end goal is to implement high quality strategies that are relevant and engaging for young people, and that help them to build the skills and mindsets they need to succeed.

### *Lessons Learned: Implementing Off-the-Shelf Curricula*

- ✓ In cases where an off-the-shelf curriculum will be used, purchase review copies for senior staff to ensure they align with young people's ages and interests.
- ✓ Early on, take a deep dive into member organizations' existing practices with youth, including staff members' group management skills.
- ✓ Keep up with the ever-evolving research about youths' non-cognitive skill development, and be prepared to use it to modify the initiative's approaches, curricula, or measurement tools.
- ✓ There is no "one right way" to begin this work; find approaches that are rooted in best practices and engaging for staff, and work to broaden and deepen from there.

### **Evidence of Impact**

The evidence presented points to growth in young people's non-cognitive skills during the project period. Member agencies are better able to support young people's non-cognitive skill development than they were in 2010, and they have concrete plans to continue their supports for non-cognitive skills. Collaborative funders have reported a deeper understanding of how to support a complex, multi-member initiative.

#### **For Youth**

The large majority of young people who participated in non-cognitive skill building activities reported notable growth, particularly in Learning Strategies and Academic Mindsets. Youth generally reported greater interest in and motivation for learning; better critical thinking and reflection skills, and improved empathy and relationships with peers.

#### **For Member Agencies**

As noted above, Collaborative member agencies deepened and broadened their non-cognitive skill building practice over the course of the initiative. Seven of eight have concrete plans to sustain this work, continuing to provide staff training in non-cognitive skills and using the YPQA to monitor their growth over time.

*"We plan to build on what we have learned during program implementation over the past few years, utilizing a similar timeline of activities and milestones as well as the Youth Program Quality Assessment to monitor the effectiveness of our strategy and our students' growth over time. Further, we plan to ensure there are contingencies in place for each activity and milestone [...]"*

## For Funders

The Collaborative funders reported that they have a different perspective about how to think about and design complex, multi-agency initiatives, particularly in looking at the time required to see sustained organizational change vis-à-vis the length of a typical grant cycle.

*“Making individual grants to individual organizations is ultimately not as satisfying as the next-level approach we took here. Working at the network level – [undertaking] network weaving and capacity-building grant making – it takes more time but you get more for your dollar and it solves more problems. It’s hard to imagine not continuing this kind of grant making in the future.”*



## GLOSSARY

**SVOSTC:** Silicon Valley Out-of-School-Time Collaborative (“the Collaborative”), made up of nine organizations that serve middle and high school aged youth in San Mateo and Santa Clara counties.

**Collaborative Phase I:** The first phase (2010-2013) of the Collaborative, a professional learning community for nine Executive Directors.

**Collaborative Phase II:** The second phase (2014-2016) included ongoing supports for eight member agencies to implement non-cognitive skill building opportunities for youth.

**Focal Skills:** The non-cognitive skills that the Collaborative chose to focus on developing in youth:

- *Academic Mindsets:* Students’ attitudes and beliefs about their academic work and ability.
- *Learning Strategies:* Tactics that students use to help them remember, think, and learn.
- *Social Skills:* Behaviors that allow students to interact with peers and adults in positive and productive ways.

**Learning Context:** The environment in an out-of-school-time program that impacts how something is learned or taught. Youth are more likely to build non-cognitive skills when they are in a strong, positive learning context. Positive learning contexts are environments where young people are physically and emotionally safe, supported by peers and adults, have opportunities for meaningful interaction, and are engaged in high-quality learning experiences.

**Member Agency/Member Organization:** A youth-serving organization that participated in the Out-of-School-Time Collaborative. In most cases, we refer to the eight agencies that participated in the non-cognitive skill building initiative between 2014-16. We use the terms “member agency” and “member organization” interchangeably in this report.

**Non-cognitive Skills/Social-emotional Skills:** Skills, behaviors, attitudes, and strategies that are essential to success in school and work, but may not be reflected on typical cognitive tests. Non-cognitive skills include things like curiosity, persistence, and communication skills. We use non-cognitive skills and social-emotional skills interchangeably in this report.

**Mutually Reinforcing Trainings and Supports:** The set of inter-related workshops, trainings and coaching services available to Collaborative agencies designed to help them implement non-cognitive skill building activities successfully.

**Out-of-school-time:** Seasons and times when academic enrichment programs in the Collaborative offer their services, generally after 3pm on weekdays, on weekends and school breaks, and during summer.



# Introduction

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## SECTION SUMMARY

The Silicon Valley Out-of-School-Time Collaborative is a capacity-building initiative for nine organizations that provide academic supports to secondary students in Santa Clara and San Mateo counties. In its initial phase (2010-2013), the Collaborative focused on building organizational capacity to serve youth by building the skills of Executive Directors. Member organizations increased their revenue, grew in size, and served more youth during this period.

Inspired by Paul Tough's book, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*, the Collaborative elected to focus on how each member organization supported young people's non-cognitive skill growth. Non-cognitive factors, like grit, character, and curiosity, help young people to succeed in school and in life. After a five month planning phase, the Collaborative members decided to adopt a coordinated approach to building three focal skills during Phase II (2014-16): Learning Strategies, Social Skills, and Academic Mindsets. The member agencies played a greater role in the organization and management of the Collaborative during this phase, reflecting the funders' desire to empower the member organizations to lead Phase II.

This evaluation report focuses on Phase II of the initiative – from January 2014 to June 2016. We explore the extent to which the Collaborative was able to implement effective non-cognitive skill building opportunities for young people, and the benefit to youth themselves. We offer reflections and lessons learned to guide similar initiatives.

## About the Silicon Valley Out-of-School-Time Collaborative

### Origins of the Collaborative

The Silicon Valley Out-of-School-Time Collaborative (SVOSTC)<sup>5</sup> launched in 2010 as a Northern California-based regional capacity-building initiative for select organizations in Santa Clara and San Mateo counties. Each of the member agencies serves secondary-aged students through a variety of out-of-school-time academic supports, including tutoring, academic advising and summer enrichment programs.

Nine organizations participated between 2010 and 2016:

ACE Charter Schools	East Palo Alto Tennis and Tutoring <sup>6</sup>
Boys and Girls Clubs of the Peninsula	Peninsula Bridge
Breakthrough Silicon Valley	Silicon Valley Children's Fund
Citizen Schools California	THINK Together
College Track	

The Sand Hill Foundation, The David and Lucile Packard Foundation, SV27, and The Sobrato Family Foundation provided \$2.6 million in funding to the Collaborative from 2010-16.

Phase I (2010-13) focused on building organizational capacity to serve youth by leveraging the skills and network of Executive Directors, who engaged in five collective learning sessions per year on topics ranging from board development to program evaluation to staff management and leadership. At the close of Phase I, member organizations reported substantial improvements to their capacity. Participating agencies had higher gross revenue at the conclusion of Phase I, members added 23% more program sites, and had 57% more staff, allowing an additional 1,500 students to be served.<sup>8</sup>

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<sup>5</sup> In this report, the SVOSTC is also referred to as "the Collaborative."

<sup>6</sup> East Palo Alto Tennis and Tutoring fully participated between 2010-14, and elected to withdraw from the Collaborative in 2014.

<sup>7</sup> 2010-2014 only.

<sup>8</sup> Learning for Action, *Building the Organizational Capacity of Out-of-School-Time Providers in Silicon Valley: The Impact of Providing Organizational Capacity Supports Through a Funder Collaborative*. (San Francisco, CA: Learning for Action), October 2013.

During Phase I, participants were inspired by Paul Tough's book, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*,<sup>9</sup> which explored how non-cognitive factors like grit, character, and curiosity could help youth from under-served communities to succeed. The Executive Directors decided to focus on cultivating these non-cognitive skills among the youth they served.

With the support of the Collaborative's funders, member agencies' Executive Directors engaged in a five month planning process in 2013 to determine how a second phase of the Collaborative would focus on improving their organizations' ability to help young people build non-cognitive skills. Facilitated by Public Profit, the planning process included research on how out-of-school-time programs can support young people's non-cognitive skills, reviews of available curricula, and interviews with Executive Directors and senior program leaders about their program design.

This process resulted in a plan for Phase II of the Silicon Valley Out-of-School-Time Collaborative, which was launched in spring 2014.<sup>10</sup> Eight organizations elected to continue in the Collaborative for Phase II (2014-16), with the explicit goal of embedding non-cognitive curricula into their existing programs. Phase II of the Collaborative included a revised governance structure, formal commitments for member agencies, and coordinated trainings and supports to help members promote non-cognitive skill building for youth.

We begin this report describing the structure and governance of the Collaborative in order to understand the context in which member agencies operated and how decisions were made.

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<sup>9</sup> Paul Tough, *How Children Succeed: Grit, Curiosity and the Hidden Power of Character* (New York: Mariner Books), 2012.

<sup>10</sup> Public Profit, *Silicon Valley Out-of-School-Time Collaborative Character Achievement Project, 2014-16 Recommendations Report*. (Oakland, CA: Public Profit), 2013. (Available by request from Public Profit.)

# Timeline of SVOSTC Activities 2013-16

☆ = PLC Meetings



JUN

2013

## PLANNING FOR A SHIFT

**AUG-NOV** | Public Profit interviewed Collaborative stakeholders and conducted a planning session among the 9 member agencies & the funders. Public Profit used information gathered during this period to inform our review of non-cognitive skill-building curricula and suggestions for Phase II implementation.

**DEC** | Public Profit issued *Silicon Valley Out-of-School-Time Collaborative: Character Achievement Project, 2014-16* containing recommendations to serve as an implementation plan for the Phase II, over the following two program years. The Collaborative formally adopted the recommendations, which included a revised governance and leadership structure and a focus on implementing non-cognitive skill-building activities at the member agencies.

2014

## FOCUSING ON IMPLEMENTATION

**JAN** | Agencies submitted grant applications to the funders for 2014-15.

**JAN** | Funders approved \$280,000 in funding to 8 agencies.



MAR

**MAR '14 – APR '16** | Monthly Co-Chair calls began – calls included professional learning community meeting planning and evaluation data collection discussions.

**APR** | Program Quality Assessment Training – staff from all member agencies attended the training to prepare for Learning Context site visits.

**MAY - AUG** | Public Profit conducted learning context site visits to all agencies.

**MAY – AUG** | Staff from agencies attended curriculum-specific training.



JUL

**JUN** | Foundations in Non-Cognitive Skills Staff training for staff teams.

**JUN** | Public Profit conducted evaluation capacity interviews with evaluation specialists at 8 member agencies.

**JUN** | Implementation began at select agencies.

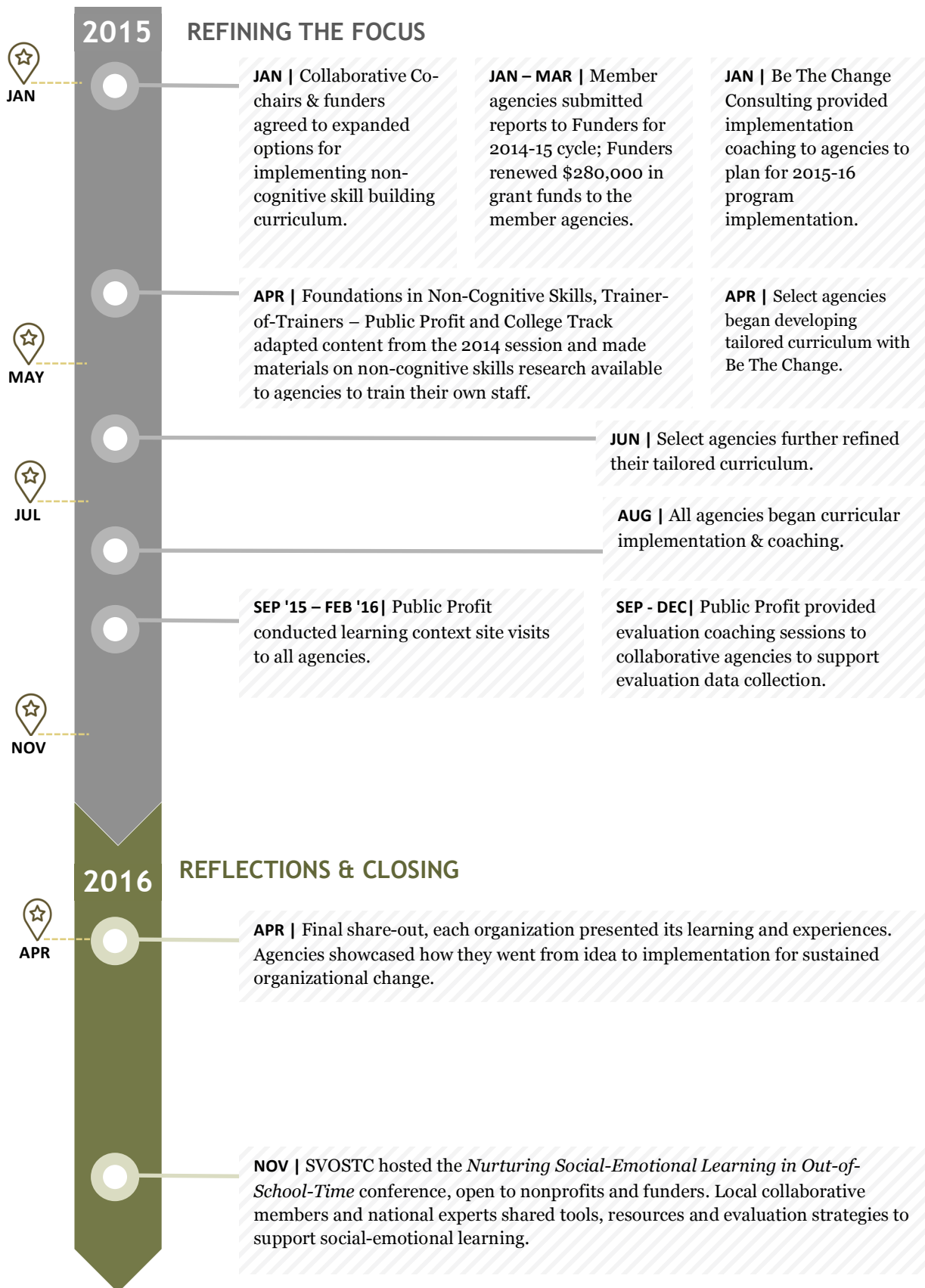


OCT

**AUG** | Public Profit delivered Evaluation Capacity reports based on interviews.

**AUG** | All agencies began curricular implementation.

**OCT - DEC** | Public Profit conducted implementation site visits to all agencies.



## **Shifts in the Collaborative Structure for Phase II**

The Collaborative funders sought to play a smaller role in Phase II, transferring greater responsibility for the initiative to Executive Directors and away from the funders, who were the primary architects of Phase I. The Collaborative's Leadership Committee shifted to include the Executive Directors of ACE Charter Schools, Boys and Girls Clubs of the Peninsula, Breakthrough Silicon Valley, and the Silicon Valley Children's Fund. The Executive Director of the Sand Hill Foundation remained on the Leadership committee to represent the Collaborative's funders.

The Leadership Committee was responsible for the overall direction and management of the Collaborative. The Co-Chairs were directly responsible for some of the Collaborative work. They selected and oversaw all of the SVOSTC's contractors and served as the main points of contact for Collaborative member agencies. The Co-Chairs also managed all Phase II budgets.

The senior staff members of each Collaborative agency were formally incorporated into the Collaborative during Phase II, since they were primarily responsible for implementing the non-cognitive skills supports. During the planning phase, senior staff provided input to Public Profit about which specific curricula would best meet their needs and provided input into the overall implementation plan. Once Phase II launched, senior staff members oversaw implementation of each agency's chosen curriculum, participated in ongoing Professional Learning Community meetings, and ensured that their member organizations were collecting information for the Collaborative-wide evaluation.

The Collaborative engaged two consulting teams to support Phase II. Public Profit led the evaluation of the initiative and served as the project coordinator. As part of its work, Public Profit sought to improve the capacity of member agencies to collect and use data to improve practice. Be The Change Consulting provided member-specific coaching and led the Professional Learning Community meetings during the 2015-16 program cycle.



## Collaborative Goals and Formal Commitments for Member Agencies

The Collaborative amended its goals to more clearly describe members' collective focus on non-cognitive skill building in Phase II:

- To build the capacity of each participant organization to embed non-cognitive skill development protocols and activities into their programs, and strengthen associated evaluation systems.
- To create a learning community focused on quality of curriculum implementation and formative evaluation.
- To advance the field of after-school and summer academic services, collectively aspiring to demonstrate and share models for effectiveness with others both inside and outside our regional area.

These goals are similar to the original goals of the Collaborative, as shown in the Theory of Change in Appendix A.

Phase II of the Collaborative represented a substantial shift in scope and responsibility for member organizations. In Phase II, senior staff members took greater responsibility for their organization's involvement, including assuring that line staff were prepared to lead specific non-cognitive skill building activities. For this reason, the Leadership Committee identified specific expectations of Collaborative member organizations:

- **Select and implement a research-based non-cognitive learning support**, including participating in curriculum-specific trainings for staff, modifying curricular materials, and monitoring how well curricula are implemented by staff.
- **Fully engage in the Collaborative's professional learning opportunities**, including attending trainings associated with the implementation process, sharing successes and challenges with other SVOSTC members at quarterly Professional Learning Community meetings, and engaging in quality improvement coaching and training.
- **Participate in the evaluation of the SVOSTC initiative**, including administering and sharing results from youth assessments, distributing surveys to staff, and tracking youth participation in selected non-cognitive strategies. This commitment also included participating in member-specific evaluation capacity building activities.

## A Coordinated Focus on Non-Cognitive Skills

Collaborative members jointly selected three focal non-cognitive skills to unify their efforts in Phase II: Academic Mindsets, Learning Strategies, and Social Skills. Each of these represents a robust set of sub-skills and mindsets that young people use in school, work, and the community.

- **Academic Mindsets** - Students' attitudes and beliefs about their academic work and ability. Young people with positive academic mindsets believe that they can improve their performance with more effort, that the topics covered in school are relevant to their lives, that they belong at school, and that they can succeed academically. A positive academic mindset is associated with greater persistence at academic tasks, like sticking with a difficult subject and going to class, which in turn improves school performance.
- **Learning Strategies** – Tactics that students use to help them to remember, think, and learn. Young people with successful learning strategies have a robust “toolkit” to help them to learn new things, to set academic goals, and to manage their time. These tactics help young people to be more academically persistent, and helps them do better on things like completing homework and in studying for tests.
- **Social Skills** - Behaviors that allow students to interact with peers and adults in positive and productive ways. Productive social skills include the ability to cooperate with others, to be empathetic, to assert oneself appropriately, and to take responsibility. Young people with strong social skills have better relationships with peers and adults, and are better able to participate in group-oriented projects. This helps them be more successful in the classroom.<sup>11</sup>

Each of the focal non-cognitive skills is featured in a comprehensive study conducted by researchers at the Consortium on Chicago Schools Research, *Teaching Adolescents to Become Learners*. This study, and the conceptual framework the research team developed, were instrumental to the design of Phase II of the Collaborative.<sup>12</sup>

*Refer to Appendix B for the Non-Cognitive Skill Building Framework that informed the design of Phase II.*

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<sup>11</sup> Farrington, C., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T., Johnson, D, & Beechum, N. *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance*. (Chicago: University of Chicago Consortium on Chicago School Research), 2012.

<sup>12</sup> *Ibid.*

## **Mutually Reinforcing Trainings and Supports in Phase II**

The Collaborative adopted a mutually reinforcing set of trainings and supports for member agencies as they implemented non-cognitive skill building opportunities for youth. These activities were intended to help agencies put strong learning contexts in place, to help staff members understand the importance of supporting non-cognitive skills, and to provide teams ongoing support in implementing non-cognitive skill building activities.

Out-of-school-time programs that have a strong learning context are best able to help kids build non-cognitive skills. Learning contexts are environments where young people are physically and emotionally safe, supported by peers and adults, have opportunities for meaningful interaction, and are engaged in high quality learning experiences. The Collaborative supported strong learning contexts in two ways:

Member agencies sent staff teams to trainings on the Youth Program Quality Assessment (YPQA), a research-based measure of learning contexts in out-of-school-time programs. Collaborative members could use the YPQA to measure and improve their learning contexts.<sup>13</sup>

Be The Change Consulting provided agency-specific coaching and training to help Collaborative members address any gaps in their learning context. This could include topic-specific trainings based on observed needs or coaching for particular staff.<sup>14</sup>

When Phase II launched in 2014, non-cognitive skills were still a very new concept to the out-of-school-time field. It was therefore essential to establish a broad-based understanding among staff of what non-cognitive skills are, why they are important for young people, and how adults can help young people develop those skills. Public Profit and College Track designed the “Foundations in Non-Cognitive Skills” training to address this need and offered the training to member agencies in summer 2014 and spring 2015.

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<sup>13</sup> <http://cypq.org/assessment>

<sup>14</sup> <http://www.bethechangeconsulting.com/about>

The Collaborative members recognized that implementing specific strategies to help young people build non-cognitive skills would be a complex, challenging task. Phase II included multiple supports for agencies to support their success:

The Collaborative coordinated in-person and web-based trainings for their staff members on the specific non-cognitive curricula, including Student Success Skills, SOAR, and Brainology.

