



Examples and Resources from the Field

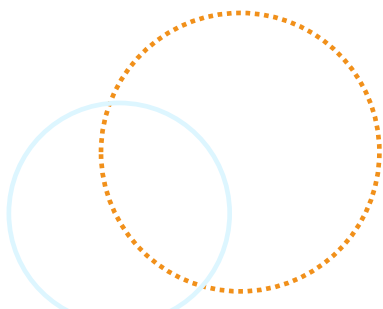
Members of the Youth Development Work Group of the National Commission on Social, Emotional, and Academic Development offer this set of examples of how youth development organizations are partnering with schools, other community organizations, districts, and states to expand where and when learning happens. These examples detail how youth development organizations can ensure greater access to social and emotional learning opportunities during and beyond the school day, as well as during and beyond the academic year. This set of examples is a companion document to *Building Partnerships in Support of Where, When, and How Learning Happens* and is organized by the five key recommendations set forth in that brief:

1. Include youth development partners in setting a clear vision
2. Strengthen and expand adult capacity
3. Create and support engaging learning settings throughout the day and the year
4. Provide systems and supports to maintain and grow partnerships
5. Leverage resources efficiently and equitably

Where relevant, the document highlights specific tools and resources that can help build capacity to implement the five recommendations.

The purpose of this document is to spur creativity and discussion among schools, districts, and community partners about how to create partnerships that fit the local context, using the examples as springboards for creating their own strategies to support the whole learner through partnerships.

For more information about the National Commission on Social, Emotional, and Academic Development and the Youth Development Work Group, please see Appendix A.





I. Include Youth Development Partners in Setting a Clear Vision

Setting a clear vision with partners promotes consistency across learning settings and provides a strong foundation for developing strategies to ensure equitable access to an array of learning opportunities.

Along with youth, families, and school and community leaders, youth development partners should be at the table and working collaboratively to define a shared vision of student success that reflects the values and culture of the community's students and their families. Critical to vision setting is maintaining communication with families. Districts and states should approach vision setting with processes that match the local context.

The following detail examples of different approaches to creating a shared vision of student success:

[San Francisco Unified School District](#)'s afterschool programs office, [ExCEL](#), created a [Quality Action Plan](#) (QAP) for the continuous improvement of expanded learning programs based on the same social-emotional learning outcomes already identified by the school district. The QAP ensures that the expanded learning staff use the same terminology as school day staff and understand how their work fits into the district's broader goals. The ExCEL afterschool programs also use the same [Multi-Tiered System of Support](#) that the district uses. This allows afterschool programs to map their offerings in three areas (Safe and Supportive Culture and Climate, Healthy Active Youth, and Aligned Academic Support) across three levels of intensity (universal, targeted, and intensive supports). This allows the afterschool programs and schools to have a common understanding of student support processes. QAP guidance also provides support to afterschool programs as they review their data and prepare to meet with local school principals and identify new strategies and processes to improve their program.ⁱ

[Boston After School and Beyond](#) has developed the [Achieve, Connect, Thrive Skills Framework](#) which "provides a common vocabulary to bridge education and youth development, as well as school, afterschool and summer learning" and "acts as a guide to help youth programs articulate outcomes and how they are measured."ⁱⁱ The framework establishes a shared understanding of *how learning happens* by articulating nine skills that evidence suggests young people need to succeed.ⁱⁱⁱ A 2017 update of this framework allowed Boston Afterschool and Beyond to invite the education and youth development communities in their area to inform their work and begin to build a shared understanding of how these skills influence learning. This framework has informed a number of case studies and resources related to creating supportive environments and fostering youth engagement.^{iv}

[Sprockets](#) in Saint Paul, MN, is an afterschool network founded by former Saint Paul Mayor Chris Coleman to provide a safe environment for youth to learn and thrive during out-of-school time. The organization grew out of the Mayor's Second Shift Commission, which included youth and their families. The Second Shift Commission was charged with providing feedback and recommendations for city-wide out-of-school time opportunities. Youth and families were invited to develop the [Framework for Success](#) alongside policymakers, which outlines their vision for youth in Saint Paul. The Framework for Success guides and aligns data collection efforts across Saint Paul Public Schools, Saint Paul Parks and Recreation, Saint Paul Public Libraries, and a variety of out-of-school time organizations to understand the challenges that youths face and to explore opportunities for intervention.^v Engaging youth and families in this work is a core equity strategy employed by Sprockets.

