

Partnership **4** Success
PROGRAM EVALUATION



A Collective Impact Approach to Professional Development for In-School
and Out-of-School Educators Committed to Achieving Educational Equity

2020

for program years 2018-2020

Partners

PARTNERSHIP 4 SUCCESS

THIS REPORT WAS AUTHORED BY

Kerry Dixon, Ph.D.
External Program Evaluator
Beta by Design

For more information

CONTACT

Partnership4Success
Franklin County Family & Children First Council
p4sadmin@partnership4success.org
<https://partnership4success.org>

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*Marguerethe A. Jaede, PhD, Director, Partnership4Success
Jessica Mahan, Data Manager, Partnership4Success
Ikhlas Asadi, MBA, Project Manager, Partnership4Success*

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Disclosure of Potential Conflicts of Interest

The author of this document certifies that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements) in the subject matter or materials discussed in this evaluation report.

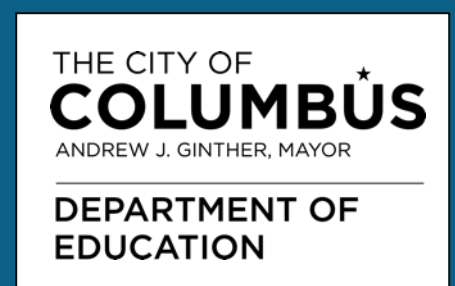


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SECTION 1: INTRODUCTION

ADDRESSING CHILDREN'S NEEDS DURING COVID-19

In an era characterized by bitter divisiveness, there has been little to no disagreement with the fact that children living in poverty are disproportionately impacted by COVID-19. Indeed, for children who were already subjected to ingrained flaws compounded across systems that limit access and opportunity, the coronavirus has dealt a devastating blow. While the extent to which the pandemic's damage to children's lives is yet to be determined, there is little doubt that it will be enormous. What, then, are service providers, already grappling with the impacts of systemic inequities on youth, to do?

Youth service providers working with children who live in concentrated poverty must address the varied and compounded effects of COVID-19 fallout. These include increased financial distress, economic uncertainty, housing instability, food insecurity, school disruption and more.

The material impacts of the pandemic have immediate and long-term ramifications for children’s psychological well-being, with toxic stress, anxiety, and fear more likely to infiltrate family life. The resulting impact on children’s development may not be known for decades. However, Franklin County’s OST providers have responded to the COVID-19 challenge immediately and in full awareness that the actions they take today both address urgent needs and help determine the long-term outcomes for the children they serve.

It is in this context that this report has been written, and, therefore, its findings considered. Findings specific to children’s COVID-19-related needs and provider responses are discussed in Section 4 (“Youth Findings”).



BACKGROUND

This evaluation report is an update of the 2017-18 *Professional Development for Franklin County Out-of-School-Time Providers: Impact Findings and Recommendations* publication. The 2017-18 document provided a comprehensive history, evidence base, and assessment of a four-year initiative designed to support out-of-school-time (OST) providers in cultivating children’s social emotional learning (SEL), with the ultimate goal of advancing educational and socio-economic equity. The present document reviews the status of these activities since 2018 and analyzes their impact on participating providers. It also

presents results of SEL assessments of young people who are served by the providers and their agencies. This report thus picks up where the last one left off, covering the years 2019 and 2020.

In 2020, the Partnership 4Success (P4S) body of work moved from Future Ready Columbus (a public private partnership-based education advocacy organization) to Franklin County Family and Children First Council (FCFC). P4S's focus continues to be supporting youth service providers to implement SEL through the lens of racial justice and educational equity. The move to FCFC came at



an opportune time. In the face of the social disruptions caused by the global COVID-19 pandemic and amplified demands for social justice, the merger allowed P4S to align its expertise in the areas of equity, social emotional learning, and trauma-informed practices. This positioned the organization and participating agencies to amplify their impact throughout Central Ohio’s Franklin County communities.

SEL AND OST PROVIDERS

As noted in the 2017-18 report, a rich literature base has developed in the area of SEL and its connection to OST programming (e.g., Nagaoka, et al., 2015; Smith et al., 2012). It is to be expected that the impact of OST participation on young people varies widely, given the number and nature of variables at play (McCombs et al., 2019). Yet, for chronically under-resourced and marginalized youth, OST programs are indispensable. Many providers supply children living in areas of concentrated poverty with wrap-around services to meet their most basic needs (e.g., food, clothing, healthcare, digital access, etc.). Moreover, OST agencies often serve those functions, connecting children and families to essential resources.

They also offer equally important supports such as academic assistance, adult and near-peer mentorship, and programmatic content that is closely connected to the community. In 2020, the unprecedented challenges created by the COVID-19 global pandemic—and its impact on schooling—have illustrated the importance of OST providers who have stepped up to provide even more critical supports in new ways. For all of the above reasons, OST providers play an indispensable role in their communities and are uniquely positioned to support positive youth outcomes.



P 4 S GOALS

Successful strategic organizational planning requires the articulation of clearly defined goals. In 2018, the several short-, mid- and long-term goals were articulated for the P4S initiative. These goals are presented below and on page 6. Table 1 (page 7) illustrates progress through December, 2020.

Short-term Goals: By 2021

1	2	3	4	5	6
Combine P4S and SEL-C participants and professional development content so that 29 of the service providers supported by the five partnering funders begin to use both EWI and SEL data to inform their practice.	Engage participants in the content of the professional development (i.e., Continuous Improvement, SEL, EWI, equity, social justice, youth outcomes).	Increase participants' knowledge about how cultural identities (race, gender, etc.) impact how young people experience OST programming and school, and the resulting impact on educational outcomes.	Increase participants' ability to use SEL measurement tools to assess the social and emotional competencies of the youth they serve.	Develop a cohort of equity-centered facilitators knowledgeable about Collective Impact and skilled in facilitating complex conversations across difference.	Increase collaboration between participating provider agencies.

Figure 1. P4S Collective Impact Short-Term Goals

A community engagement approach that empowers residents to interact and communicate with individuals from different groups and to make decisions about the community engagement activities, can lead to higher levels of resident participation, clear interpretation of differences, relationship building, and community programming that residents perceive as meeting the needs of their community.

Mid-term Goals: By 2023

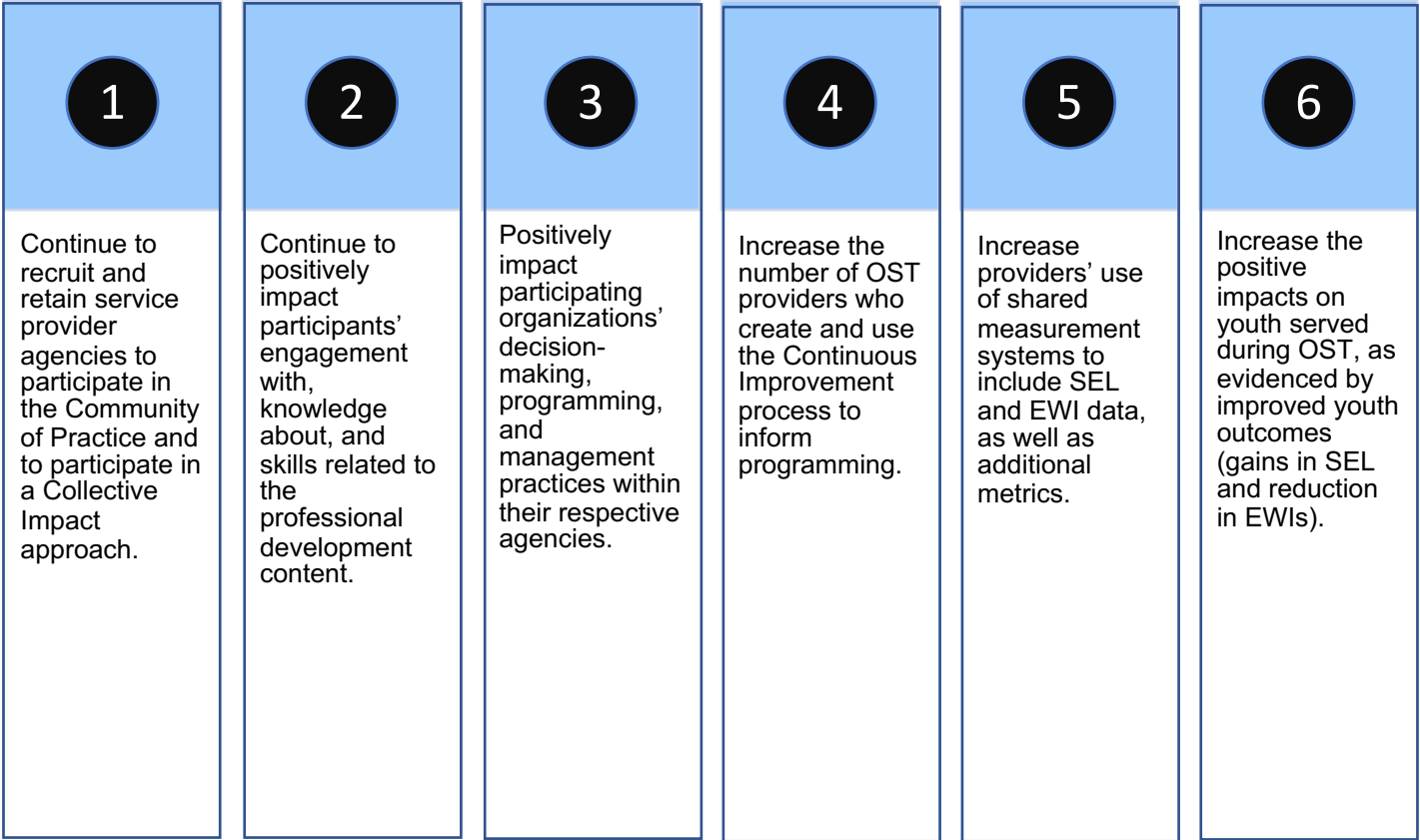


Figure 2. P4S Collective Impact Mid-Term Goals

Long-term Goal

Increased socioeconomic equity as achieved through improved educational outcomes.