The Collaborative continued its quarterly Professional Learning Community meetings, which offered a forum for ongoing professional development and cross-Collaborative problem solving.

Be The Change Consulting observed staff members as they implemented off-the-shelf curricula and offered suggestions as to how to most effectively adapt the lessons to meet the unique needs of their program design and youth population.

Public Profit helped member agencies to build their internal program evaluation capacity through in-person training sessions at quarterly Professional Learning Community meetings, hosting webinars on the Holistic Student Assessment Tool, conducting agency-specific evaluation assessments, and providing agency-specific coaching on evaluation.

### **Scope of Service in 2014-15 and 2015-16**

Collaborative members provided non-cognitive skill building supports to nearly 1,600 young people in the 2014-15 program cycle, increasing to about 2,350 in 2015-16. In 2014-15, Collaborative members used off-the-shelf curricula for non-cognitive skill building activities. In 2015-16, some member organizations took an organization-wide approach to supporting non-cognitive skills, accounting for the growth in the number of young people served.<sup>15</sup> This curricular shift is discussed in greater detail in the section titled, “Implementation of Non-Cognitive Skill Building Curricula.”

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<sup>15</sup> Due to staff turnover at the executive level at ACE Charter, the total number of youth served decreased between 2014-15 and 2015-16, as fewer classroom teachers participated in the initiative.

**Table 1. Implementation Strategies used by Collaborative Members**

ORGANIZATION	2014-15		2015-16	
	Curriculum	# of Youth	Curriculum	# of Youth
ACE Charter School	Brainology, Student Success Skills (SSS)	690	Brainology	158
Boys & Girls Clubs of the Peninsula	Brainology	129	Tailored Curriculum	838
Breakthrough Silicon Valley	Brainology, SSS	219	Tailored Curriculum	280
Citizen Schools	SSS	60	Brainology	100
College Track	Brainology	75	Tailored Curriculum	232
Peninsula Bridge	SSS	65	SSS	424
Silicon Valley Children's Fund	SSS and SOAR	140	Tailored Curriculum	119
THINK Together	SSS	200	SSS	200
<b>Total:</b>		<b>1,578</b>		<b>2,351</b>

Sources: Silicon Valley Out-of-School-Time Collaborative, 2015 and 2016 Grantee Reports.

The Collaborative agencies provided non-cognitive skill building activities to 1,578 youth<sup>16</sup> in the 2014-15 program year.

In 2015-16, member agencies reported that a total of 2,351 youth participated in program activities where non-cognitive skill building was the focus. Member-reported attendance records show that non-cognitive skill building activities were shorter in duration, between seven and 49 days, as compared to the days offered at programs that used a tailored curriculum, which offered between 15 and 122 days. This reflects the design of the different strategies – members that implemented an off-the-shelf curriculum offered activities on specific days and times, while the members that adopted a tailored curriculum tended to infuse non-cognitive skill building opportunities throughout the program day.

*See Appendix F for a detailed timeline of Collaborative activities.*

<sup>16</sup> The total number of youth served is drawn from the figures reported by member agencies in their annual reports to the funders.

## About the Evaluation

Public Profit's evaluation marks the final year of a two-year non-cognitive skills implementation plan (2014-16) and the conclusion of the six-year Professional Learning Community. This evaluation explores the extent to which participating member organizations were able to establish a strong learning context for youth, to build staff members' ability to implement non-cognitive skill building activities, and to help youth build specific non-cognitive skills. We document Collaborative members' reflections and lessons learned from the experience to inform similar initiatives.

**Table 2. Evaluation Overview**

EVALUATION QUESTION	DATA SOURCES
<b>The Importance of the Learning Context</b>	
To what extent do members' learning contexts align with high quality youth development practice?	<ul style="list-style-type: none"> <li>Youth Program Quality Assessments</li> <li>Funder Interviews</li> <li>Final Professional Learning Community (PLC) Presentations</li> </ul>
<b>Building Staff Skills</b>	
To what extent do participating staff increase their knowledge about non-cognitive skills and supporting practices?	<ul style="list-style-type: none"> <li>Non-Cognitive Skills Training Surveys</li> </ul>
In what ways do staff use specific practices to support youths' non-cognitive skill development?	<ul style="list-style-type: none"> <li>SVOSTC Newsletter Agency Spotlights</li> <li>Final PLC Presentations</li> <li>Non-Cognitive Practice Observations</li> <li>Be The Change Consulting Interview</li> </ul>
<b>Implementation</b>	
What strategies did organizations use to develop youths' non-cognitive skills?	<ul style="list-style-type: none"> <li>SVOSTC Newsletter Agency Spotlights</li> <li>Grantee Reports</li> <li>Case Study Profiles</li> <li>Be The Change Consulting Interview</li> <li>Final PLC Presentations</li> </ul>
<b>Benefits to Youth</b>	
To what extent have youth developed the three focal non-cognitive skills targeted by the Collaborative?	<ul style="list-style-type: none"> <li>Holistic Student Assessment</li> <li>SVOSTC Newsletter Agency Spotlights</li> </ul>
<b>Reflections &amp; Lessons Learned</b>	
How did organizations experience and what was the impact of capacity building, the structure of the Collaborative, and the curricula, and measurement tools?	<ul style="list-style-type: none"> <li>Grantee Reports</li> <li>Funder Interviews</li> <li>Be The Change Consulting Interviews</li> <li>Case Study Profiles</li> <li>SVOSTC Newsletter Agency Spotlights</li> </ul>
<i>Optional: What, if any, academic benefits have participating youth demonstrated?<sup>17</sup></i>	<ul style="list-style-type: none"> <li><i>Grade Point Average</i></li> <li><i>School Attendance</i></li> </ul>

Source: Adapted from Silicon Valley Out-of-School-Time Collaborative: 2015-16 Evaluation Plan, August 2015.

<sup>17</sup> Due to the small number of academic records submitted in 2015-16 (n=79), academic outcomes are not included in this report.



# Importance of the Learning Context

## SECTION SUMMARY

Out-of-school-time programs that offer a rich learning context for youth are best able to help kids build non-cognitive skills. Rich learning contexts are environments where young people are physically and emotionally safe, supported by peers and adults, have opportunities for meaningful interaction, and are engaged in high quality learning experiences. In these environments, youth thrive.

Our evaluation found that Collaborative members had strong learning contexts overall, setting a strong foundation for young people's non-cognitive skill development. Moreover, staff in Collaborative organizations deepened their understanding of the link between the learning context and young people's non-cognitive skill development. This shift in perception was a key benefit of the initiative.

## EVALUATION QUESTION

***To what extent do members' learning contexts align with high quality youth development practice?***

## DATA SOURCES

Youth Program Quality Assessments, Funder Interviews, Final PLC Presentations

## RELATED APPENDICES

C. The Youth Program Quality Assessment Tool  
D. Funder & Coach Interview Protocol





## Strengthening the Learning Context

Young people are more likely to build key non-cognitive skills – including Academic Mindsets, Learning Strategies, and Social Skills – when they are in environments that are physically and emotionally safe, promote youth voice and choice, and offer opportunities for mastery.<sup>18</sup> For this reason, the Collaborative sought to strengthen member organizations’ learning contexts through staff training and structured observations of each organization.

To make this goal a measurable component of the Collaborative evaluation, Public Profit explored the question, “to what extent do members’ learning contexts align with high quality youth development practice?” We used structured site visit results, stakeholder interviews, and member agencies’ presentations to measure this.

### Establishing a common language for the learning context

During its planning phase in 2013, the Collaborative learned that a strong learning context is the foundation for non-cognitive skills like Academic Mindsets, Learning Strategies and Social Skills.<sup>19</sup> Characterizing the learning context as “the fertile soil” for non-cognitive skills growth, members of the SVOSTC sought to build supports for learning contexts into the initiative.

The Collaborative members selected the Youth Program Quality Assessment tool (YPQA) as the Collaborative-wide assessment of the learning context. It aligned with the features of the learning context identified by the University of Chicago researchers, whose study influenced the design of Phase II, offering a ready way to measure member organizations’ learning contexts.

The YPQA is a research-based observation tool developed by the Center for Youth Program Quality and used by out-of-school-time programs nationally. The YPQA measures the extent to which out-of-school-time programs implement four components of the learning context:

- **Safe Environment** – Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
- **Supportive Environment** – Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.

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<sup>18</sup> Farrington, C., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T., Johnson, D., & Beechum, N. (2012). *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance*. Chicago: University of Chicago Consortium on Chicago School Research.

<sup>19</sup> *Ibid.*

- **Peer Interaction** – There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.
- **Youth Engagement** – Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, reflect, and learn from their experiences.

Each part of the YPQA allows observers to rate what they saw as a 1, 3, or 5. Ratings of 1 indicate that the particular practice either didn't happen at all, or was poorly done. A rating of 5 suggests that the particular practice was present and implemented well.

When completed, the YPQA offers a road map for staff members, providing a research-based analysis of the features of the learning context that are strong, and which can be further improved.

*See Appendix C for more information about the Youth Program Quality Assessment Tool.*

The Collaborative used the YPQA both as a training tool and in the evaluation of the Collaborative. First, the SVOSTC offered a YPQA Basics training in spring 2014. Led by trainers from the Center for Youth Program Quality, YPQA Basics provides an in-depth review of the content and structure of the tool, and helps staff teams to think about how to use the YPQA for self-assessment. During the 2015-16 program year, new staff members had access to an online version of YPQA Basics; five of eight member organizations participated.

Second, Public Profit used the YPQA tool as part of the evaluation of the Collaborative. These visits, conducted by certified observers,<sup>20</sup> allowed the evaluation team to measure whether SVOSTC members had a strong learning context in place, and to suggest remediation where needed.

“The relationships we were building with the kids were very important. Even if you implement exactly as designed, the relationship is what matters.”

- Silicon Valley Children's Fund, Final PLC Presentation, April 2016.

In the 2015-16 program year, the evaluation team conducted up to two visits per member organization<sup>21</sup> (n=14) and observed the extent to which the learning context was a safe and supportive environment; whether youth and staff had positive interactions; and the extent to which youth had opportunities for skill mastery and meaningful choices in their program. In the prior program year (2014-15), trained observers conducted one visit per member organization (n=8).

Public Profit's site visitors spent about an hour and a half observing a variety of activities offered by Collaborative members. They provided a detailed report of their findings within a few weeks, with the intention that staff teams would use the findings to inform their professional development offerings for staff members.

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<sup>20</sup> See Appendix C for more information about the external site visit process.

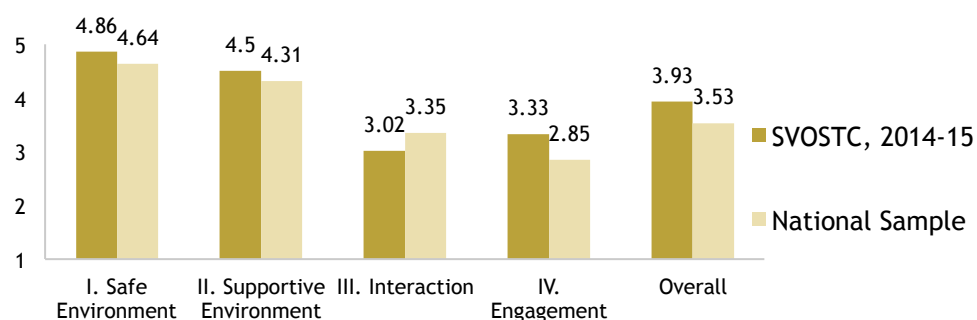
<sup>21</sup> The number of site visits assigned to each member organization was determined by information members submitted about the number of activities available for observation. In the 2015-16 program cycle, only one visit was conducted at both Boys and Girls Clubs of the Peninsula and College Track. See *Silicon Valley Out-of-School-Time Collaborative: 2015-16 Evaluation Plan* for detailed information on site visit information. (Available by request from Public Profit.)

## Youth Program Quality Assessment Visit Results

The evaluation team found that SVOSTC members had a strong learning context as a whole, comparing favorably to other out-of-school-time programs nationally. Collaborative members' YPQA scores improved between the 2014-15 and 2015-16 program years, as well.<sup>22</sup> This likely reflects improvements in staff members' understanding of the learning context and their ability to offer activities in line with best practices.

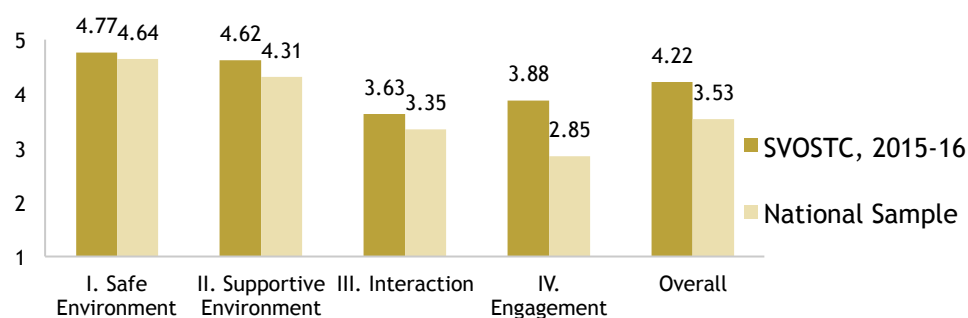
As detailed in Figure 1 and Figure 2, SVOSTC programs had higher than national average scores in the Safe Environment, Supportive Environment, and Engagement domains. In 2015-16, programs' Interaction score was also higher than that of the national sample, showing notable improvement in program practices in a more advanced component of the learning context.

**Figure 1. 2014-15 YPQA Observation Scores**



Sources: SVOSTC Learning Context YPQA Observation, June-December 2014 (n=8); national data, Weikart Center for Youth Program Quality database (n=1,626). YPQA domain scores are on a 1-5 scale.

**Figure 2. 2015-16 YPQA Observation Scores**



Sources: SVOSTC Learning Context YPQA Observation, July 2015-February 2016 (n=14); national data, Weikart Center for Youth Program Quality database (n=1,626). YPQA domain scores are on a 1-5 scale.

<sup>22</sup> The national scores represent the average level of quality prior to programs' intentional focus on quality improvement, equivalent to a baseline measure of youth development practices. The national sample, obtained from Weikart Center for Youth and Program Quality in August 2016, consists of data from 15 of their largest clients and are geographically, programmatically, and organizationally diverse.

## Toward a More Holistic Vision of Supporting Youth Skill Development

At the final Professional Learning Community meeting in April 2016, member organizations' presentations highlighted a common thread: program staff and leaders were more aware of the foundational role that youth-centered practices play in building non-cognitive skills. They described a gradual process of changing their minds about the importance of the learning context – and the importance of the YPQA, in particular. Many began with a mentality of “we’re using the YPQA because the funders say we should” but moved over time to incorporating the practices embedded in the YPQA into their organizations as a whole. Members were most likely to change their practice in the Engagement area, offering more opportunities for youth input and choice.

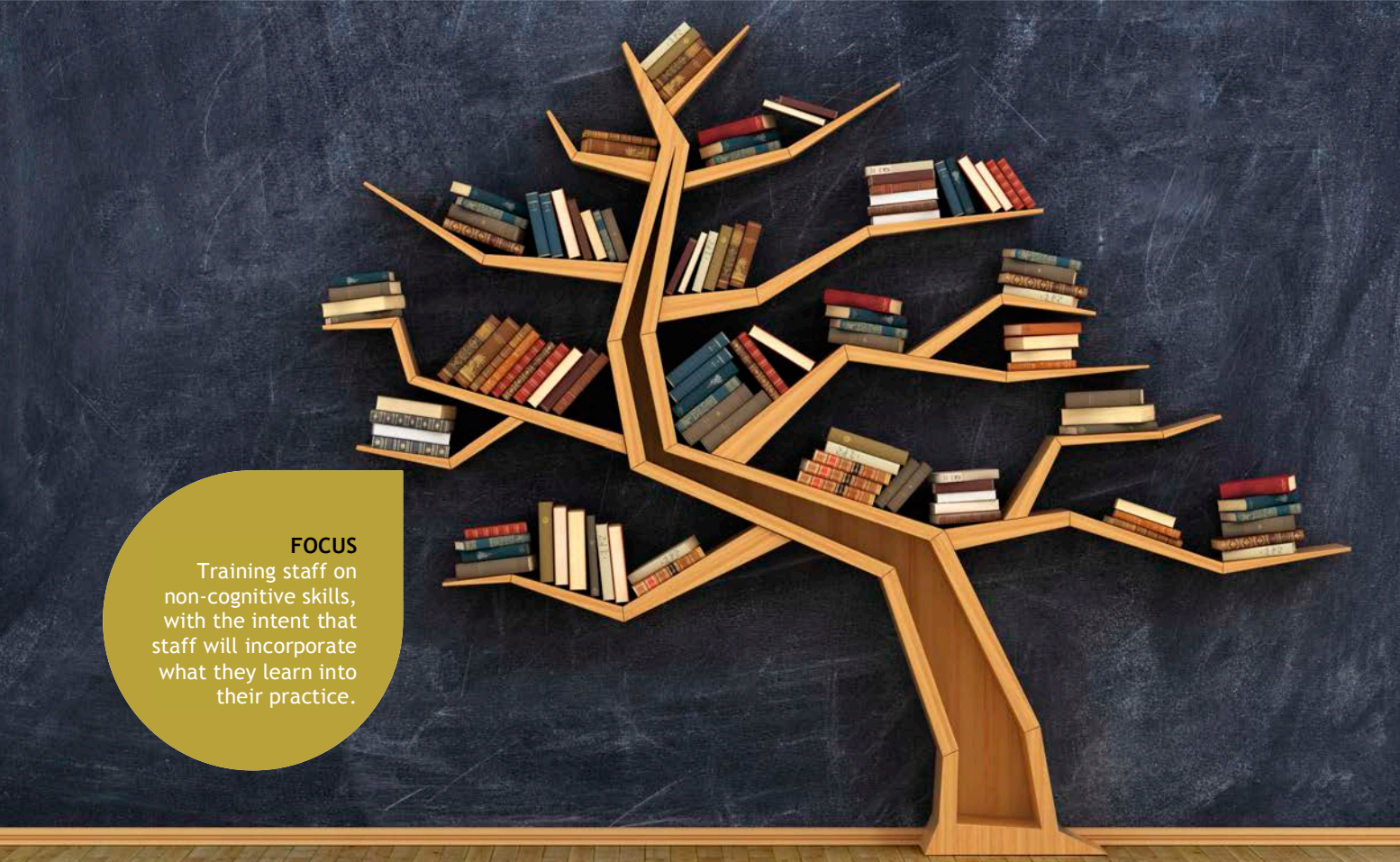
The Collaborative funders commented on the agencies' deepening understanding of the role of the learning context, as well. One funder noted that offering YPQA trainings to member organizations, paired with external site visits from the evaluation team, was, “an important piece in getting [members] on the same page [about how to support non-cognitive skills].”

“We realized that our students didn’t have enough choice and autonomy. What had to change was a way of interacting with students where we were telling them what to do. [We] changed things so that students have more choice.”

- College Track, Final PLC Presentation, April 2016.

Further, the funder noted how member organizations incorporated more positive youth development practices into their work. She noted that they “brought the [YPQA] work into further layers of the organization.” Looking forward, the funder said, “I hope that these things will help [the Collaborative] to have a more lasting impact on the organizations.” Another funder agreed, noting members' progress in terms of organizational capacity – including their focus on the learning context – had grown. She said, “some of the organizations have really taken the opportunity to run and build on the work of the previous year’s funding, to get stronger and stronger.”





# Building Staff Members' Ability to Support Non-Cognitive Skills

## SECTION SUMMARY

To be effective, staff members needed to understand what non-cognitive skills are, and how to help kids build them. The “Foundations in Non-Cognitive Skills” training helped staff members build their knowledge about non-cognitive skills and their confidence about implementing specific practices. Available evidence suggests that staff members were able to apply their knowledge in daily program activities. They focused on forming positive relationships with young people and on being explicit about their non-cognitive skill building strategies.

## EVALUATION QUESTION

***To what extent do participating staff increase their knowledge about non-cognitive skills and supporting practices?***

## DATA SOURCES

Non-Cognitive Skills Training Surveys

## RELATED APPENDICES

K. Non-Cognitive Skills Training Survey: Detailed Staff Results

## Non-Cognitive Skills Training & Knowledge

In order for Collaborative members to help young people build non-cognitive skills, their staff members need to have a deeper understanding of what non-cognitive skills are and how they can help young people cultivate them. A common training for staff teams would help to establish consistent understanding of non-cognitive skills, and how to develop them, among staff members across the Collaborative. The “Foundations in Non-Cognitive Skills” training addressed this need.

The evaluation team tracked the extent to which participating staff members learned about non-cognitive skills through the guiding question, “To what extent do participating staff increase their knowledge about non-cognitive skills and supporting practices?” We used a survey of training participants to measure progress toward this goal.

### The “Foundations in Non-Cognitive Skills” Training

The Collaborative members knew that they wanted to offer a common training for staff on non-cognitive skills. While there were curriculum-specific trainings available for staff, there was none that provided the experience the Collaborative sought for its staff teams. In response, Public Profit and College Track co-designed the “Foundations in Non-Cognitive Skills” training, which was offered to Collaborative members in 2014 and 2105.<sup>23</sup>

“Foundations in Non-Cognitive Skills” is designed to orient trainees to the key concepts of non-cognitive skills development, offering opportunities for staff members to identify how they are already supporting young people’s non-cognitive skill development and to identify opportunities for further growth.