[Higher Achievement](#) targets rising fifth and sixth graders from “at-risk communities” and serves them throughout middle school. Higher Achievement provides a rigorous year-round learning environment, caring role models, and a culture of high expectations. Higher Achievement works closely with families and individualizes family engagement with the middle school scholars, focused on the pivot point of high school placement. This element of the model has been proven effective by a randomized control trial conducted by Manpower Demonstration Research Corporation.^{vi} This individual support is more meaningful to families under stress than group PTA meetings, which that may not be accessible and/or relevant to their child’s needs. Higher Achievement has partnered with [Learning Heroes](#) to pilot their communications tools in their parent training and support programs.

[Expanded Learning 360/365](#) is a California-based organization that emphasizes “in order for children to grow into healthy and productive citizens, they must learn and practice a wide variety of inter-related skills” and that “children learn in a variety of settings and year-round.” The organization supports these values by doing the following: clearly defining the role that expanded learning plays in social and emotional learning; promoting that schools and expanded learning leaders must work together to integrate teaching strategies around these skills; working with policymakers and district leaders to integrate these ideas into policies that govern these systems; and developing trainings and curricula for staff that includes best practices to support young people.

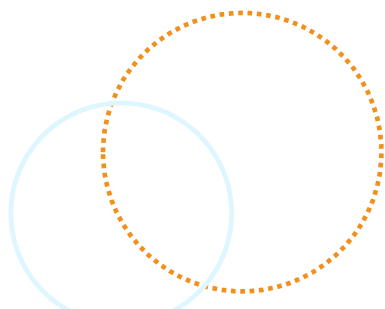
Resource Spotlight: Tools to Help Establish a Shared Vision

These resources provide concrete guidance on setting a shared vision for school-community partnerships inclusive of families, youth, and community partners.

[Partnerships by Design: Cultivating Effective and Meaningful School-Family-Community Partnerships](#) was created on the assumption that many educators have been actively seeking to involve families but are not getting the results they desire. It is designed to help educators move beyond relying on typical family involvement activities toward building more effective and meaningful school-family-community partnerships within their classrooms, programs, or schools.

[School and Community Partnership Toolkit](#) was designed by the Youth Development Executives of King County in an effort to improve coordination between educators and community partners working toward holistic student success. A component of this toolkit helps communities identify a shared vision for success.

The [Community Schools Playbook](#) provides tools for advancing Community Schools as a strategy to improve schools, provide more equitable opportunities, and prepare students for success in life and as citizens. The Playbook includes information on the following topics: integrating student supports; expanded and enriched learning time and opportunities; active family and community engagement; and collaborative leadership and practices.





II. Strengthen and Expand Adult Capacity

Recognizing that relationships are central to how learning happens, schools and communities should ensure that all adults who interact with students each day and throughout the year have the skills and consistent supports needed to both practice and promote social and emotional skills.

Every adult who interacts with students during the day and throughout the year can contribute to a thriving learning environment. Across the country, schools and youth development organizations are teaming up to increase the number of caring, competent adults that children interact with each day as well as improve the capacity of those adults to support social, emotional, cognitive, and academic development.

The following detail examples of how organizations can expand and strengthen adult capacity:

Expanding the Number of Caring and Competent Adults

[City Year](#) helps high-need schools close gaps by supporting students' academic, social, and emotional development in classroom and whole school settings. One way it does so is by deploying teams of AmeriCorps members to bring developmental frameworks, social emotional assessments and progress monitoring resources to review with teachers in combination with information such as grades, homework completion, academic assessment. The holistic intervention approach informs responsive strategies for whole child academic growth and improvements in school culture and climate. Across the country, City Year collaborates with school and district partners to host joint professional development sessions that allow City Year AmeriCorps members to learn more about district and school instructional practices and for school partners to learn more about City Year's developmental approach and use of data to ensure continuous improvement.

In rural communities, [4-H Extension](#) staff often fill significant gaps, especially in Science and Technology to bring embryology, wind energy, environmental education, coding, and robotics, to life -- in the classrooms and through out-of-school experiences that extend individual learning. At [Estill Springs Elementary School](#) in Kentucky, the [Estill County Cooperative 4-H Extension](#) provides all the science education, which also brings the positive youth development commitment to classrooms and beyond.