Accountability in adaptive contexts requires social innovators to be accountable to each other for achieving results over the long-term, a deep commitment to robust evaluation and learning processes, and the ability and courage to quickly change ideas, plans, and direction when the data tells them they are headed in the wrong direction or the context in which they are operating shifts so much that their approach is no longer relevant.




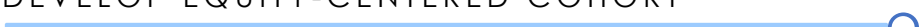
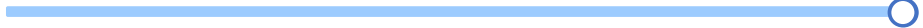
Cabaj (2014)



Table 1. P4S Collective Impact Progress Toward Goals (Including Measures Used to Assess and Page References for Additional Information)






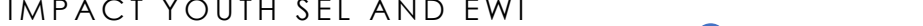
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COMBINE P4S AND SEL-C GROUPS	
Accomplished	Page 3
ENGAGE PARTICIPANTS IN P.D. CONTENT	
Attendance/Attitudes/Dispositions	Pages 12-14, 51
INCREASE ABILITY TO USE SEL TOOLS	
SEL Tools Used/Developed; Number of Ratings	Pages 30, 36; Section 4
DEVELOP EQUITY-CENTERED COHORT	
P.D. Content; Attitudes/Self-Reported Knowledge	Pages 3, 16, 42, 43
INCREASE AGENCY COLLABORATION	
Growth of Networks; Number of Collaborations	Page 43; Section 5

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RECRUIT/RETAIN PARTICIPANTS	
Number of New Organizations/Attrition	Pages 12-14
IMPACT ON ENGAGEMENT/SKILLS/KNOWLEDGE	
Attendance/Survey Responses on Knowledge & Skills	Pages 12-14
IMPACT ON DECISION-MAKING/PROGRAMMING	
Participant Survey Responses	Pages 34-40
INCREASE USE OF CONTINUOUS IMPROVEMENT	
Case Study; Needs More Comprehensive Measurement	Section 5
INCREASE SHARED MEASUREMENT	
Survey Responses; Use of SEL/EWI Tools; Disaggregation	Pages 28-33
IMPACT YOUTH SEL AND EWI	
DESSA Data; EWI Data	Section 6

Room to scale but exceptionally low attrition

PROGRAM ACTIVITIES

The 2018-2020 P4S initiative brought together staff members from many of Franklin County OST provider agencies. The group was comprised of both mid-level managers as well as direct service providers, with occasional participation by senior leaders. Each agency determined which of its staff members were granted release time to participate. Participants engaged in five key activities.

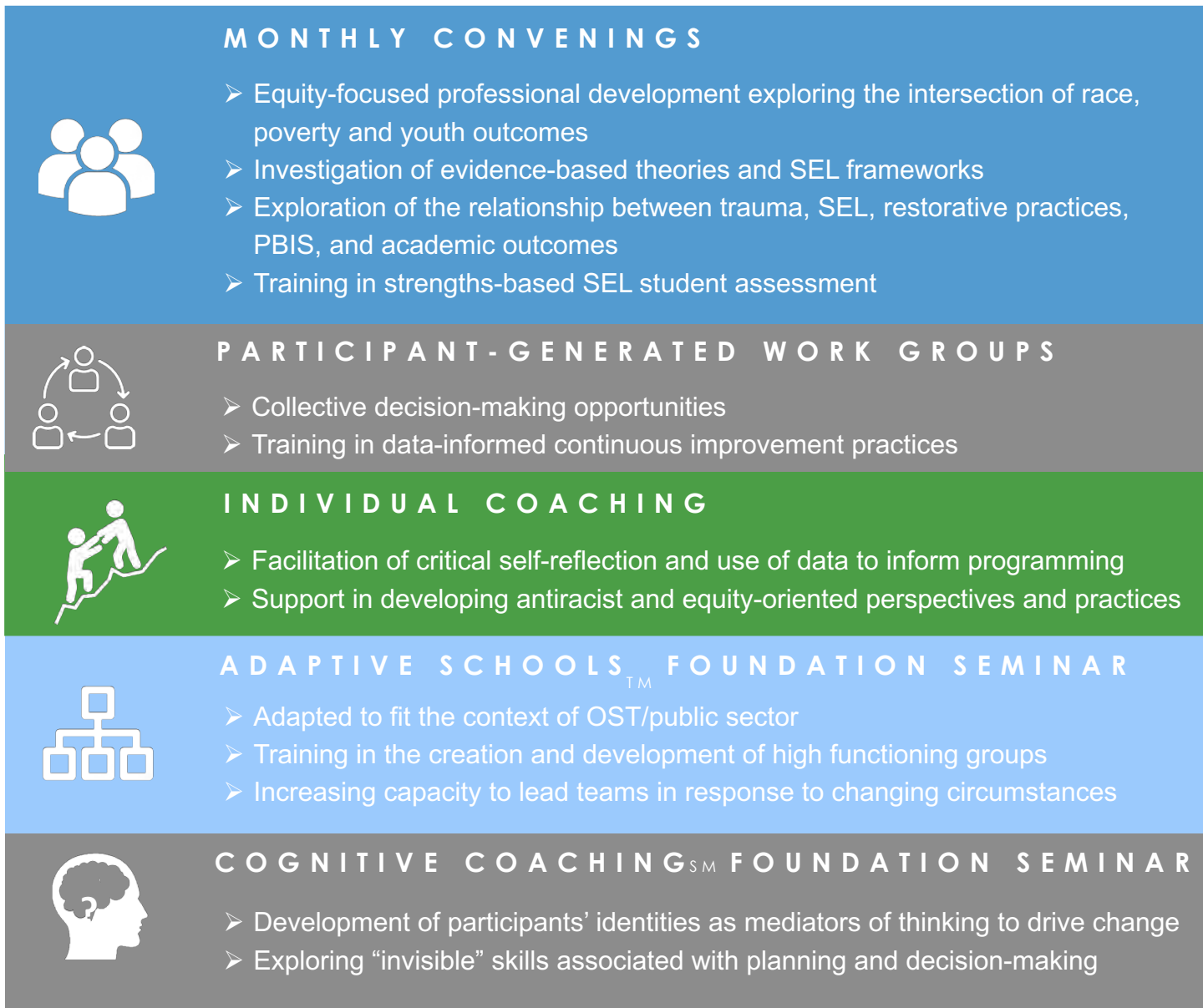


Figure 3. P4S Activities (2018-2020)

The Partnership4Success is a community of professionals that meet to discuss best practices in Social Emotional Learning and education. When attending, I not only get resources in SEL, but I also look forward to working with like-minded practitioners to sharpen my skills in order to better serve my schools. Each time I've attended I've left smarter, more skilled, and more prepared for the work of equity, social emotional learning, and trauma-responsive work within our communities.

Omwale Crowder, Social-Emotional Support Specialist, Columbus City Schools


THEORY OF CHANGE

The P4S long-term goal is social and economic equity. Achieving this goal is premised on the idea that the improvement of youth outcomes is intertwined with increasing equity. The P4S theory of change (its causal model) shares the basic logic of all formalized education systems that educators (school-based and OST) are primary mediators of youth learning and development. Therefore, enhanced educator learning is the most efficient mechanism for large-scale impact on youth outcomes.

If the community collaborates to . . .

- Support OST providers in developing their understanding of equity and systemic racism
- Develop the data-related skills of OST providers to improve evidence-based understanding of individual youth needs and to create responsive programming from a strengths-based stance
- Facilitate the use of shared measurement systems to ensure all OST organizations leverage youth outcome data to strategically shape programming

. . . Then young people will derive more benefits from OST education, which will, in turn, increase socio-economic equity due to improved educational outcomes.