The training is broken into three parts: ***Setting the Conditions***, ***Explicit Skills***, and ***Your Interventions***.

- In ***Setting the Conditions***, presenters share a definition of non-cognitive skills, and their role in young people’s success. Next is a discussion of learning contexts, with an opportunity for staff members to reflect on the learning context in their own organization. Facilitators offer practical tips for building a strong learning context, with particular reference to the Youth Program Quality Assessment tool.
- In ***Explicit Skills***, facilitators walk attendees through each of the Collaborative’s focal non-cognitive skills: Academic Mindsets, Learning Strategies, and Social Skills. The training focuses particularly

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<sup>23</sup> During the planning phase, Public Profit was impressed with some of the non-cognitive skill trainings developed by College Track, and suggested that the Collaborative adapt this material for common use.



on student mindsets, encouraging attendees to think about how their words and actions model positive mindsets for youth.

- In ***Your Interventions***, staff teams think about how to most effectively implement their chosen non-cognitive skills curriculum. Using examples from the book *Influencer: The Power to Change Anything*,<sup>24</sup> teams focus particularly on how to build fellow staff members' support and enthusiasm for supporting young people's non-cognitive skill development.

*See Appendix I for the "Foundations in Non-Cognitive Skills" training agenda.*

### **Shift to a Trainer-of-Trainers Model**

Initially, Public Profit and College Track sought to provide direct training to staff teams in both 2014-15 and 2015-16. We reasoned that this would assure that the "Foundations in Non-Cognitive Skills" training would be offered, as designed, by highly qualified trainers. However, we did not take into account how difficult it would be to assemble staff teams from multiple organizations for a single training. And while the inaugural training in summer 2014 was a success, it reached far fewer staff members than intended. Further, Collaborative members were concerned about how they would share the key concepts of the training with new staff members, since the official "Foundations" training was offered just once a year.

To account for these challenges, Public Profit and College Track re-tooled "Foundations" as a trainer-of-trainers model in 2015. In this model, staff members who attended the "Foundations in Non-Cognitive Skills" training would incorporate the content into ongoing professional development activities at their organization. This model allowed for more staff to participate.

Members' grant reports indicate that all organizations in the Collaborative offered variations on the "Foundations in Non-Cognitive Skills" training in 2015-16. Some member organizations focused more on the specific curriculum that they would be implementing, while others focused on integrating non-cognitive skills building practices into their program's overall culture.

### **Staff Survey Results**

Staff Survey results indicate that organization-led trainings in 2015-16 increased attendees' awareness of non-cognitive skills and helped them to feel more confident about supporting young people in building stronger Academic

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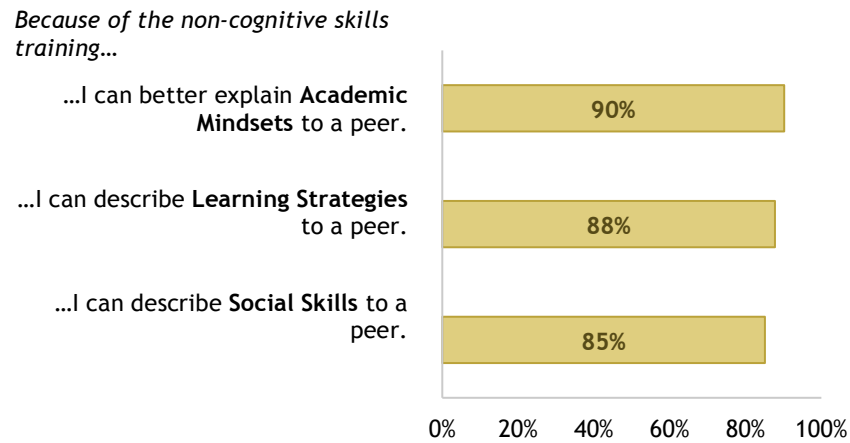
<sup>24</sup> Patterson, K., Grenny, J., Maxfield, D., McMillan, R., Switzler, A., *Influencer: The Power to Change Anything* (New York, NY: McGraw-Hill), 2007.

Mindsets, Learning Strategies and Social Skills. Nearly all staff reported that, because of the training, they know why these skills are important (96%) and they believe that these skills relate to their job (93%).

One way to assess individuals' learning is to ask if they could explain the concept to another person. At the end of the training, most staff members reported (Figure 3) that they could explain the Collaborative's focal skills: Academic Mindsets (90%), Learning Strategies (88%), and Social Skills (85%).

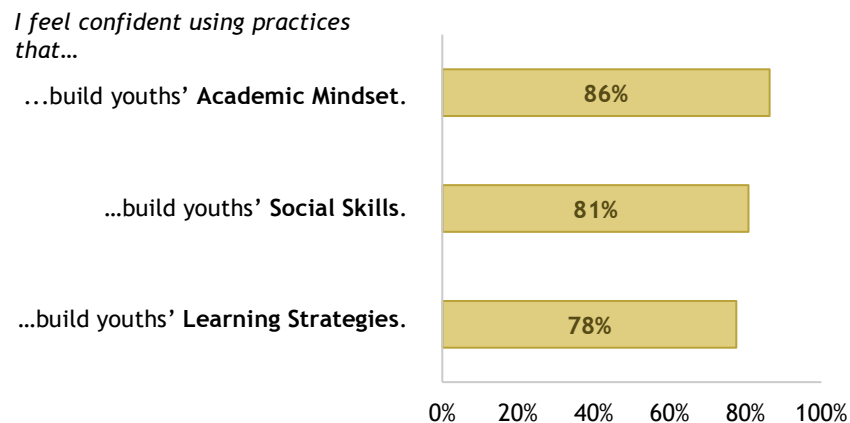
In addition to being able to explain the skills, staff members were asked how confident they felt in using practices to develop these skills in their participants. Staff reported (Figure 4) the highest level of confidence in developing youths' Academic Mindsets (86%), followed by developing youths' Social Skills (81%) and developing youths' Learning Strategies (78%).

**Figure 3. After training, staff were better able to explain Academic Mindsets**



Source: Staff Non-Cognitive Skills Training Survey, winter 2015. N= 60

**Figure 4. Staff were most confident using practices to promote Academic Mindsets**



Source: Staff Non-Cognitive Skills Training Survey, winter 2015. N= 60

When asked what specific practices they learned to help youth develop Academic Mindsets, many staff reported they learned to help youth set goals and to praise the steps that youth take in the process towards achieving those goals. One Breakthrough Silicon Valley staff member noted, “We did a goal-setting activity, which I believe relates to developing an Academic Mindset as it shows how academic achievements are not determined at birth - they are attained through focus and hard work.” These are examples of how adults can foster a growth mindset in young people, a core component of Academic Mindsets.

Staff were somewhat less likely to name practices to promote Learning Strategies, however. Some, such as a Breakthrough Silicon Valley staff member, cited teaching youth multiple ways to solve a problem as a key Learning Strategy: “Practice multiple problem [solving strategies, like], act it out, break down the problem, approach it differently.”

Many staff reported that they learned how to use group work and peer interactions to help youth develop Social Skills. Some also noted the importance of creating a positive atmosphere where all youth feel safe and confident. A Peninsula Bridge staff member commented: “The students are constantly working in different groups and getting to know other students who they may not originally be friends with. They are learning how to respectfully ask each other for help. During discussions they learn to respectfully disagree on an issue. Many of the learning activities involve cooperating with each other and learning effective ways of communicating with each other.”

Available evidence suggests that staff members’ experiences in the “Foundations in Non-Cognitive Skills” training varied by their tenure in the field. Of the staff who responded to the survey, only one in five (20%) had been with their current organization for two years or more. The remaining 80% had been with their out-of-school-time program for less than two years. Staff turnover is endemic to the out-of-school-time field; these results show that Collaborative members experience the same.

Of the staff members who had been with their program for two or more years, all were familiar with the term *non-cognitive skills*. This is promising, suggesting that member organizations incorporated conversations about non-cognitive skills into their ongoing staff trainings. On the other hand, just over half of newer staff (51%) were familiar with the term. This suggests that out-of-school-time programs will need to continually orient their staff to the concept of non-cognitive skill development.

Also of note: seven in ten respondents (72%) reported that “Foundations in Non-Cognitive Skills” was their first training on the topic, a sign that these concepts aren’t yet part of day-to-day life for out-of-school-time professionals.

#### EVALUATION QUESTION

***In what ways do staff use specific practices to support youths' non-cognitive skill development?***

#### DATA SOURCES

SVOSTC Newsletter Agency Spotlights, Final PLC Presentations, Non-Cognitive Practice Observations, Be The Change Consulting Interview

#### RELATED APPENDICES

K. Non-Cognitive Skills Training Survey: Detailed Staff Results

### Staff Supports for Youths' Non-Cognitive Skills Development

We wanted to know how staff members applied the strategies they learned. The evaluation team therefore asked, “In what ways do staff use specific practices to support youths' non-cognitive skill development?” To measure this, we used observational data and reports from Collaborative members.

The evaluation team looked for evidence that staff members were using specific practices to support non-cognitive skill development, such as reinforcing positive youth behavior expectations and encouraging youth to think about how specific non-cognitive skills could be useful in other parts of their lives.

#### Begin with Strong Relationships

Nearly all of the Collaborative members reported that they focused on creating strong relationships between staff and youth as their first step, highlighting this aspect of the learning context as particularly important. Emotional safety and support are central when successfully promoting non-cognitive skill development – kids need to know the adults in the program care for them before engaging in deeper learning. Said one member organization:

*“...we believe that the lift in the students' non-cognitive skills was due to staff-youth interactions..., leading us to conclude that all new staff should have a strong youth focus[.] [This is why we now] develop training materials and a practice model that develops positive relationships among and between staff and youth.”*

– Silicon Valley Children's Fund, *Agency Spotlight*, SVOSTC Newsletter, August 2015.

## Make Skill-Building More Explicit for Youth

Collaborative members noted that they learned to be more explicit with youth about non-cognitive skills. Many members noted that they had already taken steps to help youth build non-cognitive skills before 2014. What changed is that staff members began to be more explicit and clear about the practices they use with their youth. One member organization shares a practical example:

*“Before, we’d take our kids to the pool in the summer in the hopes that the experience would help them feel comfortable trying new things. Now we tell the kids, ‘we’re taking you to the pool to help you feel more comfortable trying new things.’ It helps us all to make the connection between program activities and skills we’re working on building.”*

– Breakthrough Silicon Valley, *Final PLC Presentation*, April 2016.

According to staff members’ reflections, staff also intentionally modeled specific non-cognitive skill strategies for youth, such as demonstrating how to set a goal. Some staff noted that they learned the importance of modeling by attending the “Foundations in Non-Cognitive Skills” training.

Member agencies’ experience is supported by research into social-emotional learning, which finds that interventions with a specific skill-building focus are more effective than more generalized approaches.<sup>25</sup>

## Staff Members’ Facilitation Skills Matter

Members found that their staff needed strong group management skills to teach non-cognitive skills effectively. Not all staff members had these foundational skills, and member agencies had to shift their approach accordingly. For example, the Boys and Girls Clubs of the Peninsula launched an effort to develop a culture of coaching among staff and their supervisors, so that everyone felt comfortable giving and receiving feedback about staff members’ practices.

Another Collaborative member found that their staff couldn’t engage youth in higher-order activities, such as having youth explain their thinking, until they were able to effectively facilitate a group discussion. Said College Track in its Non-Cognitive Practices Observation, “Facilitation is a complex skill that must be taught and practiced and it just takes time to get better at it.”

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<sup>25</sup> Durlak, J. A., & Weissberg, R. P. , *The impact of after-school programs that promote personal and social skills* (Chicago, IL: Collaborative for Academic, Social, and Emotional Learning), 2007.

Be The Change Consulting, which provided agency-level implementation coaching to Collaborative members, hypothesized that these staff-level skill gaps affected member agencies' ability to implement off-the-shelf curricula effectively. One coach noted that some staff members complained about the suitability of the curriculum, when really the issue was with their ability to lead a structured lesson.

*[At one member organization I observed, staff were not implementing off-the-shelf curricula well.] They needed a different level of training and scaffolding before those activities could be impactful. Because I was there and I saw it, I gave them a training, because otherwise they'd have continued to do it wrong.... But, without someone there to observe it and say something, they would have blamed the lack of success on the curricula.*

– Be The Change Consulting Interview, May 2016.

As described further in the Lessons Learned section, consultants had limited time to diagnose and address these issues at the staff- or site- level, as this was an unanticipated challenge in the initiative design phase.

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Available evidence suggests that the “Foundations in Non-Cognitive Skills” training helped to prepare staff members to support young people’s non-cognitive skill development. They reported better understanding the concepts and methods used to support non-cognitive skills, and were more confident in their abilities to support youth. When reflecting on their experience with young people, staff members noted that strong, supportive relationships were an essential foundation for more targeted non-cognitive skill building activities.

While many member agencies had supported non-cognitive skill building before the formal project period, staff members learned to be more explicit with themselves and with young people about which skills they were helping young people to build and why. Member agencies found that they needed to assess and support their staff members’ facilitation skills, as well, so that they could successfully engage youth in non-cognitive skill building activities.



# Implementation of Non-Cognitive Skill Building Curricula

## SECTION SUMMARY

The Collaborative initially sought to implement off-the-shelf research-based curricula available in the marketplace through time-limited, discrete lessons. Member organizations found that off-the-shelf curricula needed substantial modification to better reflect the diversity of their young people, to be more age-appropriate, and to engage youth in an out-of-school-time setting. Four members of the Collaborative therefore elected to develop their own tailored curriculum in 2015-16; they focused on shifting staff practices and program culture rather than offering discrete skill lessons.

### EVALUATION QUESTION

***What strategies did organizations use to develop youths' non-cognitive skills?***

### DATA SOURCES

SVOSTC Newsletter Agency Spotlights, Grantee Reports, Case Study Profiles, Be The Change Consulting Interview, Final PLC Presentations

### RELATED APPENDICES

G. Non-Cognitive Skill Building Activity Implementation Details  
H. Data Sources & Analysis Methods



## Successes and Challenges with Off-the-Shelf Curricula

### Implementing Off-the-Shelf Curricula in 2014-15

In 2014-15, all Collaborative members implemented one of three curricula: Student Success Skills (SSS), SOAR Study Skills, or Brainology. The Collaborative selected these curricula from those available on the market at the time because they were aligned with the three focal skills and were backed by research. Moreover, each of these curricula were marketed as appropriate for secondary-age students, and could be offered in relatively short lessons (15-45 minutes) over a brief period of time (5-8 weeks).

This combination of factors was important to Collaborative members, as they sought to take a more intentional approach to supporting non-cognitive skills without requiring seismic shifts to their program schedule. Further, each of the off-the-shelf curricula included training materials for staff, offering the promise of a quicker start to implementation.

In spring and summer 2014, members finalized their curriculum selections, purchased the appropriate licenses, and trained staff on the specific curricula. Most member organizations began implementing their selected curriculum in fall 2014.

Over the course of the 2014-15 program year, Collaborative members made a number of modifications to the off-the-shelf curricula to meet their needs. Most commonly, members broke longer lessons into multiple parts to fit better with programs' schedules. This is par for the course with nearly any curriculum, as activity schedules vary widely.

#### OFF-THE-SHELF CURRICULA USED BY THE COLLABORATIVE

1. **Mindset Works Brainology** is a curriculum that teaches youth how to build a growth mindset. In both online and classroom lessons, Brainology teaches students how the brain works and how it grows stronger with effort. The curriculum also teaches youth learning strategies and connects the science behind those strategies to the way the brain works. Brainology addresses Academic Mindset.

2. The **Student Success Skills** curriculum is organized into five skill areas: goal setting and progress monitoring; creating a supportive environment; cognitive and memory skills; performing under pressure; and building healthy optimism. The SSS curriculum includes five lessons (one on each topic) that follow a 3-part model. In the first part of the lesson youth review goals and monitor their progress on previously set goals. In the middle, youth learn and practice new skills. The lesson closes with youth sharing successes and setting new goals. SSS addresses Learning Strategies and Social Skills.

3. The **SOAR** curriculum (an acronym which stands for "Set goals, Organize, Ask questions, and Record") is a series of 10 - 20 minute lessons that teach youth specific study skills using a four-step model. First students identify the problem, then they learn a solution, followed by an activity that helps youth apply the solution to their lives. Finally, youth reflect on the effectiveness of the solution and modifications are made as necessary. SOAR addresses the Learning Strategies focal skill.

Other modifications were more substantial, and spoke to how well off-the-shelf curricula did or did not fit the needs and interests of youth in Collaborative programs. While the curricula were advertised as appropriate for secondary school students, some of the activities were not age-appropriate. Student Success Skills, which advertises itself as a curriculum for K-12 students, has an activity called “Optimism Cheer” that is supposed to be repeated at the start of each SSS lesson. Collaborative staff pointed out that their high school and college-aged students would not be interested in cheering at the start of each lesson. Observations bore this out – just four of seven members using SSS in 2014-15 used the Optimism Cheer.<sup>26</sup>

Collaborative members also found that the off-the-shelf curricular activities weren’t always engaging for their young people. Some curricular materials only used images of white students, which doesn’t reflect the racial and ethnic diversity of youth in Collaborative programs. Moreover, some of the off-the-shelf curricula made heavy use of worksheets and slide decks, which are not always engaging for youth, especially in an out-of-school-time setting. Staff adapted these passive approaches into more interactive activities to better engage their young people. For example:

*“We adapted some of our SSS lessons...instead of using the slide with the information and presenting that to students, we reworked it to encourage them to think through the scenarios and place them in the appropriate columns. This allowed for much more engagement and discussion.”*  
-Peninsula Bridge, Agency Spotlight, SVOSTC Newsletter, February 2016.

For nearly every Collaborative partner, senior staff members dedicated several hours to adapting off-the-shelf curriculum to be more engaging and age-appropriate. As described below, these adaptations worked well for some Collaborative members, and were insufficient for others.

### **Some Members Sought Greater Flexibility for 2015-16**

The shortcomings of off-the-shelf curricula led to a pivot in the Collaborative’s approach. In the January 2015 Professional Learning Community meeting, several Collaborative members expressed their reluctance to continue using either SSS, SOAR, or Brainology, as they required a great deal of staff time to modify, and were still not particularly interesting for youth. This issue had particular urgency in early 2015, as Collaborative members were supposed to submit their proposals to the funders for 2015-16 within weeks.

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<sup>26</sup> Public Profit, *Silicon Valley Out-of-School-Time Collaborative Phase II Interim Report* (Oakland, CA: Public Profit), 2015. (Available by request from Public Profit.)

The Collaborative funders, Co-Chairs, Public Profit, and Be The Change Consulting gathered just outside the main meeting to discuss potential options. After deliberating the pros and cons of the proposed change in strategy, the funders agreed to allow greater flexibility for the member organizations that sought it. They required these members to work with Be The Change Consulting to develop and implement a well-thought-out plan.

As a result of this strategic shift, Collaborative members had two options in 2015-16:

1. **Off-the-Shelf Curriculum** – Organizations could continue using Student Success Skills or Brainology packages for their implementation.<sup>27</sup> This option offered Collaborative members the option to continue to use the materials they had modified to meet the needs and interests of their youth. At least some staff were familiar with the curricula from the prior year, giving this option some appeal.
2. **Tailored Curriculum** – Organizations could develop their own non-cognitive skill building approach with the support of Be The Change Consulting. This option offered the most flexibility to members, and also entailed a substantial amount of staff effort to implement.

Four Collaborative members opted to continue with off-the-shelf curriculum – either Mindset Works Brainology or Student Success Skills - while four elected to develop their own in collaboration with Be The Change Consulting.

**Table 3. Members' Implementation Strategy in 2015-16**

TAILORED CURRICULUM	OFF-THE-SHELF CURRICULUM
<ul style="list-style-type: none"> <li>Boys and Girls Clubs of the Peninsula</li> <li>Breakthrough Silicon Valley</li> <li>College Track</li> <li>Silicon Valley Children's Fund</li> </ul>	<ul style="list-style-type: none"> <li>ACE Charter School</li> <li>Citizen Schools</li> <li>Peninsula Bridge</li> <li>THINK Together</li> </ul>

Source: Adapted from Silicon Valley Out-of-School-Time Collaborative: 2015-16 Evaluation Plan, August 2015.

<sup>27</sup> The organization that used SOAR in the 2014-15 program year elected not to continue with it, as the materials were designed for younger ages than the young people they served.

## Two Paths Towards Non-Cognitive Skills-Based Activities

### Developing and Implementing a Tailored Curriculum

The four member organizations that decided to develop a tailored curriculum in 2015-16 saw opportunities to weave non-cognitive skill building into the fabric of their programs, rather than offering non-cognitive skill building as a stand-alone activity. Staff described a range of enhancements they sought for 2015-16, including making the content and approaches fit their specific program culture:

*“... we found that the concepts embedded in SOAR could be covered in more organic conversations with our youth”*

– Silicon Valley Children's Fund, 2016 Grantee Report, May 2016.