In Sacramento, the [Men's Leadership Academy](#) sends male mentors into district high schools and middle schools to teach leadership and life skills to at-risk young men. Over spring break, students from five high schools had the opportunity to travel to the [Naval Special Warfare Training Center](#) in Coronado, CA, to take part in team challenges to learn the importance of goal setting, visualization, positive talk, and strategies to deal with stress. The district has found that students who participate in the academy show improvement in grades, attendance, and graduation rates.

[Communities in Schools of Central Texas](#) provides support by building a support system within schools. Social workers, counselors, and AmeriCorps members work on school campuses within the [Austin Independent School District](#) and five surrounding school districts to provide direct support to students and to coordinate a network of social services, businesses, and community resources. Site coordinators and partners deliver supports to students and their families, from schoolwide services to targeted programs to intensive, wraparound supports. In Central Texas, that includes a partnership with the local housing

authority to provide case management for students living in public housing as well as afterschool programming on site; a leadership development program for adolescent males; and an early childhood adult education center that enables parents to earn their GED or ESL certificate, along with a parenting curriculum, while their infants and toddlers receive care. The 82,000-student Austin ISD has integrated social and emotional learning in all of its 129 schools, including creating a department of social and emotional learning at the district level.^{vii}

[After School Matters](#) is a Chicago-based organization that collaborates with a network of public and private partnerships including the [City of Chicago](#), [Chicago Public Schools](#), the [Chicago Park District](#), and the Chicago Public Library. The organization also partners with a number of community-based organizations to provide arts, communications, science, sports, and technology projects, programs, and experiences for youth. The organization now has a network of close to 200 community organizations and over 1,000 instructors, thereby increasing access to caring and competent adults.

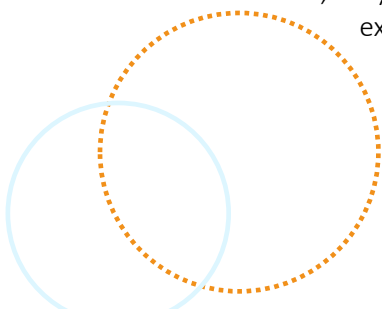
[The National Mentoring Partnership](#) (MENTOR) and its network of state and local affiliates are mentoring experts that can support the development of high-quality mentoring programs or serve as a resource to connect schools to existing mentoring programs in their area that implement evidence-based practices. Additionally, MENTOR and their affiliates offer training to educators and other school staff on how to be “everyday mentors” to students in informal but powerful ways. MENTOR and its affiliates also provide training to school personnel on building meaningful, authentic, and developmental relationships with students. They coach educators and other school staff on how they can leverage their current roles in students' lives by getting to know students authentically, learning about their goals, exposing them to learning and skill-building opportunities, and helping coach and support them through obstacles. The National Mentoring Partnership also offers a [Mentoring Connector Database](#) which allows families and potential mentors to find mentoring programs in their area that meet basic standards of quality. Some mentoring programs in schools and communities utilize a strategy called youth-initiated mentoring, which provides youth with the opportunity to nominate potential mentors from their existing social networks as part of their participation in a formal mentoring program, and trains youth in skills for initiating mentoring interactions or relationships with potential mentors.^{viii}

Resource Spotlight: Tips on Mentoring

[Everyday Mentoring Tips from the Mentoring Partnership of Southwestern Pennsylvania](#) provides easy-to-use recommendations for any adult interacting with young people in a wide variety of settings, to strengthen relationships and provide critical support.

Strengthening Adult Capacity

[The Baltimore Chesapeake Bay Outward Bound School](#) has a wraparound Wilderness Expedition designed to teach students social and emotional learning skills. The organization has developed a [curriculum](#) designed to complement a five-day outdoor Wilderness Expedition experience that facilitates discussion between teachers and students by posing questions such as: what is leadership; what is effective communication; why do some people overcome challenge and others give up so easily; how do our experiences shape and define us; and what brings about change. With this curriculum, the Outward Bound School employs experiential learning tools that instructors have used in the field for decades and expand them into teachable modules available to





guiding, supportive teachers and adults to facilitate with their student groups. When these lesson plans are used in an Expedition, students are empowered by learning how to persevere through challenge, manage conflict, show compassion, and solve problems.