P4S LOGIC MODEL

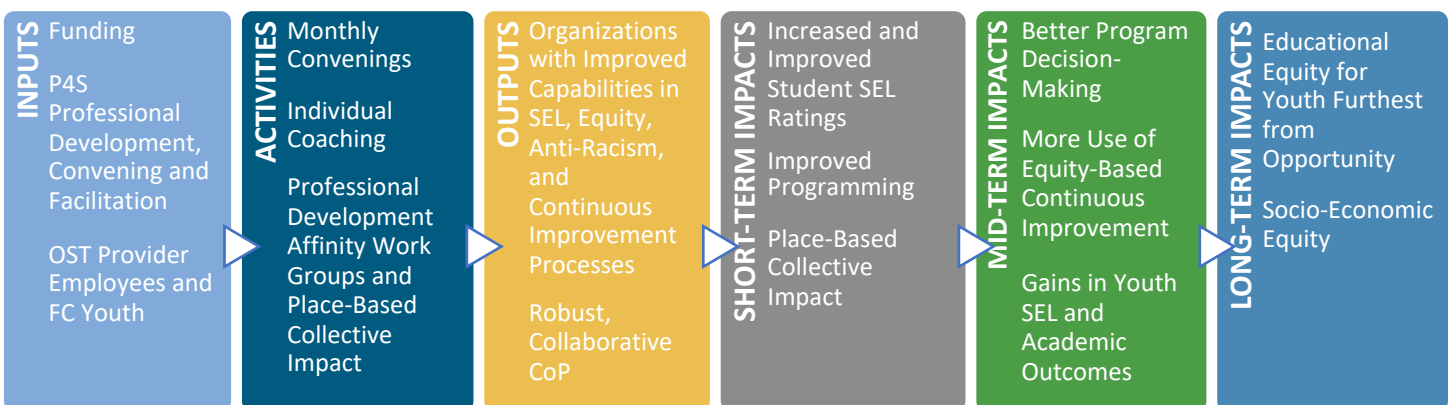


Figure 4. Logic Model Based on P4S Theory of Change

EVALUATION USING GUSKEY'S CHAIN-OF-IMPACT FRAMEWORK

This evaluation was designed in accordance with Guskey's (2000) framework for evaluating professional development programs for educators. Guskey presents a widely recognized five-tier approach. In recent years, this framework has been used in the growing effort to ensure that investments in professional development for OST providers yield tangible returns. As such, the Guskey model provides an appropriate way to measure individual participant gains as well as the efficacy of the professional development from an organizational perspective. The five-tier framework is based on a "chain of impact" concept whereby change at the first tier leads to change at the second and so on. A reliable evaluation progresses systematically through each tier, beginning at Tier 1.

Most organizations tend to evaluate primarily at Tier 1 (satisfaction). This provides useful information about participants' reactions but little else. For instance, a participant could be satisfied with a workshop without knowledge gains. The P4S evaluation measures participant satisfaction, and it also examines how participants perceive the impact of P4S on their own as well as their organizations' understandings and practices. In addition, student SEL data is analyzed. Together, these results provide a picture of how P4S efforts are progressing through Guskey's five tiers. Because the participant survey was administered during the summer of 2020, it is important to consider the results in the context of the COVID-19 pandemic.

GUSKEY'S CHAIN-OF-IMPACT LEVELS

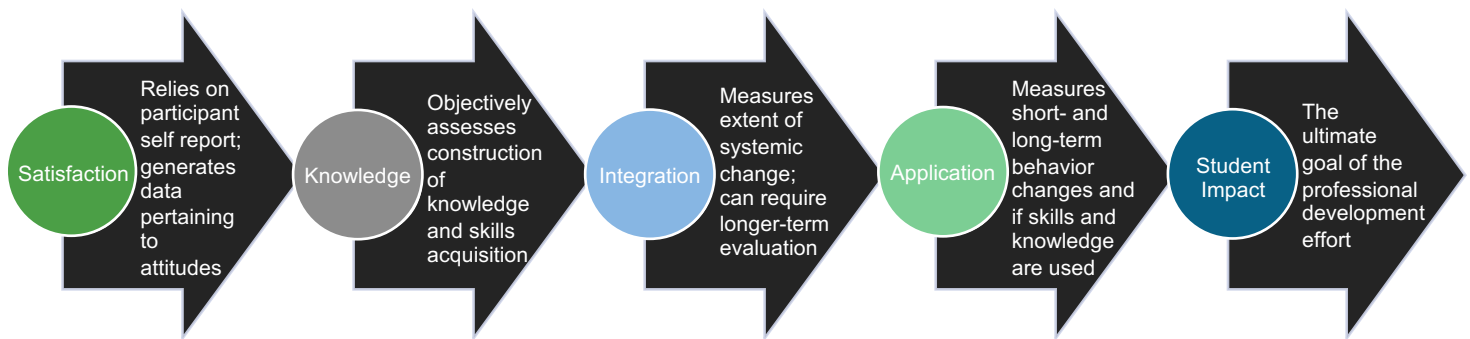


Figure 5. Chain of Impact for Evaluating Professional Development

SECTION 2: THE PARTNERS

From its inception, the professional development opportunity offered to Franklin County OST providers has been based on a Community of Practice (CoP) approach (Lave and Wenger, 1991). A CoP is defined as a "group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger, 1998).

Since 2015, the P4S CoP has been facilitated by an experienced educational coach with activities concentrating on: (1) the role of data in continuous improvement processes, (2) SEL and its impact on youth outcomes, (3) recognizing and responding to Early Warning Indicators (EWI), and (4) equity-oriented, anti-deficit and anti-racist perspectives.

Participants are charged with using strength-based, psychometrically sound and validated tools for screening and monitoring the social and emotional competencies of young people participating in their programs. The measurement tools most commonly used by P4S participants are the Devereaux

Our collective work has been greatly furthered by the organizational muscle of Partnership4Success. Being a part of this collaborative made it so much quicker and easier to find program-providing partners who were looking for clients and a space in which to operate.

Doug Shoemaker
Director of Support Services and
Community Relations
Whitehall City Schools



Student Strengths Assessment (DESSA) and the Holistic Student Assessment (HSA). Other SEL measurement tools are used based on each agency's unique needs. 11

PARTICIPATING ORGANIZATIONS

2018 - 2019 Only

- Columbus Housing Partners
- Community for New Directions
- Community Properties of Ohio
- Greater Hilltop Shalome Zone

2019 - 2020 Only

- Starfish Alliance

2018 – 2019 and 2019-2020

- After School All Stars
- Asian American Community Services
- Big Brothers Big Sisters
- Boys and Girls Club
- Broad Street Presbyterian Church
- Center for Healthy Families
- Central Community House
- City Year Columbus
- Clintonville-Beechwold Community Resource Center
- Columbus City Schools
- Columbus Housing Partnership
- Columbus Literacy Council
- Columbus Recreation and Parks
- Columbus Urban League
- Communities in Schools
- Community Development for All People
- Directions for Youth and Families
- Easter Seals
- Eckerd Connects
- ESCCO/EPSEA
- Ethiopian Tewahedo Social Services
- Gladden Community House
- Godman Guild Association
- Heartland High School
- Homeless Families Foundation
- Lead the Way Learning Academy
- Nationwide Children's Hospital
- Ohio Hispanic Coalition
- St. Stephen's Community House
- The Hardy Center
- The Salvation Army
- UMADAOP of Franklin County
- Vineyard Community Center
- Whitehall City Schools
- YMCA of Central Ohio
- YWCA of Columbus

Table 2. List of Participating Organizations by Year

Before P4S, we had several partners all working in the same space but not collaborating with one another to maximize their efforts. P4S has been integral and vital to our collective, bringing us together and fostering a sense of community and shared purpose. P4S has shown me how rich and meaningful the work can be when all stakeholders are working in concert to strengthen their impact on the lives of our students and community.

Sherra L. Cook, Principal
Livingston Elementary School

In 2018-2019, 38 organizations participated in the P4S CoP. As illustrated in Table 2 above, the vast majority of participants continued on in 2019-2020. In fact, only four organizations discontinued their

participation, representing a 10% attrition rate. One new organization (Starfish Alliance) joined the group in 2019-20. Across these two years, 36 agencies undertook youth rating processes.

PARTICIPANT ROLES

The 38 participating organizations varied in who they charged with regularly attending the P4S activities and serving as their point person. This resulted in a diversity of perspectives that came not only from the range of organizations but also from the structural functions each individual performed. At least one representative from 22 of the organizations responded to the 2020 end-of-year survey. From these 22 organizations, a total of 34 individuals responded to the survey. 5 respondents were executive leaders, 13 performed management functions, and 14 were front-line service providers. Several respondents indicated that they fill multiple roles, including curriculum development and family engagement. Figure 6 illustrates this array and showcases the fact that most respondents were either managers or front-line service providers. This finding reflects P4S’s success in bringing together cross-functional teams, from decision-makers to implementers.