*“...we learned that we need to be very clear ourselves in terms of the specific non-cognitive skills we are trying to develop through our programs, and we need to constantly name those skills to our students. [Also] having ‘separate’ curriculum that focuses on non-cognitive skill building is not as effective as embedding this skill-building within other activities that actually allow students to practice and implement.”*

– Breakthrough Silicon Valley, 2016 Grantee Report, May 2016.

Furthermore, organizations that developed a tailored curriculum sought ways to sustain the methods and practices in the long term:

*“While students did gain exposure to the tenets of growth mindset and enjoyed interacting with the online program, we feel as though we lacked the overall infrastructure necessary for Brainology to be truly effective in the long term.”*

– College Track, 2016 Grantee Report, May 2016.

*“For Year 2 [2015-16], we chose an approach that articulated values which would represent and reinforce the particular [social-emotional learning] skills we wanted our students to develop. We sought to find a strategy to reinforce SEL that we felt would ‘stick’ and could be institutionalized throughout the organization.”*

– Boys and Girls Clubs of the Peninsula, 2016 Grantee Report, May 2016.

Notably, three of the four member organizations that opted to use the tailored curricula in the 2015-16 program year served older students, for whom off-the-shelf curriculum may not have been as engaging.

The member organizations that adopted tailored curricula tended to focus on staff practices and programmatic structures, rather than on developing specific lessons for youth. For example, one member named a “focus on autonomy and belonging”<sup>28</sup> as a strategy to support youth that could be incorporated into any activity. Another organization elected to “identify instructional strategies and behavior coaching techniques and train and coach staff on how to effectively implement them in their program.”<sup>29</sup>

The Collaborative’s implementation consultant, Be The Change Consulting, offered another perspective on why some agencies elected to develop a tailored curriculum. The implementation coach noted that staff members sought to validate what they were already doing well, and to build on those strengths, rather than to use another person’s plan:

*“What worked was when organizations got to make choices that they liked or that resonated with them, and have a consultant who could listen and check how ‘implementable’ their plans were, giving them a reality check if needed.... There’s a difference between adopting a new curriculum versus validating what they are already doing, which is what they preferred.”*

– Be The Change Consulting Interview, May 2016.

This observation has two implications for similar initiatives. First, organizations’ preference to build from what they are already doing can make adoption of research-based methods a challenge. Successful replication of research-based curricula requires staff to implement lessons nearly exactly as designed, which may run counter to some organizations’ culture and capacity. Organizations should therefore consider adopting multiple strategies to help their teams implement off-the-shelf curricula with fidelity.

Second, Be The Change Consulting found that member agencies valued the opportunity to receive a reality check from a highly qualified consultant. This more flexible approach is in line with emerging thinking about how to effectively implement changes to organizational practice. It also requires a substantial financial investment.

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<sup>28</sup> College Track, Case Study Profile (May 2016)

<sup>29</sup> Boys and Girls Clubs of the Peninsula, Case Study Profile (May 2016)

## Half of the Collaborative Members were Satisfied with Off-the-Shelf Curricula

The off-the-shelf curricula initially identified by the Collaborative – particularly SSS and Brainology – were a good fit for four of the member agencies. A few commonalities among these members offer insights into why.

First, the organizations that continued to use off-the-shelf curricula primarily served middle school youth. Activities like the Optimism Cheer (SSS) and completing lessons online (Brainology) are more age-appropriate for younger students, requiring less staff effort to adapt.

Second, the organizations that continued with the off-the-shelf curricula tended to have less flexible schedules, and therefore sought to continue with curricula that could be implemented for a brief period. For example, both Citizen Schools and ACE Charter offered non-cognitive skills supports within the context of a school-day schedule. Peninsula Bridge meets with young people just a few times per semester and must fit a lot into this brief window of time. Briefer, more modular lessons may be a better fit for organizations with limited scheduling flexibility.

Third, at least two of the organizations that continued with an off-the-shelf curriculum sought more structured and consistent ways to focus on non-cognitive skills:

“This year we have made the shift from focusing on teaching non-cognitive skills in a classroom setting with one particular grade towards shifting the entire culture of our center towards non-cognitive skills. We are excited about involving all staff, all students, and all programming in implementing non-cognitive skill building.”

- College Track Agency Spotlight, SVOSTC Newsletter. September 2015.

*“Before the collaborative, [we] had different curriculum at different middle school sites; different culture at sites, lots of turnover, we had a need for an ecosystem of support and encouragement for middle school students.”*

- THINK Together, Final PLC Presentation, April 2016.

*“[We had] no real formal approach, but [non-cognitive skills building] did live and breathe in our schools.”*

- Citizen Schools, Final PLC Presentation, April 2016.

Finally, we note that three of the four Collaborative members that used off-the-shelf curriculum in 2015-16 had a substantial shift in organizational leadership during the project period: ACE Charter Schools, Citizen Schools, and THINK Together. It's feasible that these organizations elected to "stay the course" simply because there were larger organizational issues to address at the time.

The Collaborative's experience aligns with emerging research into how organizations implement new strategies in complex environments. The following page contains an exploration of the issues organizations may encounter in choosing to adapt curricula and some of the options available when facing the many variables of implementing research-based curricula.



## DESIGN THINKING: ACKNOWLEDGING REAL-WORLD COMPLEXITY

Traditionally, when an organization adopts a research-based curriculum, staff members are required to replicate the method as closely to the original design as possible. This includes the content covered, specific activities within a lesson, duration, and frequency. This regimented approach offers a greater chance that young people will benefit in the ways intended by the curricular developers.

On the other hand, staff members who are asked to replicate a particular curriculum may not feel particularly engaged with the pre-set lessons and youth may not connect with the way the content is presented. Yet it doesn't make sense to continually re-invent lessons from scratch, especially when out-of-school-time program staff are pressed for time and have limited teaching experience. Similarly, out-of-school-time programs would struggle to establish common goals for young people without any consistency in their experiences across staff members or program sites.

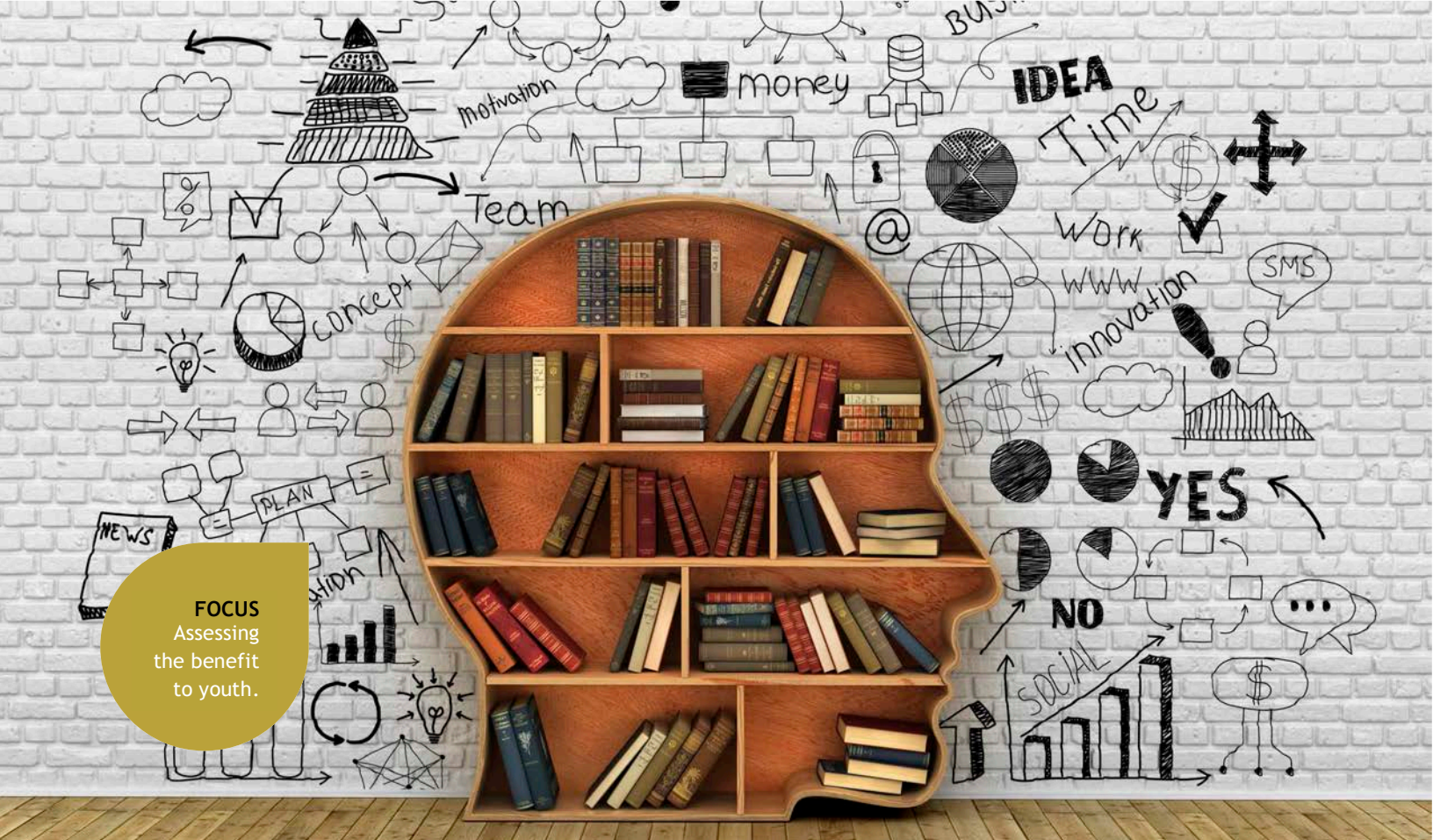
Design thinking - a structured process to develop tailored solutions to complex problems - offers a promising option for out-of-school-time programs. Two recent articles highlight how design thinking can help youth service organizations address complex challenges.

One research study adapted an activity to encourage students' growth mindset based on 9<sup>th</sup> graders' suggestions for how to make the activity more authentic and engaging. The researchers found that youth who participated in the growth mindset building activity showed stronger improvement in their academic performance, compared to youth who participated in the unaltered activity. Their results make the case that strict fidelity to original activity design may not be the best suited for all contexts, but that care is needed to adapt activities well.

*D. S. Yeager, et al. (2016). Using design thinking to improve psychological interventions: The case of the growth mindset during the transition to high school. Journal of Educational Psychology, 108(3), 374.*

In "Getting 'Moneyball' Right in the Social Sector," the authors offer alternatives to traditional approaches to replicating successful models in the social sector, reasoning that the world is simply too complex to port best practices from one setting to another. They encourage social sector professionals to continually assess their progress, modifying their strategies as they go, to address the unique needs of their community context. So that these shifts are well informed, the authors encourage social sector organizations to adopt "principles of practice," which are agreements about how the work will be done. This helps to ensure that emerging strategies are aligned with the broader purpose of the initiative, called "integrative fidelity."

*Brown, T., & Wyatt, J. (2016) Getting "Moneyball" Right in the Social Sector. Stanford Social Innovation Review.*



# Benefits for Youth

## SECTION SUMMARY

Young people reported notable improvements in all three focal skills, especially their Academic Mindsets and Learning Strategies. Large proportions of youth reported having stronger critical thinking and reflection skills, being more academically motivated, and having better peer relationships. Young people in programs that adopted a tailored curriculum reported slightly larger gains in a few places, possibly because these programs used a more holistic approach to non-cognitive skills growth.

We found two intriguing, but preliminary, patterns in the Holistic Student Assessment results. More young people reported improving their non-cognitive skills in 2015-16 than in the prior year, especially in empathy, peer relationships and assertiveness. Moreover, youth served by the Collaborative were somewhat more likely to improve their trust, empathy, peer relationships, critical thinking and school bonding skills than youth in other out-of-school-time programs.

### EVALUATION QUESTION

***To what extent have youth developed the three focal non-cognitive skills targeted by the Collaborative?***

### DATA SOURCES

Holistic Student Assessment (HSA) Youth Surveys, SVOSTC Newsletter Agency Spotlights

### RELATED APPENDICES

L. Youth Survey Results: Holistic Student Assessment (HSA)  
H. Data Sources & Analysis Methods

## Youth Skill Development Outcomes

In this section, we explore the extent to which young people benefitted from participating in non-cognitive skill building activities. The activity assessments, staff training, and curricular implementation were all aimed at helping young people served by the Collaborative members to build three focal skills: Academic Mindsets, Learning Strategies, and Social Skills (Figure 5). Ideally, participating youth would report some positive shifts in these skills and mindsets.

**Figure 5. SVOSTC's Focal Non-Cognitive Skills**

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### Academic Mindsets

Students' attitudes and beliefs about their academic work and ability



### Learning Strategies

Tactics that students use to help them remember, think and learn



### Social Skills

Behaviors that allow students to interact with peers and adults in positive and productive ways

To assess this, the evaluation explored, “to what extent have youth developed the three focal non-cognitive skills targeted by the Collaborative?” Students who participated in non-cognitive skill building activities completed the Holistic Student Assessment (HSA). The HSA is a youth survey designed by the PEAR Institute (Partnerships in Education and Resilience) that focuses on three broad areas of development including resiliency, relationships, and learning and school/program engagement. Young people completed the HSA at the conclusion of the program cycle in 2014-15 and 2015-16, reporting the extent to which their non-cognitive skills changed over the project period. We also asked staff members to report on changes they observed in young people’s behavior and demonstrated skills.

To adapt the Holistic Student Assessment for use in this evaluation, Public Profit mapped the HSA survey questions to each of the three focal skills. For example, survey questions about young people’s ability to reflect and to think critically were grouped into the Learning Strategies skill area.



**Table 4. How the Holistic Student Assessment Links to the Collaborative's Three Focal Skills**

NON-COGNITIVE SKILLS	HSA SUBSCALE
<b>Academic Mindsets</b> <ul style="list-style-type: none"> <li>• Sense of belonging in a learning community</li> <li>• Growth mindset</li> <li>• Content is relevant to youths' lives</li> <li>• Success is possible</li> </ul>	<b>Optimism</b> Sample question: I think that I am a lucky person.
	<b>Learning Interest</b> Sample question: I try to learn new things outside of school.
	<b>Perseverance</b> Sample question: When I try to accomplish something, I achieve it.
	<b>Academic Motivation</b> Sample question: I work hard in school.
	<b>School Bonding</b> Sample question: I care about my school community.
<b>Learning Strategies</b> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Time management</li> <li>• Study skills</li> </ul>	<b>Reflection</b> Sample question: I feel good when I fulfill my responsibilities.
	<b>Critical Thinking</b> Sample question: I like to figure out how things work.
<b>Social Skills</b> <ul style="list-style-type: none"> <li>• Social intelligence</li> <li>• Self monitoring</li> <li>• Confidence to be different, try new things and to fail</li> </ul>	<b>Emotional Control</b> Sample question: I react to things so quickly I get in trouble.
	<b>Assertiveness</b> Sample question: I defend myself against unfair rules.
	<b>Trust</b> Sample question: I think most people are fair.
	<b>Empathy</b> Sample question: I feel bad for other kids who are sad or have problems.
	<b>Relationships with Peers</b> Sample question: I have friends I can trust.
	<b>Relationships with Adults</b> Sample question: There are adults I look up to and admire.

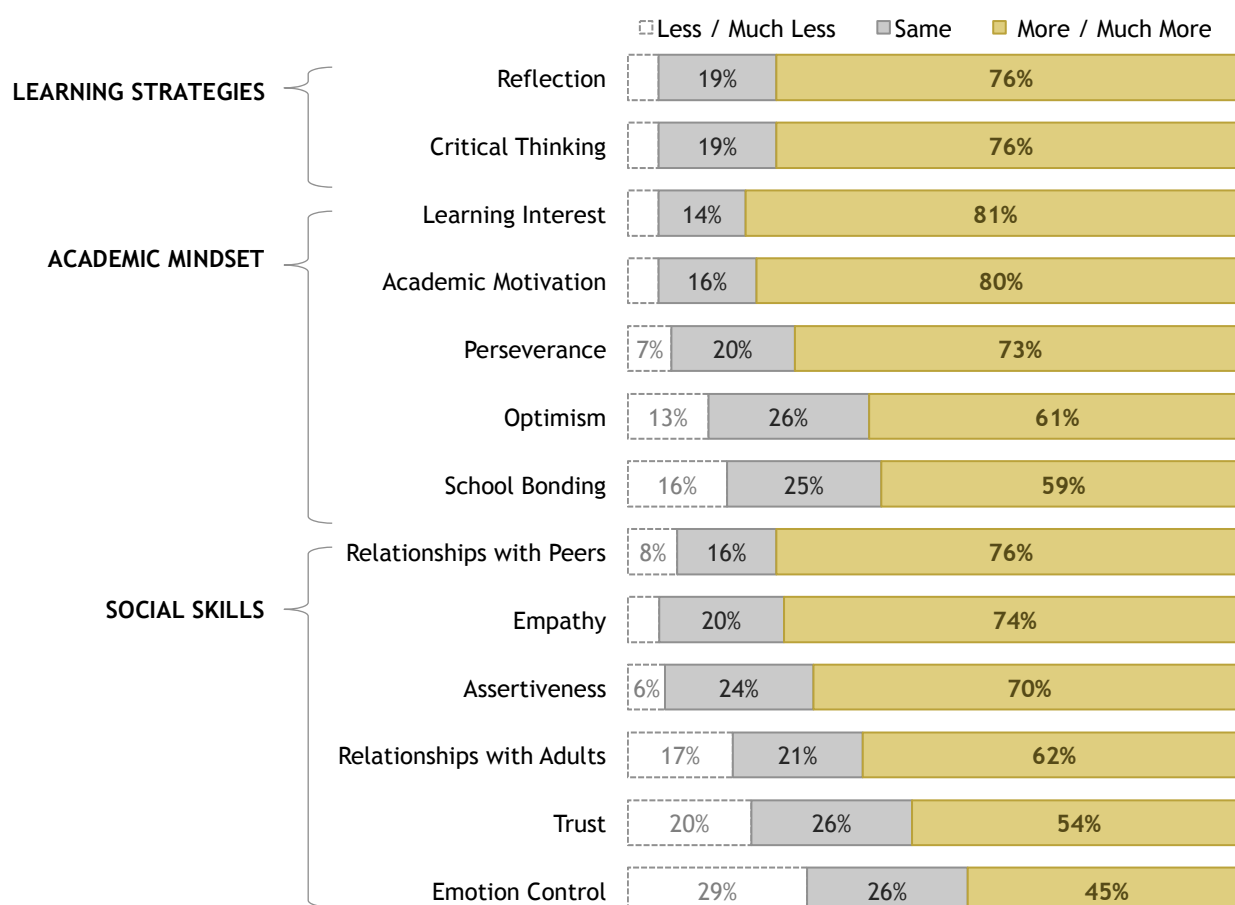
*See Appendix L for more information about the Holistic Student Assessment and detailed youth survey results.*

Young people's 2015-16 HSA surveys show moderate to large gains in all three of the focal non-cognitive skills (Figure 6). Youth reported the strongest and most consistent growth in Learning Strategies and Academic Mindsets.<sup>30</sup>

For example, 76% of youth reported "more" or "much more" confidence in their ability to reflect and to think critically (76%)– the two components of the Learning Strategies focal skill. Similarly, 81% of youth reported stronger learning interest, and 80% reported greater academic motivation – two components of Academic Mindsets.

Youth reports were more mixed for survey questions aligning with Social Skills. While large numbers reported gains in skills like relationships with their peers, empathy, and assertiveness, fewer reported improvements in skills like trust and emotion control.

**Figure 6. Young People Reported Growth in All Focal Skills\***



\*Data labels for values equal to or less than 5% are hidden.

Source: Holistic Student Assessment, December 2015 through June 2016, N=809.

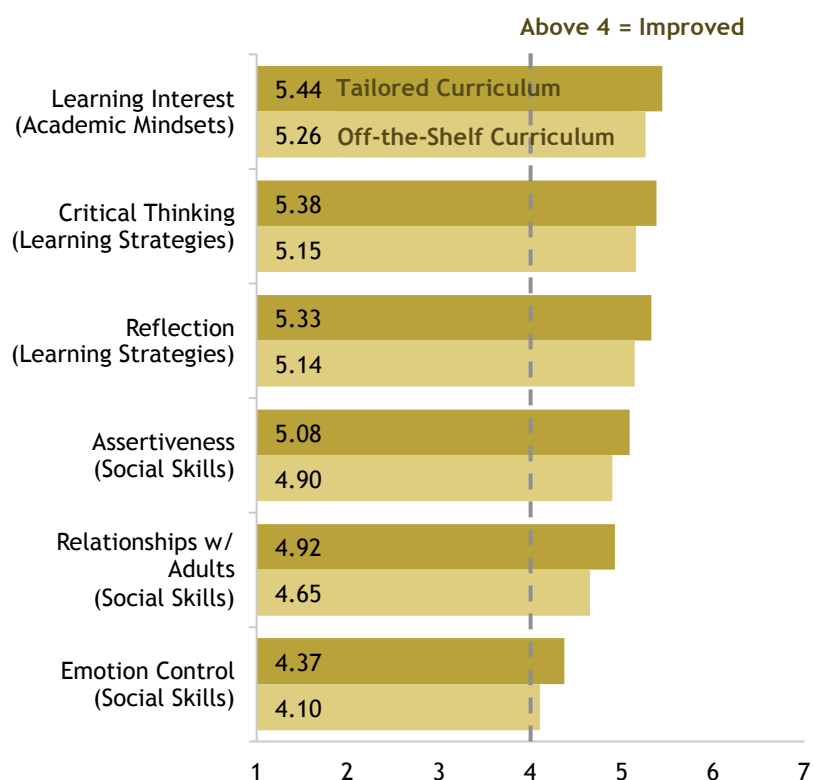
<sup>30</sup> HSA results for 2014-15 are in Appendix L.