[Playworks](#) is a national non-profit that helps schools and districts find creative ways to improve student outcomes by focusing on play and recess. When the state of Utah updated its [physical education standards](#), [Canyons School District](#) wanted to make sure it incorporated some of its other priorities (a systemic social skills program and Positive Behavioral Interventions and Supports), and it turned to Playworks for help. The district, which had already piloted Playworks in four schools, decided to expand Playworks across all 29 of their elementary schools. Teachers and staff received training from Playworks at the beginning of the beginning of the academic year, allowing trained staff to utilize their professional development each day at recess. The use of Playworks across the district led to students being more physically active and more likely to practice positive social skills according to teacher surveys.^{ix}

[Building Educated Leaders for Life](#) (BELL) offers a professional development experience for educators that includes eLearning modules, in person pre-service training and lesson planning, ongoing coaching and support while implementing BELL Summer or BELL Afterschool, a library of instructional resources, and encouragement to take BELL practices into the school year. It focuses on six instructional strategies: growth mindset, collaborative teaching, positive behavior management, student-centered learning, differentiated instruction, and data-driven instruction. Preliminary evidence indicates that teachers' experiences in BELL Summer are transferring to the application of new knowledge and skills beyond summer and into the school year. Specifically, teachers are taking approaches to fostering a growth mindset and a positive behavior system into their school year classrooms. Teachers also cited renewed motivation, room for experimentation, increased confidence, and increased energy as positive results of their BELL experience.^x Depending on the partner, teachers and youth development workers may receive joint training prior to implementing BELL.

[California Teaching Fellows Foundation](#) supports educator development by building the capacity of afterschool staff to become credentialed teachers. Each fellow receives a minimum of 32 hours of professional development facilitated by leaders from both the youth development and education fields. The staff development is provided by partners at [Fresno State](#), [California Teaching Fellows Foundation](#), and the [Central Valley Afterschool Foundation](#). Staff training emphasizes team-building, resiliency, embedded Common Core State Standards and learning opportunities that promote active citizenship.

[WINGS for Kids](#) is a nationwide social and emotional learning-focused afterschool program that partnered with [Pomona Unified School District](#) to implement the first district-wide adoption of a social and emotional learning afterschool model in California. In August 2016, WINGS for Kids partnered with partnered with the District's existing afterschool program, [The Learning Connection](#) (TLC), as part of a pilot designed to share social and emotional learning-focused strategies with in four schools. In this model, afterschool professionals learn how to develop their own social and emotional skills and how best to build a learning culture that fosters the development of these skills. The model integrates the WINGS curriculum, which teaches students build positive relationships, make good decisions, and manage their emotions. In 2017, the project expanded to all title 1 schools in the district.^{xi}

[Seattle Public Schools](#) targeted its summer program implementation at their four lowest performing schools in an effort to boost academic and wraparound support for students. The Summer Program coordinator recruited four Site Coordinators who would recruit teachers from each school to serve as summer staff. The program places the summer school teachers into three tiers of staff: certified teacher; instructional assistant; and tutor. Each summer school classroom includes one staff member from each tier, and all staff are trained in math and literacy. Staff were also trained to respond to students social and emotional needs by modeling appropriate thinking and behavior when students faced learning challenges. The targeted instruction included in the professional development was designed by literacy specialists for Title I schools based on the learning gaps observed throughout the school year. During its second year, the summer school program was expanded to six more sites, and summer school staff professional development was increased from eight to 24 hours. Additionally, all summer school staff takes part in additional professional development classes, coaching during the summer, and quality checks throughout the summer.

Resource Spotlight: Tools to Strengthen Adult Capacity

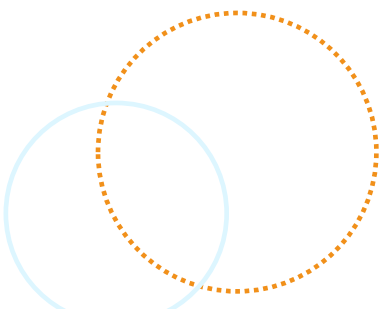
Several national organizations offer on-line and in-person resources to help improve adult capacity to integrate social, emotional, and academic development. Visit their websites to learn more.

- [National Afterschool Association](#) is a national membership organization for professionals who work with and on behalf of children and youth during out-of-school time.
- [National Summer Learning Association](#) is dedicated to improving access to quality summer learning programs and offers training and support to summer program leaders.
- [SEARCH Institute](#) offers a developmental relationships framework to help adults who work with youth people focus on 20 specific actions that make youth-adult relationships powerful.

III. Create and Support Engaging Learning Settings Throughout the Day and the Year

The youth development sector has established standards and a commitment to continuous improvement to ensure that young people are participating in quality learning settings that support social, emotional, cognitive, and academic development.