Question: What role do you play within your organization?

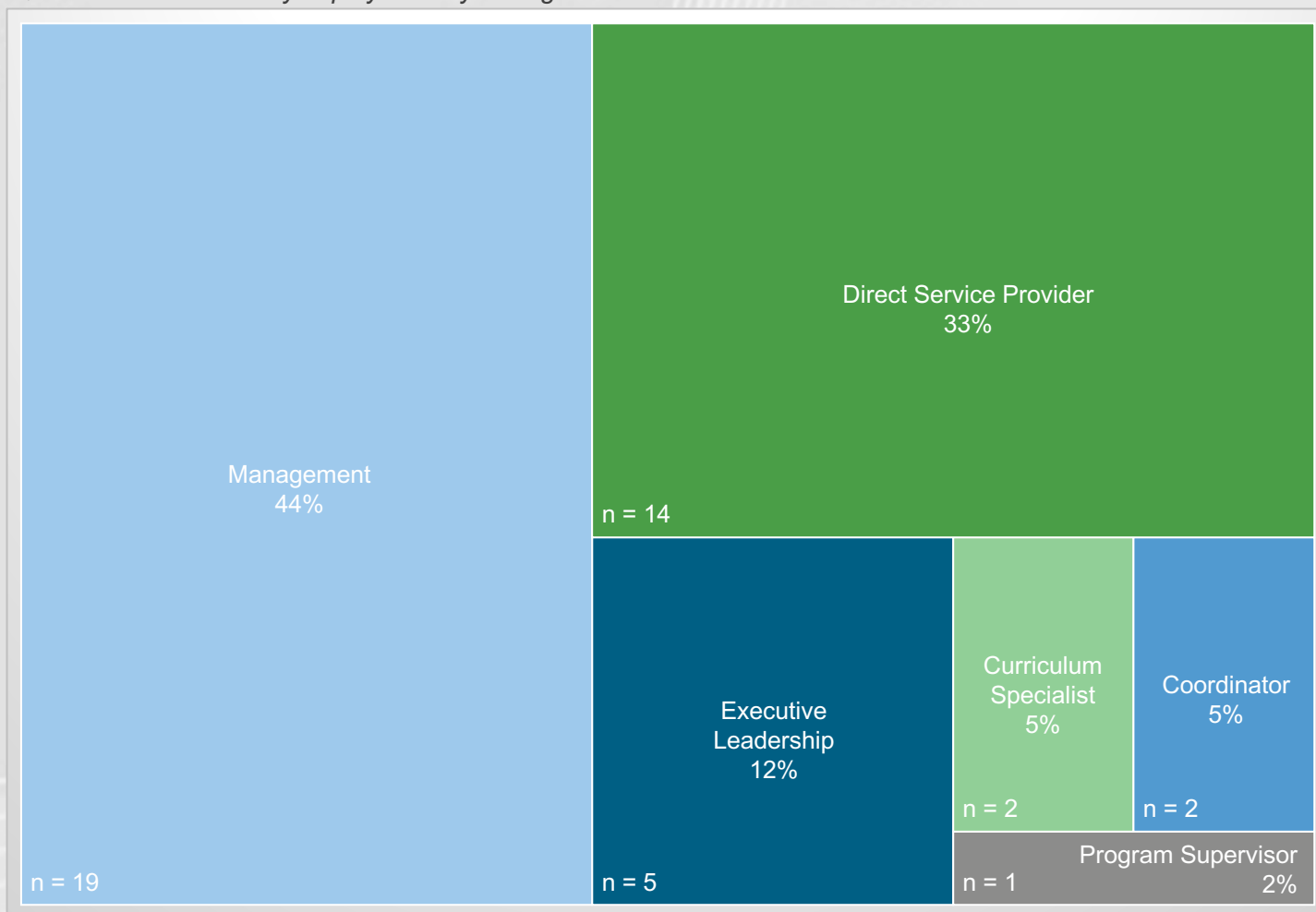


Figure 6. 2020 Survey Respondents’ Roles in their Organizations

The robust participation of these two sets of employee stakeholders is particularly noteworthy. While most large-scale change and innovation efforts fail to succeed (Tabrizi, 2014), those that do succeed are often characterized by the involvement of mid-level managers. As Tabrizi puts it, “In those cases, mid-level managers weren’t merely managing incremental change; they were leading it by working levers of power up, across, and down in their organizations.” In addition, when managers and front-line employees have shared understandings about strategic priorities, enduring organizational change is more likely to occur initially and, more importantly, endure in the long-term (Houseal, 2015). Within many community-based organizations, middle managers and front-line employees are one-in-the-same. This trend held true in the P4S community, with nearly half of the middle manager survey respondents indicating that they are also responsible for providing direct services.



P4S has been instrumental in convening partners in our neighborhood at Livingston Elementary School. They have brought resources to the table to improve our program and we have been able to forge partnerships with the school and offer programming based on input and needs of the community.

Marci Ryan, Associate Director
Central Community House

DIVERSITY OF PROGRAMMING

Figure 7 illustrates the array of programming provided by the survey respondents' organizations. Four kinds of programming stand out as most common among the organizations: SEL, family/community engagement, academic support, and arts/cultural experiences. All but two of the thirty-four respondents indicated that their organizations provide social emotional learning programming. (The remaining two organizations – a school district and a social services funding agency – actively participate in the P4S initiative but do not currently offer formalized SEL instruction.) The district representatives participate in the community of practice to supplement the nascent SEL efforts within their schools while strengthening strategic partnerships with local agencies that serve many of the youth who attend these schools. The funder participates in order to increase their organization's understanding of SEL, engage actively with the programming they support, build relationships with the funding recipients, and informally assess how their catalytic investment in Collective Impact is operationalized.

Question: Does your organization provide the following programming?

■ Yes ■ No

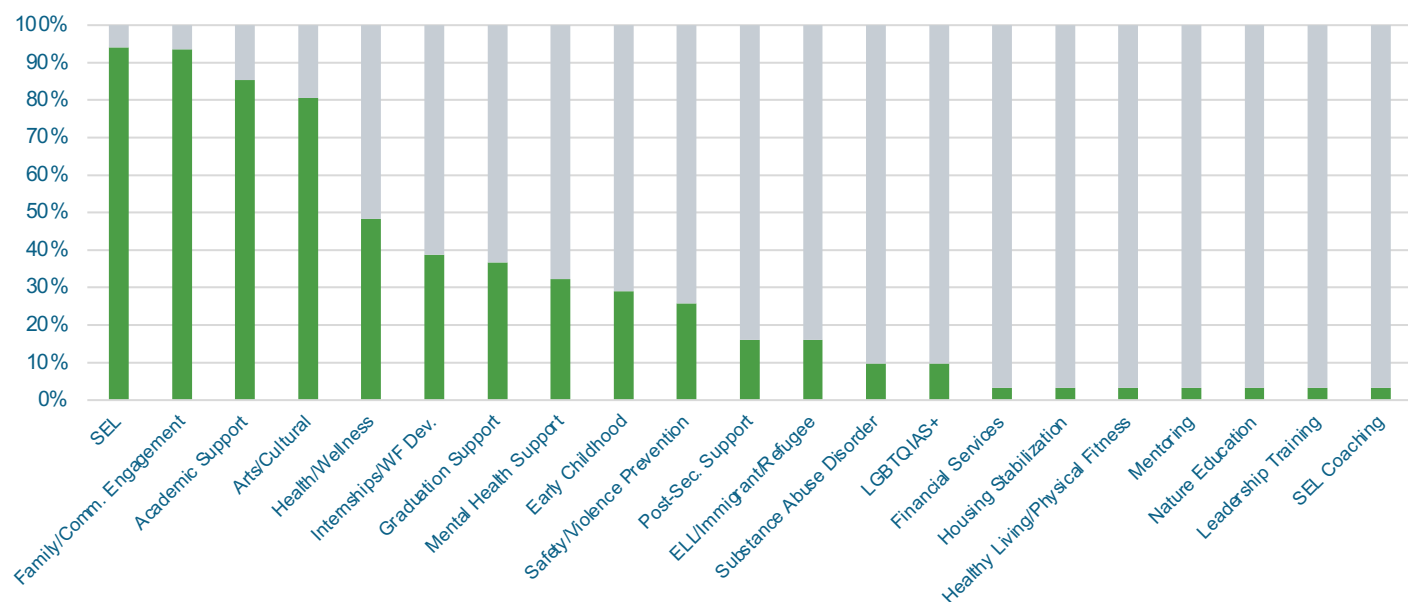


Figure 7. Range of Programming Provided by P4S Organizations

Partnership4Success is a strong advocate and the voice for youth education programs and professionals in Franklin County. It has ensured that out-of-school-time educators are viewed as leaders in the work of equity and inclusion with our students and in our communities. Thanks to P4S, our youth programs have become more purpose-driven and impact-focused, and we are now equipped to tell our story with best practices and data. The leadership that P4S has provided and continues to provide to the collective is irreplaceable.