## Youth in Programs Using Tailored Curricula Reported Greater Growth in Some Skill Areas

Youth in programs that implemented a tailored curriculum in 2015-16 reported stronger gains for select skills and mindsets than youth in programs using off-the-shelf curriculum (Figure 7).

It's possible that member organizations that used a tailored curriculum infused non-cognitive skill building opportunities more thoroughly into their activities, offering young people more opportunities to learn about and practice these skills. Similarly, since staff members in organizations using a tailored curriculum were deeply engaged in the development and implementation of their specific strategy, they may have been more intentional in their efforts to help young people build non-cognitive skills.

**Figure 7. Organizations that Used a Tailored Curriculum in 2015-16 Saw Somewhat Larger Benefit to Youth**



Statistically significant between-group difference in the sub-scales listed in the chart above at the  $p < .05$  level using one-way analysis of variance (ANOVA).

Source: Holistic Student Assessment, December 2015 through June 2016, Off-the-Shelf Curriculum  $n=361$ , Tailored Curriculum  $n=448$ .

## Collaborative Members Observed Young People’s Non-Cognitive Skills in Action

All member organizations witnessed improvements in their youths’ non-cognitive skills. Some saw differences compared to youth who hadn’t participated in non-cognitive skill building activities, while others saw youth use the skills they learned in other settings.

*“Even though we are not particularly satisfied with the two curricula used in the previous year, we are very satisfied with the results. Our students consistently reported that they felt respected, grew as a person and as a student, were challenged to be stronger, and would recommend the specific program to others.”*

– Silicon Valley Children’s Fund, *Agency Spotlight, SVOSTC Newsletter, August 2015.*

*“Overall, we found that many students were able to grasp and utilize non-cognitive skills, specifically growth mindset skills.”*

– College Track, *Agency Spotlight, SVOSTC Newsletter, September 2015.*

*“Student Success Skills has now allowed 6th graders to set goals, improve their time management skills and develop successful study habits. [This process sets students] up for educational and life success.”*

– THINK Together, *Agency Spotlight, SVOSTC Newsletter, February 2016.*

## Promising Initial Year-to-Year and National Comparisons

We found promising initial results when comparing Holistic Student Assessment scores across years (2014-15 and 2015-16) and when comparing HSA results from the Silicon Valley Out-of-School-Time Collaborative to results from other similar programs. Due to limitations in the data available, these findings should be interpreted as interesting initial results for further exploration rather than firm conclusions, however.<sup>31</sup>

More young people in the Collaborative reported improvements in their non-cognitive skills in 2015-16 than in 2014-15. Depending on the survey question, the proportion of young people reporting that their skills improved “less” or “much less” declined between three and seven percentage points. We observed a commensurate increase in the proportion of young people who reported “more” or “much more” confidence in their skills. Skills with the greatest self-reported shifts between years were concentrated in the Social Skills area:

- **Relationships with peers** – The proportion of youth reporting “more” or “much more” skill in establishing positive relationships with peers increased from 67% to 76%.

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<sup>31</sup> See Table 19 in Appendix M for a detailed list of data received by source.



- **Assertiveness** – The proportion of youth reporting “more” or “much more” skill in positively asserting themselves rose from 63% to 70%.
- **Empathy** – The proportion of youth reporting “more” or “much more” empathy for others rose from 68% to 74%.

These results are preliminary due to the relatively small amount of data available for analysis. When comparing change over time, it is ideal to have results for a large number of participants in all time periods. In this case, just 135 youth completed the Holistic Student Assessment in both 2014-15 and 2015-16, a relatively small number. It is possible that the young people completing the HSA in 2015-16 were different in some key way than the 2014-15 participants, and that they may have been more likely to improve their non-cognitive skills for some reason we could not observe.

The PEAR Institute provided comparison data for the Holistic Student Assessment, drawing on its database of results from more than 5,400 youth in 30 out-of-school-time programs. Most of the youth in the comparison sample are participating in some kind of non-cognitive skill building activity, but not all. Further, youth in PEAR’s sample tend to be younger, and more likely to be African American, than youth in the Silicon Valley Out-of-School-Time Collaborative.

With these caveats in mind, Holistic Student Assessment Results for 2015-16 show that young people in the Collaborative report slightly larger gains than the comparison group in trust, empathy, peer relationships, critical thinking and school bonding.<sup>32</sup> Three of these four sub-skills are part of the Social Skills group. While these sub-skills rate somewhat lower when we look only at results for Silicon Valley Out-of-School-Time participants (Figure 6), they appear to be doing a bit better than their peers in other out-of-school-time settings.

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<sup>32</sup> Single sample t-test comparing the 2015-16 HSA results for Silicon Valley Out-of-School-Time participants to the reported mean for the comparison group provided by PEAR.  $p < .05$  for all four sub-skills.



#### FOCUS

Gleaning lessons learned and best practices from members' and funders' experiences.

## Reflections & Lessons Learned

### SECTION SUMMARY

The experiences of the Silicon Valley Out-of-School-Time Collaborative offer several lessons for those considering a similar initiative:

- Create a safe learning environment for member agencies that explicitly encourages iteration and learning.
- Develop a robust strategy to address staff turnover at the executive, senior, and line staff level so that all members can participate fully.
- Provide clear guidance to member agencies about data collection and include regular touch-points between member organizations and the evaluation team.
- Plan for experimentation and iteration; there is no “one right way” to begin this work.

Collaborative members, the youth they serve, and the initiative's funders all benefited from their involvement. Members reported that they have deepened their supports for non-cognitive skill growth and have concrete plans to continue. Young people demonstrated notable improvements in their non-cognitive skills; staff members' reports indicate that youth are using these skills in school, out-of-school-time, and home. Funders have a more nuanced perspective on how to support complex initiatives like the Collaborative.

### EVALUATION QUESTION

***How did organizations experience and what was the impact of capacity building, the structure of the Collaborative, and the curricula and measurement tools?***

### DATA SOURCES

Grant reports, Funder interviews, Evaluation process and Data use

## Capacity Building

The Collaborative sought to build member organizations' capacity to implement high quality non-cognitive skill development activities and to strengthen their internal evaluation capacity. Member organizations had mixed success in reaching these two goals. Variations in organizations' size, the consistency of their staff, their existing program culture, and ability to participate in Collaborative-led activities all played a part.

### Organizational Capacity

As a whole, Collaborative members report that they deepened their ability to support students' non-cognitive skills, witnessing improvements in staff members' understanding of how to promote young people's non-cognitive skill growth and staff members' belief that non-cognitive skill building benefitted youth. The Collaborative's funders and Be The Change Consulting noted several of these collective successes:<sup>33</sup>

*“My overall takeaway is that people learned a lot. People kept coming [...] and so we can consider it an overall success. [The experience] feels very rich.”*

*“Overall, I do think [members'] capacity has been strengthened, and that in these last few years the importance of social-emotional learning and how to deliver it and measure it with their kids has definitely increased.”*

Member organizations ranged in size and capacity to participate in Collaborative activities, affecting their ability to fully engage in all the Collaborative had to offer. In practice, this meant that some members were deeply involved in PLC meetings, trainings, and on-site coaching, and that they eventually incorporated non-cognitive skill building practices throughout their organization. Other organizations were more sporadically involved.

*“Overall, I do think the capacity has been strengthened [...] but at a greater level in some organizations than in others.”*

*“Overall, capacity [was a factor] in a number of ways. The Executive Directors that had the most capacity put the most into it....”*

Staff turnover at the executive and senior program leadership level posed a major – and largely unanticipated – challenge to the continuity of the Collaborative. For example, the Professional Learning Community (PLC) meetings were designed to build on one another over time; staff members who joined the PLC midway after spring 2014 struggled to catch up with several

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<sup>33</sup> Because stakeholder interviews were confidential, we do not cite specific sources in this section.

sessions' worth of material. Similarly, organizations were left in the lurch when the person who attended the "Foundations in Non-Cognitive Skills" training, YPQA Basics, and curriculum-specific trainings left the organization. Few organizations had robust plans to transfer knowledge from outgoing staff members.

*"In some cases, there were organizational shifts, beyond just shifting Collaborative membership or participation. It was less clear who might be on point as a result, so some organizations struggled and one single person wasn't charged with [being the point person] and that turned out to be a problem as well. It's normal, it's a factor of the sector, but you really notice it at times like this."*

*"On the grantee side, in terms of continuity, I would have stipulated that organizations with departing employees or shifting responsibilities guarantee some kind of consistent responsibility. We [the funders] could have better communicated that along with this money comes a level of responsibility."*

*"If you're engaging in a multi-year project, maybe there is a formula [to adopt] to account for staff turnover. Maybe there should be different designs for the different Learning Communities for [program] staff and Executive Directors."*

*"Knowing our staff turnover would effect the implementation of our programming as much as it did in our second year, we would have created contingency plans for all activities and milestones to not only ensure continued program execution, but ongoing impact and ongoing success for our students."*

Recognizing that staff turnover was negatively affecting members' ability to fully engage, the Collaborative took several steps to bring new executive and senior staff members on board. For example:

- The Collaborative Co-Chairs scheduled in-person orientation meetings with new executive and senior staff members.
- Public Profit posted all Professional Learning Community materials online and hosted regular webinars to orient new staff to the Collaborative.
- Key Collaborative trainings – YPQA Basics and "Foundations in Non-Cognitive Skills" were repeated in 2014-15 and 2015-16.

- Be The Change Consulting provided on-site support for each member organization to help them implement non-cognitive skill supports effectively.

These efforts were helpful, but didn't entirely address the broader issues of varying organizational capacity and staff turnover. One proposed solution to these challenges is to provide even more tailored support to each member organization:

*“If there was a level of support to tailor to each group, I would have suggested that we go observe every organization and coach line staff to [...] start doing one thing well and consistently. We need to connect how much support they're getting to do what they're already doing well, and make it asset-based.”*

*“In a sense, we underestimated how complex what we were asking them to do was. We could have modified our approach and upped the modeling and level of contextual tailoring we offered. But this isn't what the initiative was designed to do.”*

#### *Lessons Learned: Organizational Capacity*

- ✓ Plan for persistent turnover at both the line and leadership level; anticipate regular “onboarding” needs for line staff, senior program staff and executive leaders.
- ✓ Ensure that member organizations have strong intra-organizational information sharing structures in place; help them build this capacity if needed.
- ✓ Plan for intensive, agency-specific support for implementation.



## Members' Evaluation Capacity

The Collaborative sought to enhance the evaluation capacity of its member organizations. To this end, Public Profit provided agency-level evaluation reviews and on-demand evaluation capacity building services alongside Collaborative-wide evaluation activities, described in greater detail below.

The tools used for the Collaborative-wide evaluation were useful to member organizations, helping them to deepen their awareness of existing tools and frameworks.

*“It was interesting at the final Learning Community meeting to see just how many people referred back to the foundational [CCSR] chart. ... The Youth Program Quality Assessment was also an important piece in getting everyone on the same page. My sense about the Holistic Student Assessment survey is that people have really embraced it. So these were all important pieces.”*

*“The work that groups put in [implementing non-cognitive skill building and collecting data about it] will continue to filter through and impact the kids they work with. In my gut I think that this work made a difference, even if we won't be able to neatly tie it all together with a bow [in the evaluation].”*

Informal reports from Collaborative members suggest that the YPQA was useful to staff members in a few ways. First, it provided a roadmap for staff members – especially those newer to the positive youth development field – offering clear guidance about what a strong learning context looks like. Second, a few member organizations used the YPQA for self-assessment, in which staff members observed one another and offered constructive feedback about how to improve each other's practice.

Public Profit also sought to enhance members' ability to collect a variety of data on a shared timeline. To assure that Collaborative members were clear about their responsibilities for data collection, Public Profit communicated frequently about the evaluation, including providing detailed data collection calendars, in-person evaluation planning sessions, and periodic email reminders.

We took two steps to enhance members' evaluation capacity over and above these Collaborative-wide efforts. First, in spring 2014, Public Profit met with the evaluation leads in each member organization to discuss their current evaluation processes and any unmet needs they had. We used this conversation to prepare agency-specific Evaluation Capacity Summaries, which offered suggestions for ways in which members could use their on-demand coaching time with Public Profit. Four of eight agencies used this on-demand coaching service to refine their evaluation systems further.

Second, Public Profit prepared two data collection templates for members to use in the 2015-16 program cycle. The first was a checklist that outlined each of the data sources needed for the evaluation. Agencies then completed the checklist, noting who was responsible for each piece of data and when it would be available to Public Profit. The completed checklists allowed the evaluation team to conduct targeted follow-ups with each Collaborative member.

The second template was an example of program-level attendance data that Public Profit needed for the evaluation. We developed this template at the start of the 2015-16 program cycle so that everyone involved would be crystal clear about how to report this data. In 2014-15, Public Profit took a more flexible approach, confirming with the evaluation lead at each member agency that they'd be able to provide electronic, student-level information about attendance. We received a wide variety of data in response to this request, limiting our ability to make cross-agency comparisons. To assure greater consistency in this data source, Public Profit took a more directive role in 2015-16, which was well received by the Collaborative member agencies.

#### *Lessons Learned: Members' Evaluation Capacity*

- ✓ Bring on an evaluation team from the very start of the initiative's earliest phase, or, better yet, in the planning phase.
- ✓ Plan to include evaluation capacity-building activities that can help improve participants' familiarity and buy-in with the evaluation tools and processes; budget for substantial agency-level coaching.
- ✓ Use data templates so that different agencies submit data in consistent formats.



## Key Features & Benefits of the Collaborative Structure

### Professional Learning Community meetings

The Silicon Valley Out-of-School-Time Collaborative met quarterly throughout the project period in a series of Professional Learning Community meetings. These regular sessions were a core component of the Collaborative's success:

*“The organizations were able to connect and know each other in much different ways than they were able to before, both formally and more informally.”*

*“[It was] crucial to have quarterly touch-points, in order to keep the work moving forward and to give people an opportunity to share. This allowed already-engaged groups to stay engaged, and allowed less-engaged ones to catch up. Notably with how ambitious our project was, it was very important to have the frequent meetings.”*

*“The biggest benefit of participating in this Collaborative came from the ability to have a quarterly forum for the exchange of ideas, and for our program staff to build a strong network of other practitioners in the [out-of-school-time] field. There is no doubt in my mind that working in this Collaborative also forced us to measure our own success with students in a different way.”*

Member agencies noted that it was helpful to be in a group with like-minded organizations that were tackling the same challenges. This offered an opportunity to trade strategic and operational tips, especially helpful when using off-the-shelf curriculum. Moreover, Collaborative members praised the “safe space” created in the Collaborative, to which members could bring their challenges and frustrations.

*“The opportunity to work as a cooperative with leaders working towards the same goals has been instrumental in the continued growth and success of our program. Learning about the research that informs our practices, as well as collaborating and building relationships with partners over these years has fostered trust and thought partnership that does not come to fruition in any other way....”*

*“Seeing how other like minded organizations approached problem solving the same issues and constraints that we were having were always teachable moments. Recognizing that the work we do is very hard and that all the organizations had similar results and difficulties was also very helpful to the psyche.”*

*“The [Out-of-School-Time Collaborative] truly provided a community where we were encouraged to share and reflect on our practices in order to receive feedback and suggestions for improvement. This was a safe space where one felt comfortable sharing challenges, pitfalls, and successes.”*

The ambitious timeline for the initiative -- to implement research-based curricula with fidelity in two program years -- put a strain on Professional Learning Community agendas. The Collaborative agreed to add additional meetings for members in the 2015-16 cycle, supported by supplemental funds from Sand Hill Foundation. In retrospect, more time for relationship building and incorporating new staff would have been useful:

*“Some people felt that the [Collaborative meeting] agenda was too ambitious, and never left enough time for colleagues to share out, compare notes, get caught up.”*

*“We may have needed to do more community building with the group. I think we went too quickly into onboarding people with the tools and getting them into implementing the curriculum; we should have given them more opportunities for contact between one other.”*

### **Trust and Flexibility from Funders**

The Collaborative made a substantial strategic shift in early 2015, moving away from only using select curricula to a more flexible model in which member agencies could implement a curriculum tailored to them. This shift required the Collaborative funders to demonstrate a high level of trust in the Collaborative members and in Be The Change Consulting. In retrospect, this pivot was essential to keeping all members engaged in the process:

*“The flexibility to change the goal post a bit – move right or left, instead of going straight down the path...this was a challenge, but it was important to members.”*

*“If you keep marching somebody forward down a path on which they really don’t want to go, their resistance will derail it anyway.”*

### *Lessons Learned: Key Features & Benefits of the Collaborative Structure*

- ✓ Convene regularly so that members can stay engaged in the initiative and learn from one another.
- ✓ Allow for ample time for relationship building and practice sharing among members.
- ✓ Plan for change: the initial plans may not prove successful, so shifts in strategy and resource allocation may be needed.
- ✓ Work with organizations worthy of trust, so that stakeholders are all confident that strategic shifts are informed by partners' commitment to service quality and the wellbeing of the youth they serve.

### **Successfully Implementing Off-the-Shelf Curricula**

When the Collaborative elected to focus on non-cognitive skill building in 2013, senior staff in each organization elected to focus on using research-based curricula that could be offered in a relatively short period of time.

The experience of implementing SOAR, SSS and Brainology raised important issues about the ability of out-of-school-time programs to implement off-the-shelf curricula with fidelity, and the usefulness of teaching non-cognitive skills for a limited duration.

### **Staff Members' Readiness to Implement Complex Activities**

Member organizations' readiness to implement off-the-shelf curriculum with fidelity influenced their progress. As noted earlier, some staff members were less able to guide a group of young people through complex lessons, which affected their ability to implement curricula like SSS, Brainology or SOAR. In some cases, this facilitation skill gap was misinterpreted by staff as a problem with the curriculum, rather than an issue with adults' ability to implement it well. This disconnect came to light during in-person observations by Be The Change Consulting. To address this, Be The Change provided tailored coaching to sites facing this issue, and incorporated more explicit supports for curricular implementation into the professional learning community meetings.

## Suitability of Off-the-Shelf Curricula

It is equally important to acknowledge the very real shortcomings of the off-the-shelf curricula themselves. While the Collaborative conducted a thorough review of materials available at the time,<sup>34</sup> member agencies found that they were not well suited for high school and college students, particularly those in racially and ethnically diverse communities. And while some level of customization is necessary when an organization adopts an off-the-shelf curriculum package, many Collaborative members found existing materials wholly insufficient.

In the short time that the Collaborative launched this work, additional curricular packages have come on the market since 2013, some of which purport to be better aligned with the needs and interests of older, more diverse youth. This offers great promise for similar initiatives.

*See Appendix J for a curated list of non-cognitive skill building curricula and assessment tools.*

## Adopting a More Holistic Approach

As described elsewhere, all of the Collaborative members found they had to make adjustments to the off-the-shelf curricula. Moreover, four elected to develop tailored curricula in the 2015-16 program year to better meet the needs and interests of their youth.

Nearly all Collaborative members reported that they needed to infuse non-cognitive skill building practices throughout their program, rather than treat it as a stand-alone activity. In their grant reports, members reflected on the arc of their implementation processes:

*“Our implementation process has changed and evolved dramatically over the last two years. We began our non-cognitive skill-building journey by using two pre-packaged curricula. In an attempt to shift away from the pre-packaged and disjointed nature of these curricula, we worked with Be The Change to design a curriculum that was more authentic to our program, which we implemented in our after-school and summer program [...] but we still struggled with student buy-in. This led us to our last cycle of implementation: based on our previous learning, we have much more clear and narrow goals in terms of the skills and mindsets we wished to develop in our students. Our after-school program now revolves around three things, which we constantly name for our students: Collaboration, Communication, and Critical Thinking.”*

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<sup>34</sup> Public Profit, *Strategies to Promote Non-Cognitive Skills: A Guide for Youth Developers and Educators*. (Oakland, CA: Public Profit) 2014. (Available at [www.publicprofit.net/toolbox](http://www.publicprofit.net/toolbox).)

*“Given the chance, [we would have liked to] start on our existing youth development expertise, guided to include SEL, keeping in mind the specific needs of our particular population and fitting our choice of activities to our particular environments. It was much more valuable to our organization to receive tailored guidance on how to enhance our existing practices rather than mechanically introduce a prepackaged curriculum.”*

Regardless of which curricular strategy they chose, Collaborative members found that they had to find a curricular model that aligned with the needs and interests of their youth, to modify it further to suit the unique program context, and to provide ongoing training and coaching supports to staff. Once these factors were in place, members felt that they began to see progress.