A commitment to standards and shared approaches to creating engaging learning environments happens when schools work with local partners and when networks and local intermediaries partner to support improved learning environments.





The following detail examples of how organizations can create and support engaging learning settings throughout the day and year:

Schools and Community Partners Supporting Quality Learning Environments

[Girls Inc.](#) partners with schools that address the critical issues facing girls in underserved communities. These partners offer programming that supports social, emotional, and academic development during the school day and during out of school time. The approach focuses on holistic programming that maintains connections with girls from one year to the next. The collaboration between partner schools and Girls Inc. help the staff understand the priorities, operations, and decision-making structure of local schools.

[Boys & Girls Clubs of Columbus](#) (BGCC), supported by [Boys & Girls Clubs of America](#), works with [Columbus City Schools](#) (CCS) to support wraparound social and emotional learning services for their shared population of youth. BGCC employs case managers that assist in risk assessment and coordination of services, collaborating with school administration to connect families with out-of-school resources. BGCC and CCS attend joint professional development opportunities, using shared language around topics such as trauma-informed care and restorative justice. Additionally, BGCC has raised funding to allow school-based behavioral health counselors to meet with their patients in the Club during the summer, providing continuity of care and increased opportunities for family engagement.

Resource Spotlight: A Continuous Improvement Approach to Program Quality

There are many tools and resources to support continuous quality improvement efforts. Two widely used approaches are the [Youth Program Quality Intervention](#) developed by the [David P. Weikart Center for Quality Improvement](#) and the [Assessment of Afterschool Program Practices](#) developed by the [National Institute for Out-of-School Time](#). Both are intended to be used by afterschool, summer, and other youth development programs to help them plan, assess, and improve their program practices.

Intermediaries Working to Improve Quality and Access to Expanded Learning Opportunities

A variety of city summer learning networks and quality intermediary organizations came together to examine how continuous improvement principles could be used to support summer learning programs. Partners in the effort included school districts, city agencies, and small and large community-based organizations such as the [Family League of Baltimore](#), [Maryland Out of School Time](#), and [Higher Achievement Baltimore](#) as well as [Seattle Public Schools](#) and [Seattle Parks and Recreation](#). The effort identified that high-quality summer programs include a curriculum with challenging academic content, wherein expert instructional staff lead youth through skill-building sequences. These programs also emphasize responsive instructional practices designed to help students practice social and emotional skills. A study of the effort found that high-quality instruction during the summer can improve student outcomes.^{xii}

[Brooklyn Bridge Alliance for Youth in Minnesota](#) is a governing board of top-level decision-makers who address regional youth issues and create a vision and action plan for positive youth development in the Brooklyn Center and Brooklyn Park areas of Minnesota. By effectively coordinating their efforts, they have

maximized their resources and streamlined their systems across the two cities, Hennepin County, four area school districts, and two community colleges. The Alliance created [Brooklyns Connect](#), an online program locator that serves as a 'one-stop-shop' to find information on afterschool and summer programs in the two Brooklyns. Both cities' Geographic Information Services (GIS) teams produced maps to displaying program locations layered against census data of where youth reside to demonstrate the accessibility of programs, or the lack thereof.^{xiii}

The mission of the [Partnership for Children and Youth](#) details that they exist “for all children to have equitable access to a consistently positive learning environment from 8:00 a.m. to 6:00 p.m. year-round.” Since 2014, Partnership for Children and Youth have convened California school districts in a professional learning community to plan and implement strategies to improve and better coordinate social and emotional learning practices. This learning community focuses on bridging social and emotional learning across the school day and expanded learning by breaking down silos, training staff in both fields, and identifying promising practices to scale.

[The Summer Matters Network](#), also in California, promotes summer learning opportunities for young people with the greatest needs and fewest resources. Over the years, the Network has worked to increase the number of students in summer learning programs, help the state define what a high-quality summer learning program looks like, and create more champions or advocates for summer learning. The networks core partners include: [California Afterschool Network](#), [California Department of Education](#), [California School Aged Consortium](#), [Los Angeles County Office of Education](#), the [Partnership for Children & Youth](#), [San Francisco Human Rights Commission](#), and [THINK Together](#). The network has a strong emphasis on “continuous program improvement through coaching, training, consultation, facilitation, brokering resources, and mentoring.”