SHARED VISION

The fact that there is great diversity in programming but unanimity in the participants' SEL focus reinforces the group's shared goal of increasing social and emotional learning as a key pathway to achieving socio-economic equity. Participant responses to survey questions regarding SEL and equity also indicate tight alignment on the importance of *transformative* SEL whereby issues of power, privilege, prejudice, discrimination, implicit bias, social justice, empowerment, and self-determination are centered (Jagers et al., 2019). When asked about their interest in additional professional training in areas related to transformative SEL, very high levels of interest were indicated.



Transformative SEL represents an as-yet underutilized approach that SEL researchers and practitioners can use if they seek to effectively address issues such as power, privilege, prejudice, discrimination, social justice, empowerment, and self-determination.

Jagers et al., 2019

INTENTIONALITY AND SUCCESS: SEL

To further examine organizational alignment with the group's SEL priorities, respondents were asked to indicate (1) the extent to which their organizations are intentional in teaching the eight core SEL competencies and (2) their organization's success in teaching those competencies.

Question: How *intentional* is your organization in teaching . . . ?

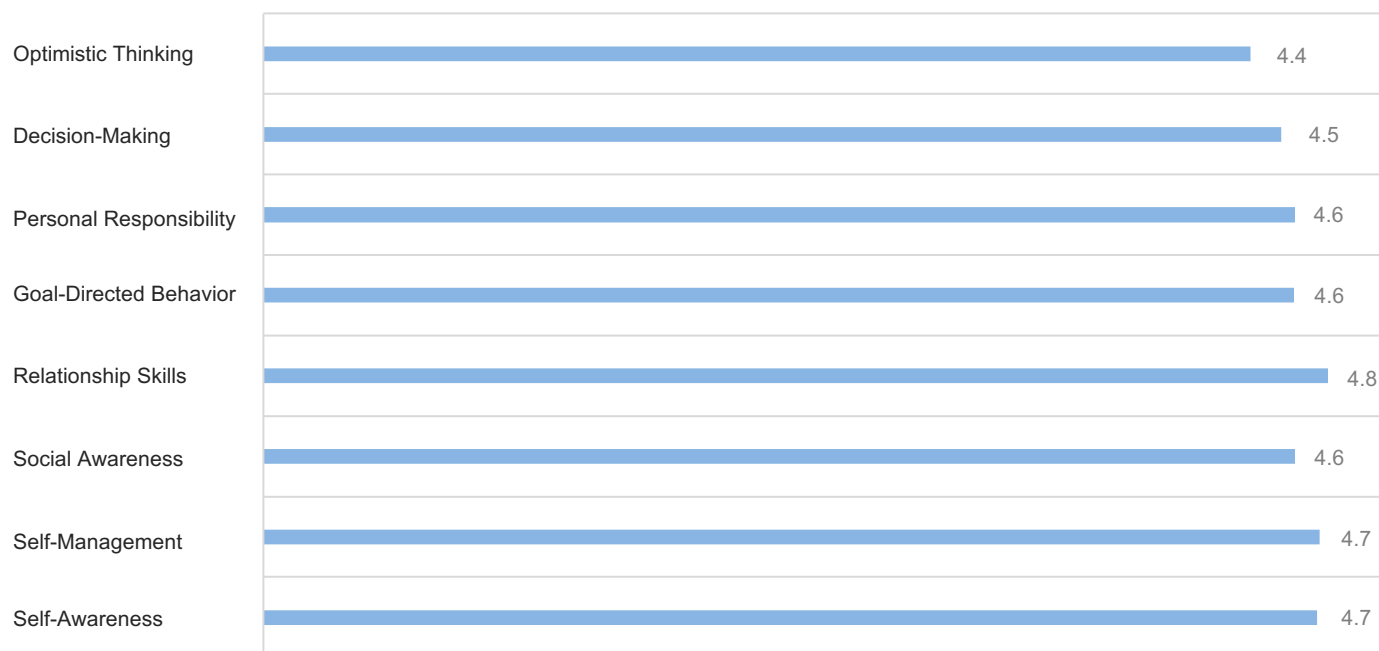


Figure 8. Organizational Intentionality in Teaching SEL Competencies

As illustrated in Figure 8, respondents felt that their organizations were highly intentional in their prioritization of all eight areas. Given the five-point structure of the survey scale, the closeness of these eight averages can be interpreted as virtually identical. It is worth noting that the largest difference (8%) was found between how intentional organizations were in teaching relationship skills (4.8 average response) and in teaching optimistic thinking (4.4 average response). According to the DESSA framework, relationship skills focus on positive other-oriented behaviors (e.g., helping

another person to feel good via complimenting, congratulating, or expressing concern), whereas optimistic thinking skills focus on developing a positive sense of self (e.g., saying good things about oneself or expressing high expectations for oneself). A composite statistic of organizational intentionality was generated through an index which aggregated these results. That index was 4.5 on the 5-point Likert scale, indicating, again, a very high level of deliberate SEL-focused programmatic decision-making.

Figure 9 presents a different picture. When asked about how successful their organizations were in teaching the eight SEL competencies, respondents were more measured. In this question set, the teaching of relationship skills was once again rated highest (4.0 average), and all others ranged between 3.6 and 3.8. The index created to summarize these statistics was 3.7 on the 5-point scale.

Question: How **successful** is your organization in teaching . . . ?

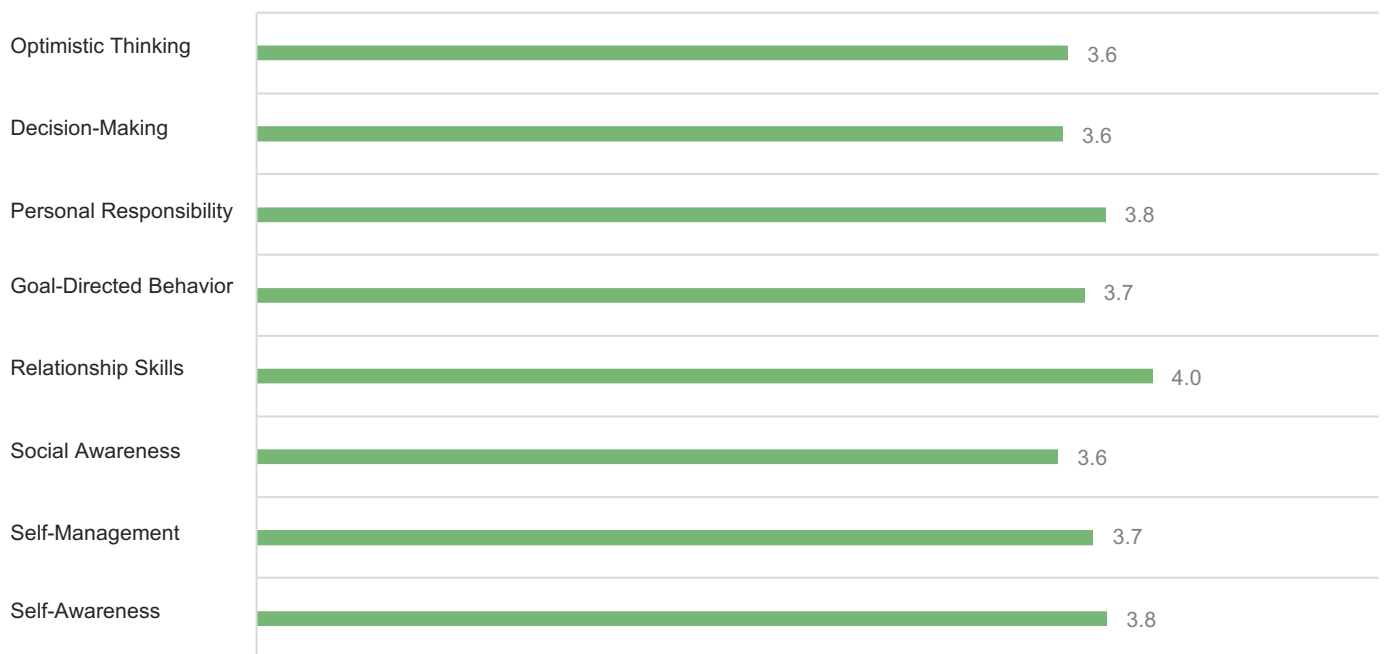


Figure 9. Organizational Success in Teaching SEL Competencies

Figure 10 on page 19 compares the averages of these two sets of responses, illuminating noteworthy differences between organizational intent and organizational success. While this difference is relatively unsurprising given the common phenomenon of intentions outpacing actual results, the survey findings provide a helpful insight on alignment. Participating organizations are all tightly aligned in their SEL priorities and their intent to focus on SEL programming as well as organizational challenges associated with meeting goals for youth outcomes.