### **Implications for Future Initiatives**

The Collaborative’s experience implementing off-the-shelf curricula offers helpful insight and guidance for future initiatives. Members initially sought to provide consistent, high-quality non-cognitive skill building experiences for youth. They found off-the-shelf curricula were ill suited for their young people, however, and invested substantial time in creating curricula that were a better fit, either by modifying what was already available or working with Be The Change Consulting to develop their own. Moreover, most Collaborative members shifted to a more holistic approach to non-cognitive skill building in 2015-16, even if they kept using the off-the-shelf curricula, moving away from the initial plan to offer targeted lessons during specific times. And yet, when considering how a similar initiative might engage youth service organizations in this work, it’s unlikely that staff members would willingly agree to spend hours developing tailored curricula without a firm sense of how the activities would benefit young people.

The experience of the Silicon Valley Out-of-School-Time Collaborative shows that there’s no “one right way” to begin. Rather, similar initiatives are well advised to adopt an iterative approach from the start, likely beginning with adopting a few specific practices, trying them, then building over time as momentum increases. This might include adopting a specific non-cognitive skill-building curriculum, or identifying a few organization-wide practices to change. What’s critical for staff and funders is to build multiple opportunities for reflection and shifts into the initiative design, so that out-of-school-time programs can deepen and broaden their practice over time. The end goal is to implement high quality strategies that are relevant and engaging for young people, and that help them to build the skills and mindsets they need to succeed.

The experience of the Collaborative shows that non-cognitive skill building can be measured and assessed. The Collaborative's measurement strategy focused on multiple features of the programmatic environment, including the learning context, staff members' readiness, and young people's beliefs and mindsets. Looking at these three components together offers a fuller picture than focusing exclusively on youth outcomes.

*Lessons Learned: Implementing Off-the-Shelf Curricula*

- ✓ In cases where an off-the-shelf curricula will be used, purchase review copies for senior staff to ensure they align with young people's ages and interests.
- ✓ Early on, take a deep dive into member organizations' existing practices with youth, including staff members' group management skills.
- ✓ Keep up with the ever-evolving research about youths' non-cognitive skill development, and be prepared to use it to modify the initiative's approaches, curricula, or measurement tools.
- ✓ There is no "one right way" to begin this work; find approaches that are rooted in best practices and engaging for staff, and work to broaden and deepen from there.



## Evidence of Impact on Youth, Agencies and Funders

Available evidence shows that young people built key non-cognitive skills during the project period. Silicon Valley Out-of-School-Time Collaborative member agencies are better able to support young people's non-cognitive skill development than they were in 2010, and, vitally, they have concrete plans to continue along this path. Collaborative funders have a deeper understanding of what it takes to support a complex, multi-member initiative.

### For Youth

Young people who participated in non-cognitive skill building activities reported notable growth in the focal skills, particularly in Learning Strategies and Academic Mindsets:

- Eight in ten of youth surveyed in 2015-16 reported that they are more interested in learning (81%) and more academically motivated (80%) – key components of strong Academic Mindsets.
- Three-quarters of youth reported that they are better able to reflect (76%) and to think critically (76%) – essential facets of effective Learning Strategies.
- Three-quarters of youth reported that they have better relationships with their peers (76%) and are more empathetic (74%) – important Social Skills.

We found initial indications that youth in organizations that used a tailored curriculum in 2015-16 made greater progress than their peers. The difference may stem from variations in the ways that non-cognitive skill building opportunities were implemented between the organizations using off-the-shelf curricula and those using tailored curricula.

### For Member Agencies

As noted above, Collaborative member agencies deepened and broadened their non-cognitive skill building practice over the course of the initiative. Seven of eight members report they plan to sustain this work.

*“Because we’ve taken the time to understand the research illustrated so nicely in the Non-Cognitive Factors Model, our staff now understand that we cannot simply jump in and try to tackle students’ academic behaviors without first addressing the underlying need to shape Academic Mindsets and develop students’ academic perseverance, Social Skills, and Learning Strategies.”*



*“We plan to build on what we have learned during program implementation over the past few years, utilizing a similar timeline of activities and milestones as well as the Youth Program Quality Assessment to monitor the effectiveness of our strategy and our students’ growth over time. Further, we plan to ensure there are contingencies in place for each activity and milestone we identify, which will protect the integrity and quality of the implementation process should we encounter unanticipated changes to our plans. We also plan to further the reach of our staff training in 2016-2017 to include all part-time staff members, which will in turn provide greater impact of programming for our students.”*

### **For Funders**

The Collaborative funders reported that they have a different perspective about how to think about and design complex, multi-agency initiatives:

*“This is and always has been a capacity building initiative, building organizations’ capacity to bring in new programming. We did that with social-emotional learning, that’s the ‘get’. I expect we’ll have an 80% success rate, and then it’s worth the investment to have changed the culture of six organizations.”*

*“Looking back two or three years, when you actually try to change things within organizations...real change doesn’t always match a 12-month grant cycle.”*

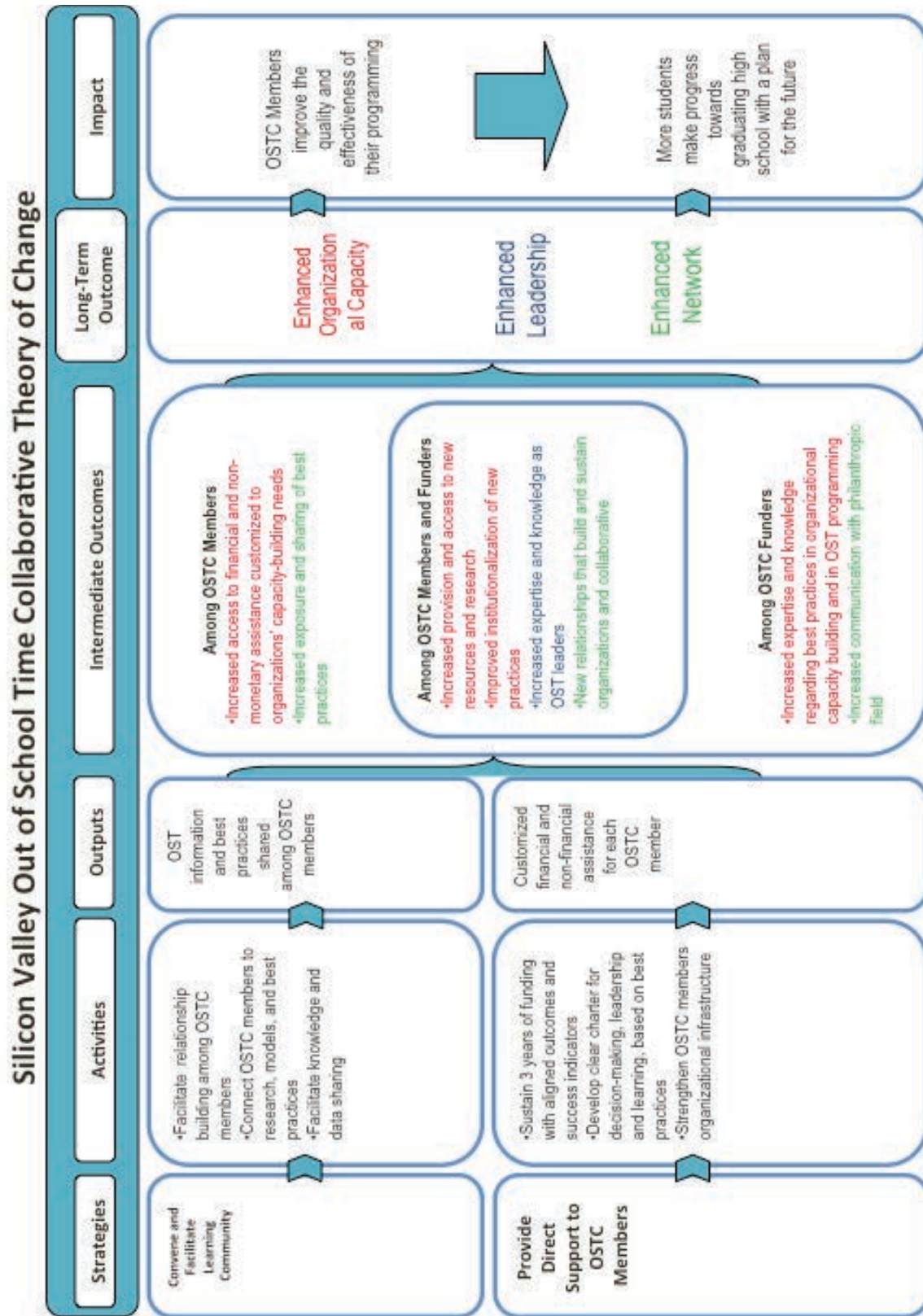
One funder also reflected on the impact of the grant-making model itself, suggesting that the model also helped fuel a different approach to grant making at her foundation:

*“Making individual grants to individual organizations is ultimately not as satisfying as the next-level approach we took here. Working at the network level – [undertaking] network weaving and capacity-building grant making. It takes more time, but you get more for your dollar and it solves more problems. It’s hard to imagine not continuing this kind of grant making in the future.”*

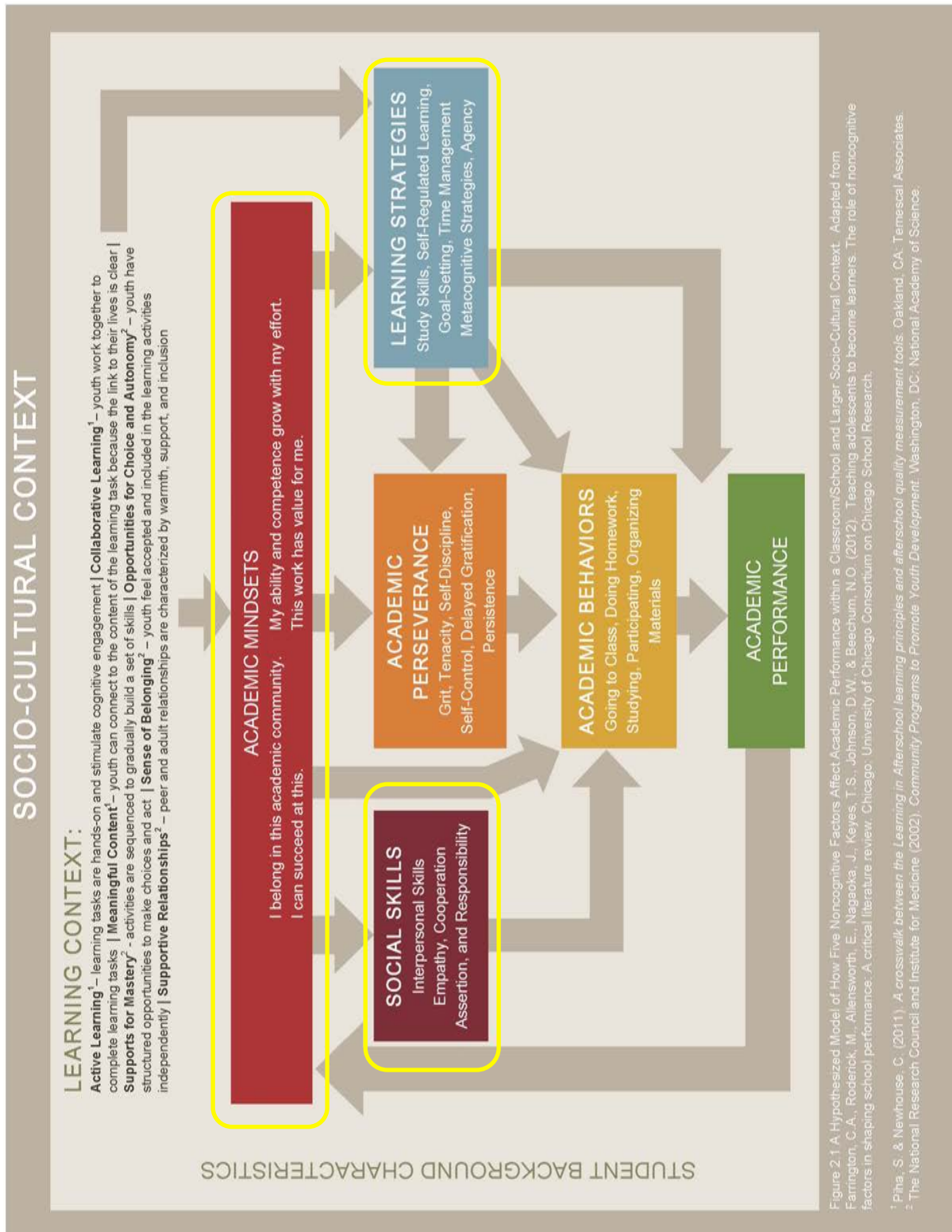
# Appendices

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## A. Silicon Valley Out-of-School-Time Collaborative Theory of Change



## B. Adapted Non-Cognitive Skill Building Framework



## C. The Youth Program Quality Assessment Tool

### Training for Member Organizations

To support members in their self-assessment process and to build awareness of common youth development principles, all Collaborative members received training on the Youth Program Quality Assessment tool. The Collaborative hosted a daylong in-person orientation to the YPQA in spring 2014. Staff teams from all eight-member organizations participated in this session. During the second program cycle (2015-16), member organizations could elect to have newer team members complete an online training about the YPQA; five member organizations participated.

### External Site Visit Methodology

Public Profit conducted observational site visits using the Youth Program Quality Assessment in order to measure the strength of the learning context among Collaborative members. Site visitors were on site for two hours, including 90 minutes for observation and 30 minutes for an interview with site leads.

For organizations using a curriculum, the site visitors observed the entire portion of the non-cognitive skill activity to score the YPQA. For organizations using an approach, the site visitor observed at least two activities, so that the site visit process aligns with the reach of the organization's chosen approach. Each Collaborative member received a site visit report for each visited program site, which included the YPQA scores, program strengths, and areas for improvement.

### About the YPQA

The YPQA is a research-based point of service quality observation tools used by out-of-school-time programs nationally. Public Profit's site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

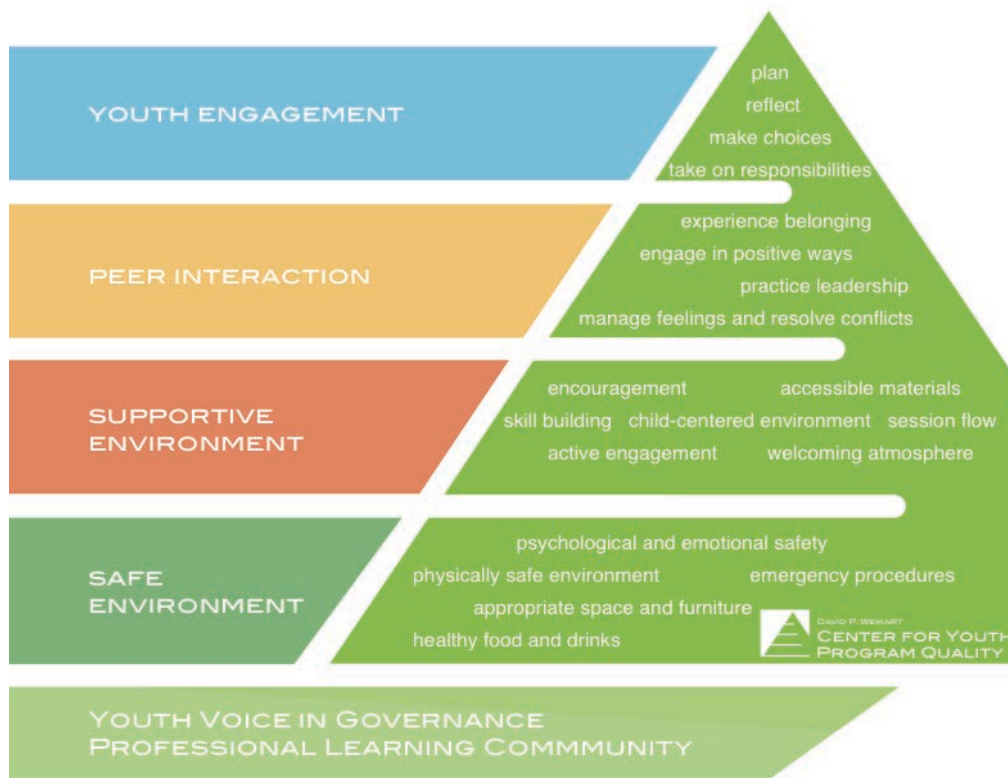
The YPQA includes four domains:

1. **Safe Environment** – Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
2. **Supportive Environment** – Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.
3. **Interaction** – There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.
4. **Engagement** – Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.



The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive environment before working to establish high quality Interaction and Engagement. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction or Engagement.

**Figure 8. Pyramid of Program Quality**



Source: David P. Weikart Center for Youth Program Quality.

The YPQA is a rubric-based assessment, with brief paragraphs describing different levels of performance for each program quality area. Though the specific language varies by practice, the ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

Certified site visitors assign ratings of 1, 3, or 5 based on the extent to which a particular practice is implemented.

## D. Funder & Coach Interview Protocol

**Table 5. Funder Interview Protocol**

Interview Questions
In your own words, how do you describe the goals of the Collaborative?
To what extent have those goals been met?
What factors supported the Collaborative in reaching its goals?
What factors held the Collaborative back from reaching its goals?
In year four, the Collaborative made a shift from a small, ED-focused learning community to a larger, more practice focused group. What worked about this change?
What, if anything, didn't work about this change?
In year four, the Collaborative formally named co-chairs and a Leadership Team to provide overall guidance to the group and communicate with the Collaborative consultants, Public Profit and Be the Change. What worked about this management structure?
What, if anything, didn't work about this management structure?
The Collaborative used quarterly meetings as a platform for training, cross-organization sharing, and guest speakers. What worked well about this approach?
What, if anything, could be improved about the quarterly Collaborative meetings?
At the start of year 5, the Collaborative members took a more flexible approach to supporting non-cognitive skills, by either continuing to implement a specific curriculum or working with Be the Change to develop an agency-specific approach. How did that feel for you as a funder?
What lessons learned, if any, emerged for you from the switch to a more flexible approach for agencies?
The evaluation of the initiative incorporated multiple assessment tools, such as staff surveys, the Program Quality Assessment and Holistic Student Assessment. In your experience, how did the introduction of these assessments support the overall goals of the initiative?
What, if anything, could have gone better with these assessments?
Thinking about the member agency presentations you saw on April 8, how would you characterize the experiences of the SVOSTC members?
How, if at all, are the agencies' reports of their experience different from what you observed?
If you could give advice to yourself at the start of this initiative, what would you share?
What are your primary lessons learned from this initiative?
What will you share with other members of the funder community?
Anything more to share?



**Table 6. Coach Interview Protocol**

Interview Questions
Big picture: what did you see as the overall goal of the Collaborative?
What worked toward reaching that bigger goal? What successes did you see?
Any roadblocks? What made it hard for the group to achieve the goal?
At one point several months ago...you made a comment about member orgs not having the necessary skills to adapt curricula. Your observations on that when you joined, and what you saw change over time?
What you just described is about peoples' investment in and connection with the specific curricula proposed. Were there any issues with skill sets?
Keeping in this theme of the skill gaps...some are foundational in group management, lesson writing or execution, etc. Do you think that even if those foundational YD things were in place, were there gaps even in orgs' ability to do a scripted curriculum? (For example, we observed that they'd modify a lesson by just doing an opening and closing but not the rest.)
To the extent that we were able to change course and make things more productive, what did you see that worked?
What else did you observe, either strengths or things that could have been done differently?

## E. Phase II Funding

The Collaborative's funders contributed \$994,215 to support Phase II of the initiative. Costs included grants to member agencies, which ranged from \$25,000-\$45,000 annually, contracts with the Collaborative's consultants for coordination, evaluation, and on-site coaching and training, along with fees for licensed trainings and assessment materials.

Note: fees associated with the SOAR, SSS, or Brainology curriculum, such as staff trainings, teacher guides, or software licenses were included in Member agencies' grants.

**Table 7. Collaborative Phase II Funding**

Initiative Expense	2014-15	2015-16	Total
Grants to Member Agencies	\$280,000	\$280,000	\$560,000
Collaborative Coordination (Public Profit)	\$48,760	\$33,422	\$82,182
On-Site Coaching and Training (Be The Change Consulting)	\$12,795	\$28,850	\$41,645
"Foundations in Non-Cognitive Skills" training development (College Track)	\$10,000	--	\$10,000
Youth Program Quality Assessment training (Center for Youth Program Quality)	\$7,715	\$2,200	\$9,915
Collaborative Evaluation (Public Profit)	\$50,945	\$100,198	\$151,143
Holistic Student Assessment licenses (PEAR Institute)	\$20,000	\$4,830	\$24,830
Leadership Team Stipends	\$20,000	\$20,000	\$40,000
Travel costs (2016 BOOST)		\$4,500	\$4,500
Learning Forum Conference (Fall 2016)		\$70,000	\$70,000
Total	\$450,215	\$532,000	\$994,215

Source: 2015 Memoranda of Understanding submitted by member agencies to the Collaborative funders; Public Profit grant report financial statements submitted to the David and Lucile Packard Foundation.