[Providence After School Alliance](#) was created in 2004 as a public-private afterschool intermediary which coordinates between 50 and 70 community-based organizations that provide after-school programming to at least 1,200 middle schoolers. Their afternoon begins and ends at a neighborhood middle school, where they have a meal, and then can participate in a combination of off-site programming at multiple sites and an on-site club focused on social, emotional, and cognitive skill building. All participating organizations are held to a single set of quality standards and receive training and support to help students acquire a set of essential skills. The intermediary has also partnered with the Mayor’s Workforce Board in order to offer summer jobs and provide career pathways to youth in PASA programs.^{xiv}

Resource Spotlight: Intermediaries Supporting Quality Programming

[Every Hour Counts](#) is a national coalition of more than 20 citywide organizations that represents longstanding partnerships with more than 3500 schools, districts, community-based organizations and local leaders, that provide quality afterschool and summer programming aimed at supporting the whole child. It is a resource for communities who want to build afterschool and youth development systems and take a more coordinated approach to ensure more young people participate in high-quality programs. Every Hour Counts pioneered the development of a Measurement Framework to help communities develop shared measures and supports to use data for continuous improvement at the youth, program and system level.



IV. Provide Systems and Supports to Maintain Partnerships

Partnership requires an intentional outreach and engagement strategy, with dedicated resources such as community engagement coordinators who ensure the right partners are coming together to accomplish shared goals for the young people with whom they work at every level—classroom, building, and system.

Schools and communities have several ways they build the infrastructure for alignment between a district and the community's youth development sector and/or between schools and youth development organizations.

The following examples illustrate three complementary strategies for ways to maintain partnerships:

- creating a school/community partnership coordinator or champion;
- using evidence to inform and improve the partnership; and
- creating cross-sector partnerships to support social, emotional, and academic development.

Creating a partnership coordinator or champion

[George Washington Community High School](#) (Indianapolis, Indiana) established a school and community director who works with more than 50 local organizations who provide services such as tutoring, mentoring, college and career preparedness, health, mental health, community service, fitness, GED, English-as-a-Second Language, cultural enrichment, parent engagement, and violence prevention. These partners meet monthly with school officials to align their efforts. Together, they have constructed a science labs program, nurse practitioners in the school's health clinic, and counseling and case management services for students and their families. In 2009, 100% of George Washington Community High School graduates have been accepted into a postsecondary institution.^{xv}

Through a federal [Investing in Innovation](#) grant, the [Association of Alaska Schoolboards](#) (AASB) is working to promote policies and practices that support “districts and school personnel in helping students effectively master social and emotional learning skills...in ways consistent with their cultural context.” Partners for efforts include rural Alaska school districts ([Nome Public Schools](#) and [Bering Strait, Hydaburg City, Kuspuk, Kodiak, Lower Yukon, and Sitka School Districts](#)), [First Alaskans Institute](#), the [Alaska Afterschool Network](#), and [American Institutes for Research](#). The main priorities of the grant are to develop social and emotional learning infrastructure across districts, promote school-wide as well as out-of-school time social and emotional learning, and develop culturally responsive processes and practices for youth and their families. During the first year, the districts hired a ‘Social and Emotional Learning Champion’ who worked with leadership teams to draft district level plans which include culturally responsive environments, instruction, infrastructure, and practice opportunities for social and emotional learning.

Using data and evidence to develop and maintain strategic partnerships

[The City and County of Denver](#) offers a good example of how data is shared and used across school and youth development settings. [Denver Public Schools](#) (DPS) developed a partnership with the [Denver Afterschool Alliance](#) (DAA), a network of over 300 afterschool and youth development organizations, to

share school data with afterschool programs in order to better design and implement programs to support DPS students. Three factors were deemed critical to the success of establishing data sharing agreements: willingness of legal counsel of school districts to grant sharing student data; champions in the both the school and the youth development sector that advocated for data sharing; and leadership at the district-level.^{xvi} As a result, DAA providers have access to data on school attendance, suspensions, and standardized test results for students who attend their programming benchmarked against the entire district. Providers are then trained how to interpret their program’s results for program improvements.

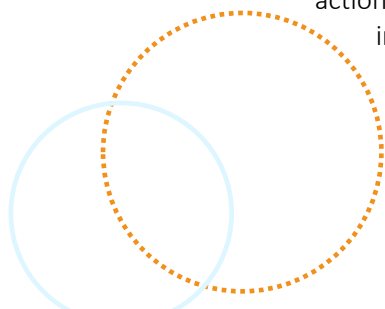
The [DC branch](#) of the [After-School All-Stars](#) program partners with [DC Public Schools](#) (DCPS) to identify the schools that need additional programming and data-sharing capability in order to evaluate their programs based on student data. After-School All-Stars provides comprehensive afterschool programs that keep children safe and help them succeed in school and life.