Figure 10. Comparison of Organizational Intentionality vs. Success in Teaching SEL



These results are unsurprising given the frequent disconnect between intention and successful implementation in any organization, particularly early in the lifespan of an initiative. An important part of each organization’s improvement process, however, is recognizing such a gap then developing a strategic roadmap for closing it. Because P4S explicitly focuses on strengthening participants’ skills to match their behaviors and programming plans with youth outcomes, it can be expected that it will leverage the information contained in Figure 10 to support participating organizations in reducing the gap between their intentions and their achievements.



Strategic intent is more than a statement of vision or future direction. Strategic intent begins with a vision of the future and works backward to develop strategies and processes to ensure its achievement.

Khazanchi & Owens (2018)

YOUTH OUTCOME TARGETS

Question: Which of the following youth outcomes areas does your organization target?

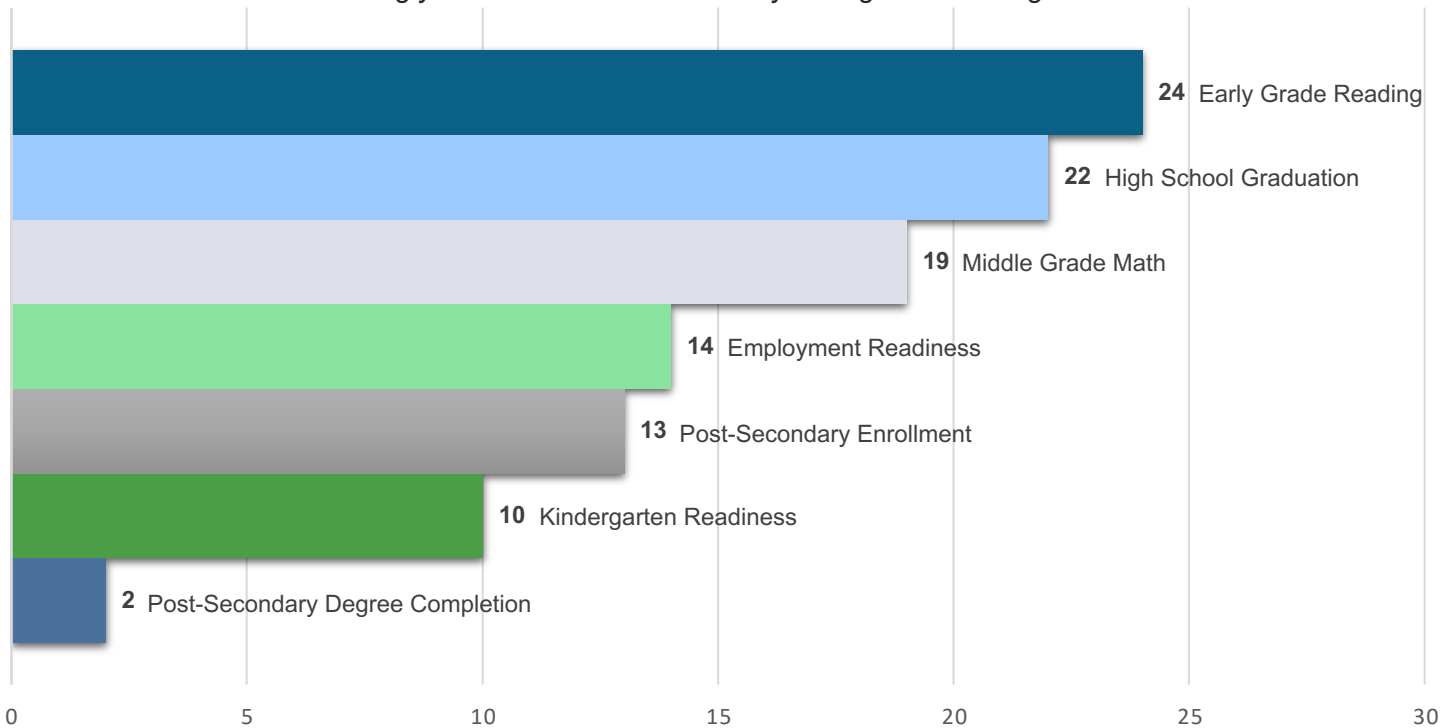


Figure 11. Comparison of Organizations' Youth Outcome Targets

Survey respondents were asked which of the following youth outcome areas were impacted by their organizations' programming: kindergarten readiness, early grade reading, middle grade mathematics, high school graduation, post-secondary enrollment, post-secondary degree completion, and employment readiness. As illustrated in Figure 11, early grade reading, followed closely by high school graduation are the most commonly cited outcome areas. At the other end of the spectrum, post-secondary degree completion and kindergarten readiness are the least impacted areas. This finding is consistent with the P4S focus on Out-of-School-Time provider organizations whose programming is most commonly associated with school-aged children.

Longitudinal analyses have shown links between social and emotional competencies assessed in childhood and health, education, and well-being later in life.

Oberle et al., 2017

YOUTH PROGRAM DELIVERY METHODS

Two questions were asked to ascertain the formats used for programming and service delivery by each organization. The first of these asked respondents to identify whether their organizations provided programming after school, during the summer, or both. The vast majority (28 respondents) indicated that they serve a youth population both after school and in the summer. Only one indicated that their organization's programming is limited to summer.

Because this survey was administered in the summer of 2020 (COVID-19), the second question asked respondents whether they provided their programs virtually, in-person, or using a blended approach. This question was designed to assess the extent to which programs had moved to online or hybrid programming and how many organizations were continuing in-person delivery. 68% of the respondents indicated that their programming became fully virtual, whereas 32% of respondents said that their organizations were continuing to provide in-person and/or hybrid services. In response to this shift, P4S convened a weekly virtual meeting focused on SEL to support providers in developing SEL strategies for their specific circumstances. Additional content focused on helping families to strengthen SEL competencies while youth remained at home.



ROLES IN THE COMMUNITY

Respondents were asked to indicate the roles their organizations play in the communities they serve. They were given the opportunity to select any of the following: advocate, community mobilizer, partner/convener, data expert, and other. Many respondents selected multiple roles, pointing to the complexity of organizations' operations. For all roles indicated, respondents were also asked to provide examples. Figure 12 provides a snapshot of the results.

We advocate for our students by working with their schools. By building relationships with students who come to our centers daily, we get to know them as a person, academically and socio-emotionally. If there are problems that are presented or we learn of information where families may need assistance, we are able to address and advocate for them.

survey respondent

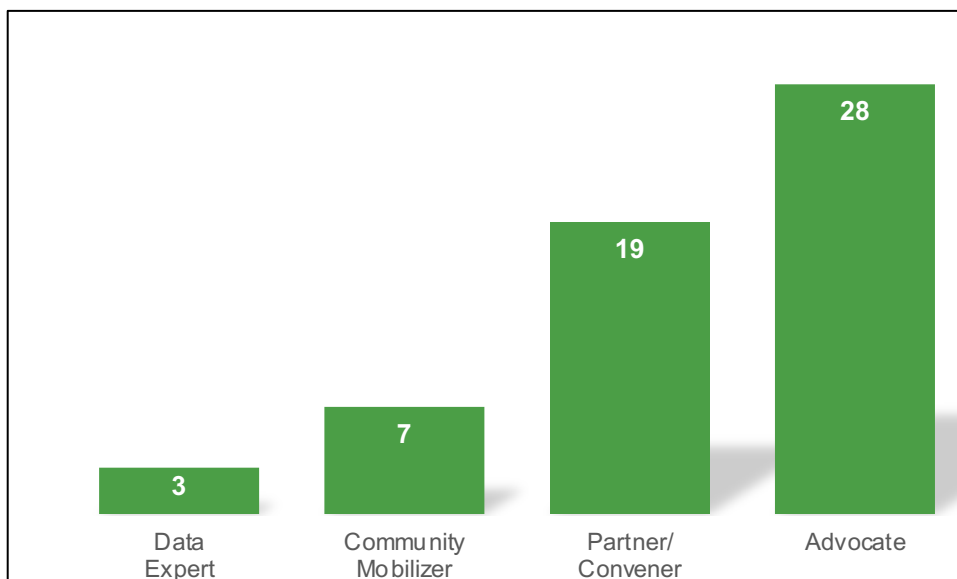


Figure 12. Roles Played by Respondents' Organizations within Their Communities

All but five respondents considered their organizations to fulfill an advocacy role in their communities. This response was the most frequently selected and is to be expected, given the shared commitment to providing essential services to communities characterized by concentrated poverty. Similarly, nineteen respondents characterized their organizations as partners/conveners. This result suggests that these respondents view their work as collaborative rather than savior-oriented. This perspective aligns with the equity and anti-racism emphasis of P4S's approach. Only five respondents characterized their organizations as community mobilizers and even fewer (three) described themselves as playing a data expert role. This latter result suggests that while organizations are prioritizing data-informed decision-making and developing their capabilities in this area, the focus is on internal operations, rather than offering this expertise as a product or service. This finding points to an opportunity for agencies to collect, analyze, and share data with their constituencies as well as the broader community. It can also inform P4S planning for future offerings. Finally, in the category of "other," one respondent described their organization's role in the community as one of mentoring, and one indicated that their role is to provide information and resources.