## F. Silicon Valley Out-of-School-Time Collaborative Detailed Timeline 2014-16

**Table 8. Detailed Timeline**

Activity Name Start Date	Type	Description
<b>2014</b>		
MOUs January 2014 and March 2015	Deliverable	Submitted yearly to funders, each member organization described their strategy to integrate non-cognitive skill development into their program, including specific goals and measureable outcomes.
OSTC Professional Learning Community Meeting March 2014	Meeting	Focus: to understand the purpose of the collaborative and the timeline of activities for Phase II, to get to know each other and identify potential cross member supports, and to begin to identify topics for next OSTC meeting in June 2014.
Monthly Co-Chair Calls March 2014 - April 2016	Meeting	One per month since March 2014 between Public Profit and Co-Chairs (also occasionally included funders and Be The Change Consulting) in order to plan for future OSTC meetings as well as address any issues with the Collaborative.
Grantmakers for Effective Organizations Conference March 2014	Conference	Packard and Sand Hill foundations speak about lessons learned on donor collaboration at national conference.
YPQA Basics April 2014	Training	Facilitated by Weikart Center trainer, OSTC members lead through one day training in preparation for Learning Context visits; Senior staff, line staff and some EDs attended.
NAA Conference May 2014	Conference	The Collaborative Co-Chairs, Elise Cutini and Melissa Johns, attended an invitation-only session on social-emotional learning at the National Afterschool Association conference.
Learning Context Visits May 2014 – August 2014	Program Observation	Public Profit conducted visits to each OSTC agency to assess program quality. Visits were conducted using the Youth Program Quality Assessment Tool.
Implementation Visits May 2014 – August 2014	Implementation Observation	Public Profit conducted visits to each OSTC agency to observe the fidelity of non-cognitive skill-building activities.
Foundations in Non-Cognitive Skills Staff training June 2014	Training	Public Profit and College Track developed and led this training for OSTC members; Senior staff, line staff and some EDs attended.
Evaluation Capacity Interviews June 2014	Capacity Building	Public Profit conducted interviews with the evaluation specialist at each Collaborative agency to gather information related to agencies' goals, program activities, and data strategies.
OSTC Professional Learning Community Meeting July 2014	Meeting	Focus: to build support for the shared work of the collaborative including members' commitment to activities for members, to increase members' awareness of their role in the OSTC evaluation, and to continue to build a peer-to-peer network.
SSS Trainings May 2014 and August 2014	Training	Curriculum training for Student Success Skills (2 dates offered) – full day training by SSS staff for OSTC Senior staff and implementing staff.
Implementation Share Out Calls (SSS and Brainology) August 2014	Meeting	Public Profit hosted calls for members to share lessons learned and tips from their implementation of specific curricula.
Evaluation Capacity Summaries August 2014	Capacity Building	Public Profit distributed summarized evaluation capacity reports based on the evaluation capacity interviews.

Activity Name Start Date	Type	Description
Non-Cognitive Foundations Webinar September 2014	Training	Webinar hosted by Public Profit to recap June in-person training for returning OSTC members and provide an orientation to the project for new staff.
OSTC Professional Learning Community Meeting October 2014	Meeting	Focus: Peer-to-Peer Implementation Discussion (SSS, Brainology) and introduction of Be The Change Consulting, which provided agency-level coaching to strengthen the learning context and support implementation of specific curricula.
How Kids Learn Conference December 2014	Conference	Collaborative Co-Chair Elise Cutini presented at the How Kids Learn conference
<b>2015</b>		
OSTC Professional Learning Community Meeting January 2015	Meeting	Agenda: Reflect on our progress and lessons learned in the first implementation cycle, engage in design thinking for 2015, discuss Holistic Student Assessment administration.
Agency Engagement Memo January 2015	Deliverable	Public Profit delivered a memo to Collaborative Funders and Co-chairs with recommendations to better engage agencies in the evaluation process and curricular implementation. Funders drew information in this memo to further clarify the requirements for funding in the grant renewal process.
Grantee Report January 2015	Deliverable	Submitted yearly to funders, each member organization described changes they made to their implementation strategy and their progress toward the goals set in their MOU.
Grantmakers for Education OST Funders Network Conference March 2015	Conference	Funder-only session featuring Sand Hill about OSTC at Every Hour Counts' West Coast System Building Institute.
Developing a Member-Specific Approach (spring-fall 2015)	Capacity Building	Be The Change Consulting supported four member organizations in developing and implementing tailored non-cognitive skill building curricula.
Foundations in Non-Cognitive Skills, Trainer-of-Trainers April 2015	Training	Public Profit and College Track offered a train-the-trainer style presentation of the Foundations in Non-Cognitive Skills training. Participating organizations adapted the agenda and materials to train their own staff.
OSTC Professional Learning Community Meeting May 2015	Meeting	[This is the first in a series of meetings organized by Be the Change Consulting] Focus: Arc of Implementation, recap how to go from deep research to sustainable organizational practices, and set the implementation pathway to build the plans, capacity and mindset to integrate non-cognitive skills in both organizational culture and practices.
Monthly Newsletter June 2015 - May 2016	Deliverable	Monthly newsletter to Collaborative stakeholders with news, updates and agency spotlights
OSTC Professional Learning Community Meeting July 2015	Meeting	Focus: Navigating implementation challenges, creating individual case studies through a story-telling process, share implementation challenges and use peer coaching to create strategies to overcome these.
Funders' Retreat August 2015	Deliverable	Funders met to discuss the first full year of the non-cognitive skills initiative; Public Profit presented Interim Findings to funders.

Activity Name Start Date	Type	Description
OSTC Professional Learning Community Meeting September 2015	Meeting	Focus: Working with resistance, how to embed non-cognitive skills into programming and reflect on messages that worked well with staff and messages that faced resistance. Public Profit provided agency-level coaching on how to collect data for the Collaborative evaluation.
Evaluation Supports September 2015 - April 2016	Capacity Building	Public Profit began evaluation coaching to OSTC members to assist with evaluation data collection for 2015-16. Agencies had the option to utilize their coaching hours for more general evaluation capacity building if they did not need support with Collaborative data collection.
Learning Context Visits October 2015 – February 2016	Program Observation	Public Profit conducted visits to each OSTC agency to assess program quality. Visits were conducted using the Youth Program Quality Assessment Tool.
Grantmakers for Education Annual Conference October 2015	Conference	Annual national conference featured site visit about OSTC to East Palo Alto with Sand Hill, College Track and Boys & Girls Clubs of the Peninsula.
Interim Evaluation Report November 2015	Deliverable	Report prepared by Public Profit analyzing process and outcome data from the 2014-15 program year.
OSTC Professional Learning Community Meeting November 2015	Meeting	Focus: Navigating implementation, sharing implementation updates and learning how theory to practice can vary from site to site. Agency-specific coaching to deepen implementation and prepare for data collection for the evaluation.
Grantmakers for Effective Organizations Collaboration Conference November 2015	Conference	National conference featured case study session on OSTC with Sand Hill and Silicon Valley Children's Fund.
<b>2016</b>		
OSTC Professional Learning Community Meeting April 2016	Meeting	Focus: Final share-out, each organization presents its learning and experiences. Showcase how Collaborative members went from idea to implementation for sustained organizational change.
BOOST Conference April 2016	Conference	Collaborative Co-Chairs Elise Cutini and Melissa Johns presented a workshop on managing change at the Best of Out-of-School-Time (BOOST) conference.
Grantee Report May 2016	Deliverable	Submitted yearly to funders, each member organization described changes they made to their implementation strategy and their progress toward the goals set in their MOU.
Learning Forum November 2016	Conference	<i>I Belong, I Can Improve, I Will Persist! Nurturing Social-Emotional Learning in Out-of-School-Time.</i> Daylong learning forum in Silicon Valley for youth organizations and funders interested in promoting social-emotional learning in out-of-school-time. Includes talks from national experts in social-emotional learning and assessment and presentations from Collaborative members about strategies they implemented and lessons learned.

## G. Non-Cognitive Skill Building Activity Implementation Details

### Implementation Strategies

In 2015-16, Collaborative organizations chose to structure their implementation based on the following options:

- Continue to use SSS, Brainology, or SOAR curriculum.
- Adopt another research-based non-cognitive skills curriculum.
- Identify and adopt specific staff practices to promote non-cognitive skills.

SVOSTC provided each member organization with an allotment of consulting hours with Be The Change Consulting to assist with strategy selection.

### Detailed Implementation by Member Organization

**Table 9. 2014-15 Implementation by Member Organization**

Organization	Total Grant Amount	Total Youth Served	Curriculum	Grades Served	Timeline of Implementation
ACE Charter School	\$45,000	690	Brainology, Student Success Skills	5th-9th Grades	September 2014 - March 2015
Boys and Girls Clubs of the Peninsula	\$35,000	129	Brainology	2nd-8 <sup>th</sup> Grades	September 2014 - March 2015
Breakthrough Silicon Valley	\$35,000	219	Brainology, Student Success Skills	7th-8th Grades (SSS); 9th (Brainology)	July 2014 - May 2015
Citizen Schools	\$30,000	60	Student Success Skills	6th Grade	October 2014 - April 2015
College Track	\$30,000	75	Brainology	9th Grade	September 2014 - April 2015
Peninsula Bridge	\$35,000	65	Student Success Skills	8th Grade	November 2014 - April 2015
Silicon Valley Children's Fund	\$35,000	140	Student Success Skills and SOAR	10th Grade-College	July 2014 - May 2015
THINK Together	\$35,000	200	Student Success Skills	6 <sup>th</sup> -8th Grades	September 2014 - November 2014

Sources: Silicon Valley Out-of-School-Time Collaborative, 2014-15 Grantee Reports submitted to funders in spring 2015.

**Table 10. 2015-16 Implementation Strategy by Member Organization**

Organization	Total Grant Amount	Total Youth Served	Curriculum	Grades Served	Timeline Of Implementation
ACE Charter School	\$25,000	158	Brainology	5th, 6th, 9th Grades	September 2015 - June 2016
Boys and Girls Clubs of the Peninsula	\$36,000	838	Tailored Curriculum	4th-12th Grades	August 2015 - June 2016
Breakthrough Silicon Valley	\$40,000	280	Tailored Curriculum	7th-8th Grades	June - August 2015
Citizen Schools	\$39,000	100	Brainology	6 <sup>th</sup> -7th Grades	January 2016 - June 2016
College Track	\$40,000	232	Tailored Curriculum	9th-12th Grades	July 2015 - June 2016
Peninsula Bridge	\$30,000	424	Student Success Skills	6 <sup>th</sup> -10th Grades	June 2015 - June 2016
Silicon Valley Children's Fund	\$35,000	119	Tailored Curriculum	9 <sup>th</sup> Grade-Community College	June - August 2015
THINK Together	\$35,000	200	Student Success Skills	6 <sup>th</sup> -8th Grades	August - November 2015

Sources: Silicon Valley Out-of-School-Time Collaborative, 2015-16 Grantee Reports submitted to funders in spring 2016.



## H. Data Sources & Analysis Methods

### Data Sources

#### **Youth Program Quality Assessment (YPQA)**

Public Profit conducted observational site visits using the Youth Program Quality Assessment (YPQA) in order to measure the strength of the learning context among Collaborative members. The YPQA is a research-based point of service quality observation tools developed by the Weikart Center for Youth Program Quality used by out-of-school-time programs nationally. See Appendix C.

#### **Funder and Be The Change Consulting Interviews**

The evaluation team interviewed the three funders of Phase II and Be The Change Consulting to solicit their reflections about the original goals of the Collaborative, its evolution between Phases I and II, and the overall successes, challenges, and lessons learned. See Appendix D.

#### **Final Professional Learning Community Meeting Presentations, April 2016**

In the final Professional Learning Community meeting, each member organization offered a brief presentation, describing the ways in which their organization supported young people's non-cognitive skill development and reflecting on their experience in the Collaborative.

#### **Non-Cognitive Skills Training - Staff Survey**

Staff members who completed the "Foundations in Non-Cognitive Skills" training completed a brief survey that explored their familiarity with key non-cognitive skills concepts, their awareness of specific strategies to promote non-cognitive skills among youth, and their confidence in their ability to do so.

#### **SVOSTC Newsletter Agency Spotlights**

Each SVOSTC member was asked to complete an Agency Spotlight, to be featured in the Collaborative's newsletter. Spotlights offered Collaborative members an opportunity to share their accomplishments, best practices, and challenges, with the Collaborative more broadly. These Spotlights were shared between July 2015 and March 2016.

#### **Grantee Reports**

Collaborative member organizations submitted two annual reports to the funders, using a common format developed by the funders in collaboration with Public Profit. The evaluation team used these reports to estimate the total number of youth served by the Collaborative, as well as to analyze members' reflections regarding successes and challenges in each of the two program cycles.

#### **Case Study Profiles**

Be The Change Consulting, in collaboration with Public Profit, developed the Case Study Profile to capture key information about implementation from each member organization in

the 2015-16 program cycle. Collaborative members completed Case Study Profiles, in which organizations stated their visions for their non-cognitive work, detailed the strategies they used, and how they internally evaluated their efforts. Members also provided their reflections about these strategies in through their Final Reports, a narrative synopsis their activities during the program year.

### **Holistic Student Assessment (HSA)**

Public Profit, in collaboration with the Collaborative's co-chairs, selected the Holistic Student Assessment (HSA) as a measure of youths' non-cognitive skill development. The Partnerships in Education and Resilience Institute (PEAR) developed the HSA to improve services designed to support the social-emotional development of children and youth. The tool focuses on three broad areas of development including resiliency, relationships, and learning and school/program engagement. The evaluation team aligned specific scales of the HSA to the Collaborative's three focal non-cognitive skills. See Appendix L for more information.

### **Academic Data**

Collaborative member organizations could elect to submit youth-level academic data to the evaluation team. Academic data could include information about young people's school day attendance rates, grade point averages and standardized test scores. Due to the small number of academic records submitted in 2015-16 (n=79), academic outcomes are not included in this report.

### **Memoranda of Understanding**

Each Collaborative member organization completed a Memorandum of Understanding (MOU) as part of their funding proposal. Public Profit used the MOUs to verify member organizations' implementation plans – particularly regarding the specific curricula or approaches they chose to implement.

### **Non-Cognitive Practice Observations**

The four member organizations that used tailored curricula in 2015-16 reflected on the extent to which staff in their program possessed the underlying facilitation skills needed to effectively implement non-cognitive skill support programs. Two member organizations used a rubric-based tool<sup>35</sup> to guide their reflection and two member organizations used a mix of interview and unstructured observation methods to gather information about their staffs' practices.

### **Program Attendance Records**

See Appendix M.

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<sup>35</sup> Tool was based on Blythe, D., Olson, B., & Walker, K. (2015). *Intentional practices to support social and emotional learning*.

## **Analysis Methods**

### **Qualitative Coding**

Qualitative data used in this evaluation includes Member Spotlights, Case Study Profiles, interviews, presentations and Non-Cognitive Observations. Analysis of these sources explored the key themes in the document or transcript, aligned with the evaluation questions. Public Profit used a single-tier coding system, in which reviewers developed and applied descriptive codes to sections of text. Text was then grouped by descriptive code in order to identify common patterns among multiple documents or respondents.

### **Quantitative Analysis**

Quantitative data used in this evaluation includes Program Quality Assessment scores, the Holistic Student Assessment and staff survey results.

Public Profit conducted basic descriptive analyses on these data sources, including counts, averages and frequencies. Public Profit used a one-way Analysis of Variance (ANOVA) to test the average HSA domain scores among Collaborative members that used an off-the-shelf curriculum versus those that used tailored curricula in 2015-16.

Further analysis to explore the relationship between youths' outcome measures (HSA) and program attendance was not productive, in part due to the low match rate between program attendance and HSA results (Table 20). In the 2015-16 program year, the evaluation team expected records for the 2,351 youth that agencies reported serving in their grant reports. We received attendance records about half (52%) of those youth (n=1,220); and HSA results for about one-third (34%) the expected number of youth (n=809). Furthermore, only 627 of the 809 HSA survey results matched to attendance records, about one-quarter (27%) of the youth agencies reported serving. Very few young people completed an HSA in both program years, limiting our ability to conduct year-over-year analysis of young people's skill growth.

## I. Foundations in Non-Cognitive Skills Training: Agenda

### Part I: Setting The Conditions

#### **Learning Context: Defining and Unpacking**

Define the term “Learning Context”

Examine various factors that contribute to the learning context that we provide for students

Strategize on how to improve our learning contexts in ways that will impact students and their growth/achievement

#### **Mission Statement Sharing**

Voice our organizations’ mission statements as a way of grounding us in the work and reminding us of our ultimate purposes

#### **Value Exercise**

Examine and evaluate our actual organizational values vs. our projected values

#### **Close Up Culture: Team Processing**

Use a Learning Context/Mindset matching activity to process with your colleagues in order to discuss next steps and takeaways

#### **Mindset: Growth and Fixed and everything in between**

Define the terms “fixed” and “growth” mindset

Examine our own mindsets about our workplace

Evaluate language for mindset and adjust it to promote a growth mindset for our students

#### **Academic Perseverance/GRIT**

Define “grit” and articulate it’s impact on students

Discuss the recursive relationship between Learning Context, Mindsets, and Perseverance

### Part II: Explicit Skills

#### **Chalk Talk/Gallery Walk**

Share ideas around how to encourage academic behaviors, social skills, study skills, and learning strategies

#### **Making Commitments**

Work with your team to make commitments to some very concrete ways to build students academic behaviors, social skills, study skills, and learning strategies

### **Part III: Intervention**

#### **College Track: Case Study**

Learn from College Track's experience implementing an intervention for Non-Cognitive Skills

#### **Pre-Planning for Your Intervention**

Work with your team to discuss your upcoming intervention (SSS, Brainology)

Ensure that your team is setting itself up for success

#### **3-2-1 Close Out**

Provide feedback to the facilitator on the training

Reflect on your experience: 3 big takeaways, 2 concrete things you want to do differently in programming, 1 question you still have.

Additional session materials are available by request from Public Profit.

## J. Non-Cognitive Skill Building Curricula and Measurement Tools

Since the Collaborative conducted its scan of off-the-shelf curricula and available measurement tools in late 2013, additional products have come on to the market. We profile a few of them here, with a particular focus on curricula intended for older, more diverse youth and on assessment tools that explicitly include social-emotional learning.

### Curricula

#### **Building Intentional Communities**

A set of staff trainings and program activities from Be The Change Consulting. From their web site: *Designing a strong program is a complicated and nuanced art—one that requires cultural awareness, knowledge of social justice principles, and the practice of deep democracy. Given the right social conditions and held to high expectations, every young person has the opportunity to flourish. This training will support staff to define collective values, create a cohesive team unified in vision, behavior management strategies, and facilitation techniques.*

[www.bethechangeconsulting.com/solutions/training/catalog](http://www.bethechangeconsulting.com/solutions/training/catalog)

#### **Capturing Kids' Hearts - Teen Leadership**

A course for middle and high school students from the Flippen Group. From their web site: *The Teen Leadership course develops critical, life-changing skills for grades 6 to 12 including taking personal responsibility, expressing themselves well, and making good decisions when problems arise. Teen Leadership is an immersive, participatory experience that builds personal responsibility and leadership skills through role plays, group activities, speeches, and projects.*

[www.flippengroup.com/education/teen-leadership](http://www.flippengroup.com/education/teen-leadership)

#### **EduGuide**

An online course for students in grades 7-12 and college students that focuses on building students' grit and growth mindset. From their web site: *EduGuide's activities are based on more than a decade of evidence on how to change students' mindsets and the passion they bring to challenging work and long term goals. Schools, colleges and other groups use Eduguide's program to improve behavior, reduce dropouts and close achievement gaps.*

[www.eduguide.org](http://www.eduguide.org)

#### **Every Monday Matters**

A set of 15 and 30-minute lessons for educators to incorporate into each Monday's activities. From their web site: *The YOU MATTER K-12 Curriculum provides a flexible, yet powerful program for engaging today's youth in topics and activities that naturally build self and social responsibilities.*

[www.everymondaymatters.org](http://www.everymondaymatters.org)

### **Fulfill the Dream**

A set of ten workshops for students in 6-12<sup>th</sup> grades to help youth explore goal setting, problem solving, building self-awareness and self-efficacy. From their web site: *Fulfill The Dream is a social and emotional learning curriculum that engages youth in culturally relevant ways using media, movement, and music. The program is aimed at helping youth thrive by helping them to discover their unique gifts or “sparks”, by aiding them in the development of healthy relationships with adults and peers, and supporting them in the discovery and cultivating their unique voices.*

[www.goodlifealliance.org/programs/fulfill-the-dream](http://www.goodlifealliance.org/programs/fulfill-the-dream)

### **PERTS Mindset Kit**

Brief articles and videos about growth mindset for educators, mentors and parents. Includes a self-paced course for teachers and youth workers, “Belonging for Educators.” From their web site: *The Mindset Kit was created by The Project for Education Research that Scales (PERTS), a research center in the psychology department at Stanford University. Our goal is to create a place where educators and parents can learn about and find the most effective learning mindset materials available. All of our resources are based on research that has been carefully translated into lessons and practices intended to improve students’ mindsets and make them better learners.*

[www.mindsetkit.org](http://www.mindsetkit.org)

### **ScholarCentric - Success Highway**

Curriculum, professional development and student assessments that support improvements in students’ resiliency. From their web site: *The Success Highways standards-aligned resiliency curriculum is designed for grades 6-10 and available in English and Spanish. For students who are successful academically, the curriculum can strengthen resiliency skills that will be put to the test as they attempt more complex and rigorous curriculum. For those students who are struggling, this curriculum offers new hope by addressing the previously hidden obstacles to their success.*

[www.scholarcentric.com/solutions/resiliency-solutions](http://www.scholarcentric.com/solutions/resiliency-solutions)

## **Measurement Tools<sup>36</sup>**

### ***Are You Ready to Assess Social and Emotional Development?***

Set of tools for educators to reflect on their social-emotional skill development practices. From American Institutes for Research.