[Austin Independent School District](#)’s citywide [Ready by 21 Youth Services Mapping](#) (YSM) program helps students and families locate services and supports that address academic enrichment and support, as well as social, emotional, and behavioral health. Ready by 21 is an online information database designed to allow the sharing of information on and connection to resources & support services for children and youth. This is accomplished by first having schools and service providers in the Austin Area register their organizations and enter the major program details and data into YSM. The system then grants service providers, school administrators, strategic planners, and policymakers the ability to identify and understand the community’s strengths, gaps, and opportunities in order to maximize the potential of community resources.

Cross-Sector Partnerships Supporting Social, Emotional, and Academic Development

[Collective for Youth in Omaha](#), Nebraska is an example of an intermediary that supports a multi-sector partnership focused on developing a community of thriving out-of-school time partners who are empowered to ignite the imagination and grow the minds of youth. The collaboration includes local foundations, the [Omaha Public Schools](#) district and over 60 nonprofit partners that are focused on youth development activities. The collaboration includes community experts from arts, STEM, social emotional learning, physical fitness and the academic arena. Collective for Youth also provides an infrastructure for our partners to be successful. They provide a configuration of professional development resources, policies that support quality programming, financial resources, outcome measurement and technical assistance. A critical part of the collaboration allowed the partners to determine how to measure success. They compiled five key goals: to reinforce academic competencies; foster curiosity; develop positive behaviors: provide caring adult relationships; and support basic needs. Today, Collective for Youth and their partners reach over 7,500 youth in 34 school-based afterschool and summer programs.

[Palm Beach County’s Birth to 22: United for Brighter Futures](#) is a coalition of community partners that collaborated with the Palm Beach County Board of County Commissioners to discuss issues of youth violence, disengagement, and the need for equity. The coalition decided to identify specific actions and local programs that support healthy child development from cradle to career. The group identified numerous action areas including “Promote Social & Emotional Learning Across All Environments Where Young People Spend Their Time.” They identified related indicators to measure progress (including Ready for School, attendance, discipline referrals, substance use, and toxic stress) as well as key partners leading collaborative efforts in this space ([Prime Time Palm Beach County](#), [School District of Palm Beach County](#), [Early Learning Coalition](#), and [Children’s Behavioral Health Collaborative](#)). The initial ideas considered in this action area include aligning social and emotional standards and practices across the county in both school and community settings; ensuring that all standards are defined and





promoted through high-quality out-of-school time programs across partnering organizations; and building the social and emotional skillsets of adults.

[Say Yes to Education \(Buffalo, NY\)](#) promotes scholarships to young people who complete high school in addition to providing a number of services to help youth graduate. The services offered by Say Yes to Education are the result of a broad array of partnerships within city and county governments, the private business sector, school districts, parent groups, teacher unions, higher education organizations, the faith-based community, and out-of-school time organizations. The city of Buffalo's partnership with the organization has led to family support specialists in each school as well as increased access to mental health clinics and legal support clinics. The organization has also worked to provide additional summer school opportunities for students.

Resource Spotlight: Improving Partnerships with Local Businesses to Support Workforce Skills

Understanding the role that afterschool and youth development can play in supporting workforce skills, [Edutopia](#) has developed tools and resources to aimed at learning how schools can benefit from the support and expertise of local businesses, organizations, and individuals, and discover strategies for fostering successful business and community partnerships.

V. Leverage Resources Efficiently and Equitably

Balanced and equitable learning systems require balanced and equitable funding. To be effective partners in supporting social, emotional, cognitive, and academic development, the youth development sector needs increased and stable funding.

The following examples illustrate how states are taking the lead in supporting improved funding for youth development organizations that support social and emotional learning. Also included is an example of how one community developed a dedicated fund to support afterschool programming.

In March 2018, the [Pennsylvania Department of Education](#) released a 'competition within a competition' to [Pennsylvania 21st Century Community Learning Centers](#) (CCLC) grantees. Each grantee could apply for an additional \$37,500 – \$75,000 to offer students and their families supplemental services, programs, and activities, that address either or both the following specific topic areas: drug and alcohol prevention programs and social and emotional learning programs. The following programmatic outcomes were highlighted in the *Request for Proposal*: students demonstrate a sense of belonging, feel a strong attachment to school, perceive teachers as supportive and caring, forge healthy friendships and feel engaged in their academic progress.