COMMUNITY MOBILIZER

We create workshops and programs to help build a bridge in the Columbus area communities. We have open mics once a month that are open to the public allowing everyone to share their talents. We also have a community dinner. Free food is provided to all.

ADVOCATE

If there are problems that are presented or we learn of information where families may need assistance, we are able to address and advocate for them.

PARTNER/CONVENER

We work with settlement houses, local schools, local art and music providers and Children's Hunger Alliance and summer programming providers.

ADVOCATE

We advocate at the local, state and federal levels for policy change and funding priorities. We are currently building a local advocacy plan in partnership with our state alliance.

INFORMATION RESOURCE

We collect and maintain current information about community events and resources that are relevant to the families we serve.

ENGAGING COMMUNITY

The survey assessed the extent to which the participating organizations collaborate with their communities by asking about the nature of their community engagement efforts. This aspect of the program's evaluation considers "nature of engagement" to be a proxy for the forms community influence on organizational decision-making can take.

The purpose behind this set of questions was to assess community authority so that P4S can support organizations in fostering effective and sophisticated community participation (White, Blatz and Joseph, 2019). This information is critical for P4S as it helps organizations yield their decision-making authority and acknowledge that community members are most knowledgeable about the kind of programming they need. These results serve as an important indicator of authentic, equity-oriented collaboration (White et al., 2018).

To these ends, respondents were asked how communities are engaged by their organizations, including in decision-making processes. The findings indicate varying degrees of involvement. This, in turn, reveals how community members are understood, valued, and mobilized. (See Table 3, page 25.)

As illustrated in the table, most respondents (24) indicated that they provide content to the community via a public website and/or social media. It is important to note that this form of engagement flows in an outward direction from the organizations to the communities they serve.

The information pipelines from communities *into* organizations are created primarily through surveys, open houses, training opportunities, and publicly available reports (e.g., *Rise Together Blueprint for Reducing Poverty in Franklin County*). Seven respondents indicated that their organizations work to build "buy-in" by their communities (which implies an agency-centric decision-making process), community meetings, calls-to-action (also indicative of an agency-centric approach), and participatory decision-making. This latter effort aligns most closely with an equity-oriented approach. Similarly, those organizations that delegate decision-making (2 respondents), engage in joint decision-making (2 respondents), form advisory committees made up of community members (4 respondents), and co-create programming (6 respondents) actively decentralize power and yield authority to the community.

FORMS OF ENGAGEMENT	COUNT
Website/Social Media	24
Surveys	17
Open Houses	12
Training Sessions	9
Public Agency Reports	8
Community Calls to Action	7
Community Meetings	7
Participatory Decision-Making	7
Building Buy-in for Programming	7
Co-Creation of Programming	6
Focus Groups	5
Other (Individual Parent/Guardian Meetings)	1
Community Advisory Committee(s)	4
Strategic Investment Using Stakeholder Feedback	3
Issuing Specific Workgroups	3
Asking Third Parties to Set Criteria for Success	3
Joint Decision-Making	2
Delegated Decision-Making	2
Consensus Building	2
Strategic Engagement Using Stakeholder Mapping	2
Problem-Solving Workshops	2
Citizen Leadership	1
Newsletters	1

Table 3. Community Engagement Forms Implemented by Respondents' Organizations

Respondents were also asked to indicate how often their organizations involve youth, families, and community stakeholders in their decision-making processes. Their responses were provided on a 5-point Likert scale, with 1 being "never" and 5 being "always". As illustrated below, the average response in all three categories was essentially identical. With 3.0 being the midpoint on the scale (and, therefore, neutral), the extent to which organizations involved youth, families, and communities in their decision-making is largely unremarkable. While the result is not cause for alarm, it indicates noteworthy potential for growth.

Question: How often does your organization include the following stakeholders in decision-making?

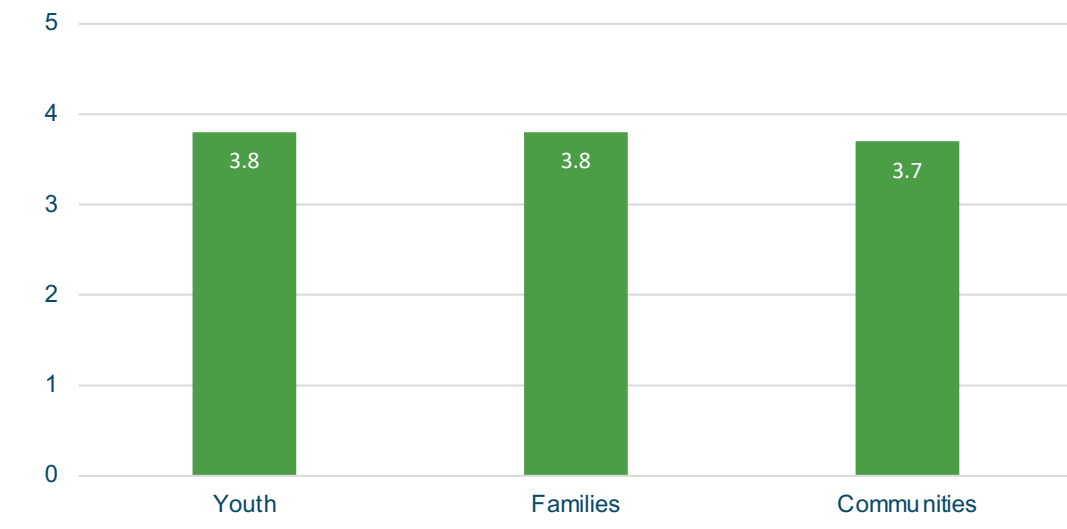


Figure 13. Frequency of Stakeholder Inclusion in Decision-Making

These results are somewhat contradictory to the community-involved decision-making findings represented in Table 3 on page 25. The latter indicate that communities are infrequently included, generally speaking, even though respondents seem to place value on including stakeholder voices in decision-making. One plausible explanation for this discrepancy is that inclusion in decision-making may be largely informal and idiosyncratic as opposed to systematic. These results thus point to a potential area for new or increased professional development, which could include establishing shared understandings and strategies such as community-engaged feedback loops (Jackson et al., 2018) for intentional collaborative decision-making.

THE ROLE OF DATA IN DECISION-MAKING

Kania and Kramer (2011) have argued that the agreement on a common agenda is "illusionary without agreement on the ways success will be measured and reported." For this reason, the P4S activities also focus on shared understandings about measurement systems. A significant portion of the program evaluation was devoted to examining how participants regard SEL and EWI data collection and analysis. When considering the relevant findings, it is important that both the P4S participants and its funders recognize that shared measurement is, in fact, an extremely complicated undertaking. Cabaj (2017) described shared measurement as "traditional measurement on steroids" with significant challenges, including working with diverse organizations, across multiple domains and focusing on highly complicated phenomena such as racism and poverty.

P4S has historically sought to bring together two main forms of data: SEL and EWI. EWI data are used by schools and districts to identify behavioral and academic signs in students which put them at risk for dropping out of school.

Because these data are collected by and subject to rigorous regulatory protections, OST providers and convenors are presented with a unique set of access challenges. Those challenges are compounded by the breadth of the P4S initiative, which encompasses the entirety of Franklin County. The county is home to a large and varied set of youth service providers, school districts, and community schools. This means that developing a process or system for shared measurement which can work across multiple school districts and organizations—all with their own existing data platforms—is uniquely complicated. Nonetheless, P4S is currently pursuing collaborations and strategies that will provide all collaborators with access to a shared repository of these data. P4S envisions the repository as a system that allows organizations to overlay EWI analytical insights with SEL-related information. Because this access (including relevant SAS platforms) is currently in development, the primary focus of the 2018-20 P4S community of practice was on the analysis, and use of SEL data, which can be collected by each provider.

SHARED MEASUREMENT APPROACH

Whatever practices a CI group chooses to begin with, it should treat them as just that, a beginning. Interpreting data and making good decisions requires continuous experimentation and improvement.

Cabaj (2017)

Despite the complexities associated with shared measurement, it is critical that partners in a large-scale social change effort like the P4S take on this challenge. This is because shared measurement is the primary mechanism for aligning organizations across *outcomes*, not just agenda. Acknowledging the challenges associated with using EWI data from multiple school districts, P4S has foregrounded collecting and analyzing SEL data, which it is more easily able to access.