<http://www.air.org/resource/are-you-ready-assess-social-and-emotional-development>

### ***Measuring 21<sup>st</sup> Century Competencies: Guidance for Educators***

In-depth review of twenty measurement approaches and tools. From Asia Society and RAND.

<http://asiasociety.org/files/gcen-measuring21cskills.pdf>

### ***SEL Strengths Builder***

A set of tools for out-of-school-time staff to assess the quality of their SEL curriculum, their practices, and young people’s skills. From the Weikart Center for Youth Program Quality.

[https://www.selpractices.org/curriculum\\_package/sel-strengths-builder-method](https://www.selpractices.org/curriculum_package/sel-strengths-builder-method)

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<sup>36</sup> Information about newer measurement tools in social-emotional learning is reprinted from, “Resources on 21<sup>st</sup> Century Competencies” prepared by the Center for Global Education at the Asia Society. Thanks to Heather Loewecke for sharing this resource.



## K. Non-Cognitive Skills Training Survey: Detailed Staff Results

**Table 11. Detailed Non-Cognitive Skills Training Survey Results: Close-ended Responses**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Before my organization's training on non-cognitive skills, I was familiar with the term.	14%	53%	28%	5%
Because of my organization's training on non-cognitive skills, I know why these skills are important for students.	44%	53%	4%	0%
My organization's training on non-cognitive skills helped me understand how a focus on non-cognitive skills relates to my job.	37%	56%	7%	0%
In my organization's training on non-cognitive skills, I learned how the learning context supports youth to learn non-cognitive skills.	26%	61%	11%	2%
In my organization's non-cognitive skills training, I learned practices that I can use in my program to help strengthen the learning context.	30%	61%	7%	2%
Because of the non-cognitive skills training, I can explain Academic Mindsets to a peer.	22%	69%	8%	2%
Because of the non-cognitive skills training I can describe Learning Strategies to a peer.	20%	67%	10%	2%
Because of the non-cognitive skills training, I can describe Social Skills to a peer.	17%	68%	13%	2%
Statement	Very Confident	Confident	A Little Confident	Not Confident
How confident do you feel using practices that strengthen your program's learning context?	17%	63%	17%	4%
How confident do you feel using practices that support youths' Academic Mindsets?	24%	63%	10%	4%
How confident do you feel about using practices that develop youth's Learning Strategies?	20%	57%	16%	6%
How confident do you feel using practices that build youths' Social Skills?	28%	53%	11%	9%

Source: Staff Non-Cognitive Skills Training Survey, winter 2015. N= 60

## L. Youth Survey Results: Holistic Student Assessment (HSA)

Public Profit, in collaboration with the Collaborative's co-chairs, selected the Holistic Student Assessment (HSA) as a measure of youths' non-cognitive skill development. The Partnerships in Education and Resilience Institute (PEAR) developed the HSA to improve services designed to support the social-emotional development of children and youth. The tool focuses on three broad areas of development including resiliency, relationships, and learning and school/program engagement. Table 12 shows the alignment of each HSA subscale to the Collaborative's three focal non-cognitive skills.

**Table 12. Skills Included in the Holistic Student Assessment**

Non-Cognitive Skills	HSA Subscale
<b>Academic Mindsets</b> <ul style="list-style-type: none"> <li>Sense of belonging in a learning community</li> <li>Growth mindset</li> <li>Content is relevant to youths' lives</li> <li>Success is possible</li> </ul>	Optimism Sample question: I think that I am a lucky person.
	Learning Interest Sample question: I try to learn new things outside of school.
	Perseverance Sample question: When I try to accomplish something, I achieve it.
	Academic Motivation Sample question: I work hard in school.
	School Bonding Sample question: I care about my school community.
<b>Learning Strategies</b> <ul style="list-style-type: none"> <li>Goal setting</li> <li>Time management</li> <li>Study Skills</li> </ul>	Reflection Sample question: I feel good when I fulfill my responsibilities.
	Critical Thinking Sample question: I like to figure out how things work.
<b>Social Skills</b> <ul style="list-style-type: none"> <li>Social intelligence</li> <li>Self monitoring</li> <li>Confidence to be different, try new things and to fail</li> </ul>	Emotional Control Sample question: I react to things so quickly I get in trouble.
	Assertiveness Sample question: I defend myself against unfair rules.
	Trust Sample question: I think most people are fair.
	Empathy Sample question: I feel bad for other kids who are sad or have problems.
	Relationships with Peers Sample question: I have friends I can trust.
	Relationships with Adults Sample question: There are adults I look up to and admire.
OMITTED	Action Orientation

\*Action Orientation was not included in the survey distributed to youth. The questions ask youth about their physical activity, which does not align with the Collaborative's focal non-cognitive skills.

Source: Holistic Student Assessment, Program in Afterschool, Education, and Resiliency.

**Table 13. 2014-15 HSA Results: Social Skills Sub-Scales**

Scale: 1="Much less than before" 4='About the same as before' 7='Much more than before'	n=	Empathy	Relation- ships with Peers	Assertive - ness	Relation- ships with Adults	Trust	Emotion Control
Organization							
ACE Charter School	582	3.80	3.75	3.70	3.43	3.26	3.17
Boys & Girls Clubs of the Peninsula	63	4.28	4.00	3.97	3.93	3.57	2.92
Breakthrough Silicon Valley	187	4.04	3.78	3.90	3.65	3.33	3.53
Citizen Schools	64	3.92	3.86	3.70	3.61	3.66	3.06
College Track	42	4.31	3.67	4.17	3.81	3.10	3.21
Peninsula Bridge	22	4.27	4.27	4.18	3.86	3.64	3.05
Silicon Valley Children's Fund	82	3.93	3.63	4.09	4.05	3.17	3.23
THINK Together	141	4.26	4.06	3.93	4.06	3.89	2.67
Total	1183	3.96	3.81	3.83	3.64	3.38	3.15

Source: Holistic Student Assessment, January 2015 through May 2015.

**Table 14. 2014-15 HSA Results: Academic Mindsets Sub-Scales**

<b>Scale:</b> <b>1="Much less than before"</b> <b>4='About the same as before'</b> <b>7='Much more than before'</b>						
Organization	n=	Academic Motivation	Learning Interest	Perseverance	Optimism	School
ACE Charter School	582	3.80	3.75	3.70	3.43	3.26
Boys & Girls Clubs of the Peninsula	63	4.28	4.00	3.97	3.93	3.57
Breakthrough Silicon Valley	187	4.04	3.78	3.90	3.65	3.33
Citizen Schools	64	3.92	3.86	3.70	3.61	3.66
College Track	42	4.31	3.67	4.17	3.81	3.10
Peninsula Bridge	22	4.27	4.27	4.18	3.86	3.64
Silicon Valley Children's Fund	82	3.93	3.63	4.09	4.05	3.17
THINK Together	141	4.26	4.06	3.93	4.06	3.89
Total	1183	3.96	3.81	3.83	3.64	3.38

Source: Holistic Student Assessment, January 2015 through May 2015.

**Table 15. 2014-15 HSA Results: Learning Strategies Sub-Scales**

<b>Scale:</b> <b>1="Much less than before"</b> <b>4='About the same as before'</b> <b>7='Much more than before'</b>			
	<b>n=</b>	<b>Critical Thinking</b>	<b>Reflection</b>
<b>Organization</b>			
ACE Charter School	582	3.89	3.85
Boys & Girls Clubs of the Peninsula	61	4.20	4.03
Breakthrough Silicon Valley	187	4.18	4.06
Citizen Schools	64	3.95	3.73
College Track	42	4.19	4.29
Peninsula Bridge	22	4.36	4.14
Silicon Valley Children's Fund	82	4.27	4.16
THINK Together	141	4.18	4.22
<b>Total</b>	<b>1179</b>	<b>4.04</b>	<b>3.97</b>

Source: Holistic Student Assessment, January 2015 through May 2015.

**Table 16. Detailed 2015-16 HSA Results: Social Skills Sub-Scales**

Scale: 1="Much less than before" 4='About the same as before' 7='Much more than before'	n=	Empathy	Relation- ships with Peers	Assertive - ness	Relation- ships with Adults	Trust	Emotion Control
<b>Organization</b>							
ACE Charter School	101	5.34	5.27	5.00	4.76	4.64	4.17
Boys & Girls Clubs of the Peninsula	51	5.42	5.43	4.88	5.22	5.08	4.27
Breakthrough Silicon Valley	158	5.32	5.29	5.10	4.82	4.52	4.64
Citizen Schools	23	5.29	5.36	4.75	4.68	4.70	4.34
College Track	184	5.18	4.97	5.00	4.72	4.36	4.20
Peninsula Bridge	76	5.69	5.51	5.23	5.28	4.96	4.58
Silicon Valley Children's Fund	55	5.75	5.34	5.52	5.64	4.79	4.28
THINK Together	161	4.90	4.89	4.69	4.28	4.11	3.80
Total	809	5.28	5.17	5.00	4.80	4.52	4.25
<b>Implementation Type</b>							
Tailored	448	5.33	5.18	5.08	4.92	4.55	4.37
Off-the-Shelf	361	5.21	5.16	4.90	4.65	4.47	4.10
<b>Gender (Self-Reported)</b>							
Male	364	5.16	5.27	4.98	4.87	4.67	4.20
Female	443	5.38	5.09	5.02	4.75	4.39	4.30
<b>Grade Level (Self-Reported)</b>							
5 <sup>th</sup>	61	5.54	5.43	4.94	5.19	5.10	4.55
6 <sup>th</sup>	141	5.22	5.27	4.80	4.74	4.69	4.04
7 <sup>th</sup>	171	5.24	5.21	4.90	4.69	4.40	4.35
8 <sup>th</sup>	157	5.22	5.15	5.11	4.77	4.46	4.38
9 <sup>th</sup>	93	5.27	5.11	5.06	4.56	4.39	4.04
10 <sup>th</sup>	49	5.36	5.06	5.04	4.93	4.51	4.20
11 <sup>th</sup>	59	5.15	4.86	4.94	4.60	4.17	4.31
12 <sup>th</sup>	33	5.10	4.82	5.25	4.81	4.05	4.14
<b>Age (Self-Reported)</b>							
10	34	5.73	5.53	4.88	5.32	5.10	4.73
11	101	5.25	5.29	4.75	4.79	4.77	4.07
12	148	5.27	5.20	4.87	4.76	4.58	4.29
13	137	5.21	5.19	5.15	4.80	4.35	4.40
14	104	5.35	5.16	5.03	4.68	4.51	4.29
15	59	5.15	4.95	5.03	4.53	4.31	4.08

Scale: 1="Much less than before" 4='About the same as before' 7='Much more than before'	n=	Empathy	Relation- ships with Peers	Assertive - ness	Relation- ships with Adults	Trust	Emotion Control
16	63	5.42	5.09	5.06	4.87	4.39	4.25
17	51	5.10	4.81	5.24	4.88	4.28	4.14
18	15	5.13	5.03	5.39	5.08	4.28	3.95
<b>Race/Ethnicity (Self-Reported)</b>							
African-American/Black	37	5.57	5.64	5.11	5.20	4.89	4.20
Asian, Asian-American	51	5.14	5.07	4.94	4.91	4.52	4.31
Latino or Hispanic	507	5.29	5.16	5.03	4.81	4.51	4.26
Native Hawaiian or Other Pacific Islander	9	4.93	5.03	4.98	4.50	4.28	3.42
White, Caucasian (non-Hispanic)	19	5.44	5.11	4.86	5.03	4.61	3.97
More than 1	90	5.23	5.18	5.09	4.67	4.50	4.31
Other	71	5.05	5.11	4.67	4.50	4.37	4.34

Note: The sub-groups American Indian/Native American, Caribbean Islander, Middle Eastern/Arab, 4th Graders, and ages 8, 9, 19, 20, 21, 22, 25 and 25 are due to low sample size (n<10) to protect the confidentiality of respondents.

Source: Holistic Student Assessment, December 2015 through June 2016.



**Table 17. Detailed 2015-16 HSA Results: Academic Mindsets Sub-Scales**

<b>Scale:</b> <b>1="Much less than before"</b> <b>4='About the same as before'</b> <b>7='Much more than before'</b>						
Organization	n=	Academic Motivation	Learning Interest	Perseverance	Optimism	School Bonding
ACE Charter School	101	5.60	5.60	5.41	4.95	4.85
Boys & Girls Clubs of the Peninsula	51	5.67	5.46	5.37	5.16	5.06
Breakthrough Silicon Valley	158	5.46	5.38	5.33	4.93	4.72
Citizen Schools	23	5.37	5.20	5.08	4.86	4.70
College Track	184	5.36	5.38	5.20	4.87	4.56
Peninsula Bridge	76	5.94	5.56	5.62	5.31	4.93
Silicon Valley Children's Fund	55	5.69	5.85	5.67	5.27	5.33
THINK Together	161	5.00	4.91	4.81	4.53	4.41
Total	809	5.44	5.36	5.25	4.91	4.72
<b>Implementation Type</b>						
Tailored	448	5.47	5.44	5.32	4.98	4.77
Off-the-Shelf	361	5.39	5.26	5.17	4.83	4.66
<b>Gender (Self-Reported)</b>						
Male	364	5.40	5.44	5.30	5.00	4.88
Female	443	5.47	5.31	5.22	4.84	4.59
<b>Grade Level (Self-Reported)</b>						
5 <sup>th</sup>	61	5.64	5.80	5.48	5.27	5.34
6 <sup>th</sup>	141	5.36	5.21	5.18	4.93	4.84
7 <sup>th</sup>	171	5.39	5.14	5.20	4.83	4.63
8 <sup>th</sup>	157	5.46	5.40	5.21	4.86	4.56
9 <sup>th</sup>	93	5.48	5.39	5.26	4.82	4.43
10 <sup>th</sup>	49	5.69	5.65	5.51	5.14	4.88
11 <sup>th</sup>	59	5.05	5.26	4.98	4.66	4.48
12 <sup>th</sup>	33	5.17	5.33	5.12	4.74	4.59
<b>Age (Self-Reported)</b>						
10	34	5.82	5.95	5.69	5.44	5.56
11	101	5.17	5.18	5.04	4.76	4.91
12	148	5.46	5.31	5.26	4.97	4.83
13	137	5.46	5.32	5.24	4.86	4.50
14	104	5.62	5.39	5.35	4.93	4.47
15	59	5.39	5.43	5.09	4.69	4.46

Scale: 1="Much less than before" 4='About the same as before' 7='Much more than before'						
	n=	Academic Motivation	Learning Interest	Perseverance	Optimism	School Bonding
16	63	5.52	5.47	5.34	4.95	4.67
17	51	5.06	5.17	5.12	4.67	4.61
18	15	5.63	6.05	5.48	5.04	4.83
<b>Race/Ethnicity (Self-Reported)</b>						
African-American/Black	37	5.70	5.54	5.51	5.26	5.12
Asian, Asian-American	51	5.44	5.42	5.26	4.76	4.69
Latino or Hispanic	507	5.49	5.36	5.28	4.93	4.70
Native Hawaiian or Other Pacific Islander	9	5.14	4.86	4.92	4.20	4.25
White, Caucasian (non-Hispanic)	19	5.38	5.32	5.13	5.00	4.69
More than 1	90	5.35	5.39	5.23	4.98	4.65
Other	71	5.16	5.14	5.00	4.65	4.72

Note: The sub-groups American Indian/Native American, Caribbean Islander, Middle Eastern/Arab, 4th Graders, and ages 8, 9, 19, 20, 21, 22, 25 and 25 are due to low sample size (n<10) to protect the confidentiality of respondents.

Source: Holistic Student Assessment, December 2015 through June 2016.

**Table 18. Detailed 2015-16 HSA Results: Learning Strategies Sub-Scales**

<b>Scale:</b> <b>1="Much less than before"</b> <b>4='About the same as before'</b> <b>7='Much more than before'</b>			
	<b>n=</b>	<b>Academic Motivation</b>	<b>Learning Interest</b>
<b>Organization</b>			
ACE Charter School	101	5.36	5.38
Boys & Girls Clubs of the Peninsula	51	5.22	5.21
Breakthrough Silicon Valley	158	5.38	5.33
Citizen Schools	23	5.34	5.25
College Track	184	5.28	5.23
Peninsula Bridge	76	5.56	5.46
Silicon Valley Children's Fund	55	5.88	5.72
THINK Together	161	4.80	4.82
<b>Total</b>	<b>809</b>	<b>5.28</b>	<b>5.24</b>
<b>Implementation Type</b>			
Tailored	448	5.38	5.33
Off-the-Shelf	361	5.15	5.14
<b>Gender (Self-Reported)</b>			
Male	364	5.31	5.28
Female	443	5.26	5.22
<b>Grade Level (Self-Reported)</b>			
5 <sup>th</sup>	61	5.39	5.42
6 <sup>th</sup>	141	5.11	5.20
7 <sup>th</sup>	171	5.12	5.09
8 <sup>th</sup>	157	5.37	5.27
9 <sup>th</sup>	93	5.32	5.17
10 <sup>th</sup>	49	5.49	5.38
11 <sup>th</sup>	59	5.15	5.24
12 <sup>th</sup>	33	5.33	5.26
<b>Age (Self-Reported)</b>			
10	34	5.55	5.67
11	101	5.00	5.03
12	148	5.21	5.22
13	137	5.29	5.21
14	104	5.40	5.28
15	59	5.26	5.12

Scale: 1="Much less than before" 4='About the same as before' 7='Much more than before'			
	n=	Academic Motivation	Learning Interest
16	63	5.42	5.33
17	51	5.25	5.21
18	15	5.61	5.72
<b>Race/Ethnicity (Self-Reported)</b>			
African-American/Black	37	5.25	5.48
Asian, Asian-American	51	5.35	5.33
Latino or Hispanic	507	5.30	5.24
Native Hawaiian or Other Pacific Islander	9	5.09	4.89
White, Caucasian (non-Hispanic)	19	5.40	5.21
More than 1	90	5.25	5.16
Other	71	5.03	5.14

Note: The sub-groups American Indian/Native American, Caribbean Islander, Middle Eastern/Arab, 4th Graders, and ages 8, 9, 19, 20, 21, 22, 25 and 25 are due to low sample size (n<10) to protect the confidentiality of respondents.

Source: Holistic Student Assessment, December 2015 through June 2016.

## M. Program Attendance Records & Youth Records by Data Source

Member organizations collected youth attendance records through a standardized attendance tracking worksheet developed by the evaluation team and submitted their records on how often individual youth attended their programs. Member organizations that implemented a curriculum-based strategy also tracked the subset of days youth participated in the specific non-cognitive skill-building (NCS) activity offering. Table 19 depicts the average number of days youth attended their programs and their attendance rate.

**Table 19. 2015-16 Youth Program Attendance**

	Program	NCS Activity
<b>Off-the-Shelf Curriculum</b>		
ACE Charter School (n=127)	168 (93%)	27 (93%)
Citizen Schools (n=79)	152 (96%)	7 (78%)
Peninsula Bridge (n=100)	31 (91%)	18 (90%)
THINK Together (n=324)	135 (87%)	49 (75%)
<b>Tailored Curriculum</b>		
Boys and Girls Clubs of the Peninsula (n=79)	122 (73%)	NA
Breakthrough Silicon Valley (n=178)	15 (94%)	NA
College Track (n=243)	45 (31%)	NA
Silicon Valley Children's Fund*	--	NA

Source: Silicon Valley Out-of-School-Time Collaborative, collected between September 2015 and June 2016.

\*SVCF tracks client participation in hours; attendance for their youth is excluded from this table.

For the 2015-16 program year, member organizations submitted individual youth attendance records for about half (50%) of the youth they reported that they served (n=1,220). Holistic Student Surveys were returned for just over 800 young people in 2015-16. The evaluation team matched 627 HSA records to youth attendance records. One hundred thirty-five youth completed an HSA in both program years.

**Table 20. 2015-16 Count of Youth Records by Data Source**

Organization	Reported Number of Youth Served in Grant Report	Program Attendance Records Submitted to Public Profit	Total HSA Surveys	HSA Surveys Matched to Attendance Records	Youth with HSA Results for Both Years
ACE Charter School	158	127	101	81	15
Boys and Girls Clubs of the Peninsula	838	79	51	50	16
Breakthrough Silicon Valley	280	178	158	82	0
Citizen Schools	100	79	23	18	7
College Track	232	243	184	173	16
Peninsula Bridge	424	100	76	73	64
Silicon Valley Children's Fund	119	90	55	0	33
THINK Together	200	324	161	150	0
<b>Total</b>	<b>2,351</b>	<b>1,220</b>	<b>809</b>	<b>627</b>	<b>135</b>

Source: Silicon Valley Out-of-School-Time Collaborative, collected between April 2015 and June 2016.