California has the nation's largest system of out-of-school-time expanded learning (afterschool and summer learning) programs in the nation. As the prominence of social and emotional learning surfaced in

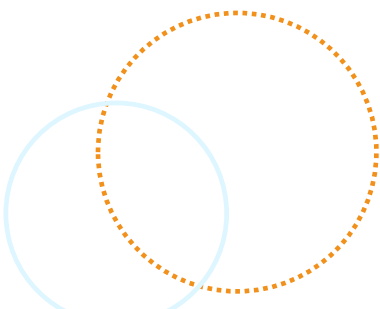
the fields of research and education, [California's Expanded Learning](#) system implemented a field-informed [strategic planning process](#) with support from philanthropy. This process surfaced a key strategy of strengthening K-12 and expanded learning program partnerships through collaboration to advance social and emotional learning. As a result, California explicitly identifies expanded learning programs as valuable partners and embeds youth development approaches throughout its work. This state-level endorsement of social and emotional learning guidelines provides further impetus for districts and schools to build authentic partnerships with expanded learning programs at the local level. The state's entire [Expanded Learning infrastructure](#) has prioritized social and emotional learning through its [Quality Standards](#), continuous quality improvement process, grant making, and system of support. California's largest school districts and their expanded learning partners have collaborated to integrate social and emotional learning in school, after school, and throughout summer and inter-session learning programs.

[San Francisco Children's Fund](#) and [Public Education Enrichment Fund](#) partnered to support afterschool programs. San Francisco voters successfully created the Children's Fund in 1991 through a ballot proposition. The fund supports afterschool programs for 13,000 elementary and middle school youth, summer programs for 8,000 youth, and work experience opportunities for 7,000 teenagers.^{xvii} As of 2016, the Children's Fund has been successfully reauthorized and has now grown to approximately \$70 million.^{xviii}

Resource Spotlight: Improving Policy for Afterschool and Summer Learning

The [50 State Afterschool Networks](#) are a resource for communities as they work to improve policies that support the integration of social, emotional, and academic development. Comprised of a broad range of stakeholder groups, from state-level policy makers to local education leaders, the Networks represent a diverse group of organizations and champions to come together to build public will and systems for afterschool and summer learning.

The [Afterschool Alliance](#) works to ensure that all children and youth have access to affordable quality afterschool and summer programming by providing the latest research, resources, funding and policy on expanding quality afterschool and summer learning programs for children and youth.





Appendix A

About the Commission

The Aspen Institute National Commission on Social, Emotional, and Academic Development is engaging and energizing communities to re-envision what constitutes success in our schools. Scientific evidence demonstrates that social, emotional, and academic development are interconnected in the learning process. The Commission is drawing from research and promising practices to explore how to make all these dimensions of learning part of the fabric of every school. Building upon existing work in schools, communities, and states across the country, the Commission is working to identify specific action steps in research, practice, and policy that will help shape and sustain a new era of education that reflects what we know about how learning happens.

The Commission's members are leaders from education, research, policy, business, and the military. The full Commission team includes a Council of Distinguished Scientists, a Council of Distinguished Educators, a Youth Commission, a Parent Advisory Panel, a Partners Collaborative, and a Funders Collaborative.

About the Youth Development Work Group

The Youth Development Work Group, under the leadership of Commissioner Karen J. Pittman, was convened to ensure that the critical perspective of the youth development sector is reflected in the recommendations being put forth by the Commission. Its members are: Alliance for a Healthier Generation; American Institutes for Research; American Youth Policy Forum; ASCD; BELL; Boys & Girls Clubs of America; California Afterschool Network; CASEL; City Year, Inc.; Communities In Schools; Connecticut After School Network; Corporation for National and Community Service; Every Hour Counts; Forum for Youth Investment; FourPoint Education Partners; Girls Inc.; Higher Achievement; MENTOR; National 4-H Council; National Afterschool Association; National Human Services Assembly; National League of Cities; National Urban League; National Summer Learning Association; Playworks; Special Olympics; Sprockets; The 50-State Afterschool Network; Trust for America's Health; UnidosUS; United Way Worldwide; Urban Libraries Council; WINGS for Kids; and YMCA of the USA.

This resource was compiled by the Forum for Youth Investment.

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PHOTO CREDITS: Cover - Playworks Houston by Tyrone Turner; Page 5 - Special Olympics Unified Champion Schools.