In addition, the P4S approach relies on research that indicates SEL has a direct impact on Early Warning Indicator data (Davis et al., 2014). P4S activities are thus premised on the idea that improving SEL outcomes will ultimately improve EWI data. This perspective, combined with the relative ease of access,

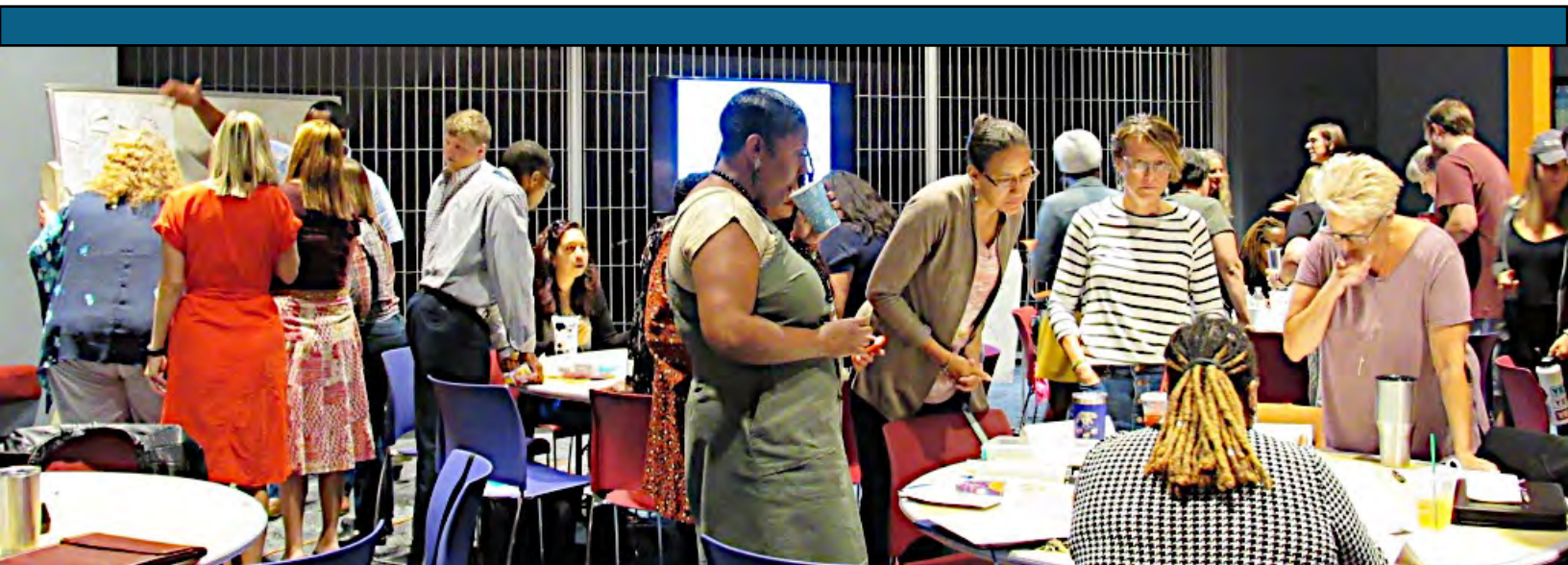
explains why SEL is currently centered in the P4S initiative. Given the complexities outlined on page 26, the P4S participants do not use a single, shared measurement platform. Instead, they conceptualize their approach as a broad and collaborative process. Each provider chooses from an agreed upon set of measurement tools (i.e., DESSA or HSA), provided free of charge by funding partners. From there, organizations collect their own data, sometimes supplementing with additional tools appropriate to their unique contexts.

This is an appropriate choice for the P4S initiative, as the group's participants represent a wide range of organizational structures and provide services in vastly different contexts (e.g., within a school, at an agency-owned site, at a site owned by a different entity, etc.). Moreover, the organizations vary in terms of their size and scale, with some being small and local while others are large and national. This impacts their respective access to resources, including data systems. Therefore, each partner organization relies on the tools appropriate to its particular situation but maintains focus on achieving the common, overarching goal of eradicating educational inequity, racism, and poverty.

P4S takes a differentiated approach to shared measurement. Differentiation acknowledges the reality that the participating organizations tackle many diverse aspects of a complex problem by using a range of strategies appropriate to each setting. Therefore, P4S aims for a reasonable shared measurement approach that leaves room for divergence while achieving consensus on shared outcomes and alignment on relevant measures. In this way the work is generative, with each partner organization centering equity in a manner that is responsive to its communities.

As a key part of its professional development activities, P4S facilitates conversations between the participants about measurement tool options, data collection and analysis, and sharing results. The coordination of these conversations is important, because in order for each organization to make data-informed decisions that support the collective action toward increasing improving youth social, emotional, and academic outcomes, all participants must have a common understanding about the various findings (Almog and Habib, 2013). This allows them to examine not only collective progress toward the shared goals, but also the contributions of each partner organization.

By providing a context for exploring how success in reaching the agreed upon benchmarks can be measured, P4S positions all participants to learn from their own data as well as that of their peers. This approach can lead to better, more credible data for all (Cabaj, 2017) as well as an increase in providers' ability to modify their behaviors in relation to what they learn about youth through the data.



MEASURING YOUTH OUTCOMES

On the end-of-year survey, P4S participants were asked to indicate which data systems are used by their organizations to track and measure student skills, behaviors, and outcome indicators. 30 survey respondents provided answers to this question; Figure 14 illustrates the array of their answers, compiled by organization.

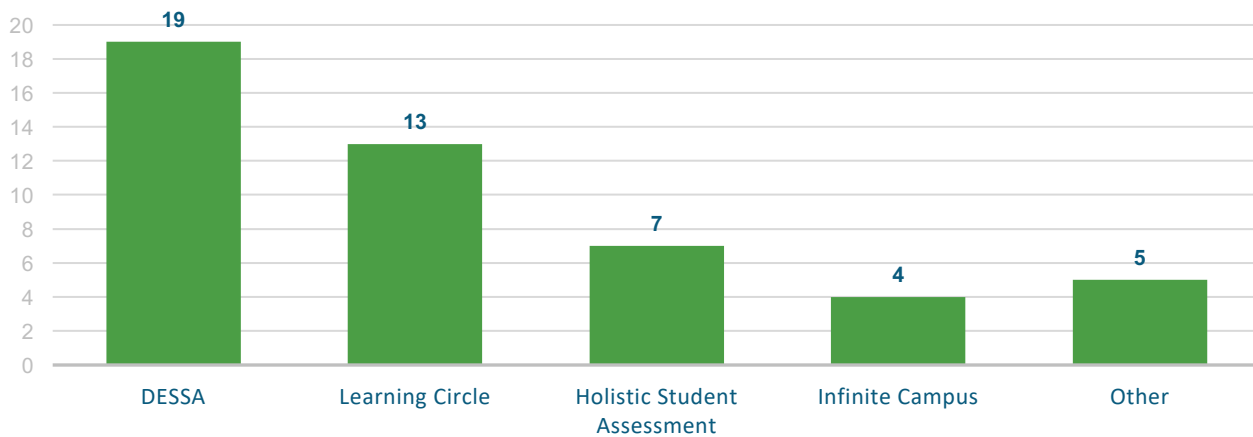


Figure 14. Data Measurement Tools Used by Organizations

Given the 2018-20 focus on SEL, all organizations whose employees responded to the survey used systems designed to measure CASEL's five core SEL competencies (self-awareness, self-management, responsible decision-making, social awareness, relationship skills). Some organizations use more than one system, with the most commonly used being the Devereux Student Strengths tool (DESSA). The DESSA is a premier SEL assessment

mechanism created by Aperture Education informed by research conducted by the Devereaux Center for Resilient Children. Several respondents complement the DESSA observation-based tool with student surveys such as the HSA or Panorama. In addition, partners collect data using Infinite Campus Student Information System, Apricot Data, Communities in Schools National Database (CISDM), and independently created surveys.

DATA DISAGGREGATION

Survey respondents were asked which of the categories are used by their organizations to disaggregate data: race, gender, age, zip code, socio-economic status, and English Language Learner status. The purpose of this question was to understand how intentional P4S participating organizations are in using data to reveal patterns among populations which might be concealed by aggregate data. Disaggregation allows participating organizations to better address differences among students and take these into account when making decisions related to programming. The disaggregation of data is also an important practice when battling systemic inequities that negatively impact groups of people based on characteristics such as race, gender, etc.



Disaggregating data is important to reveal patterns that can be masked by larger, aggregate data. Looking specifically at sub-populations can help make sure that resources are spent on the areas and students where they are most needed and can have the biggest impact. Perhaps most importantly, disaggregated data can help to make wiser future implementation decisions . . .

Safe Schools Healthy Students, 2012

P4S asks all participants to disaggregate data so that they are better able to identify disparities based on identity and socio-economic status. This allows organizations to create tailored responses for individual youth and groups requiring unique attention. P4S centers this content in its professional development activities, emphasizing that the disaggregation of data is a requirement of culturally responsive programming and equity (Crenshaw, 1992). To support this effort, P4S provides a range of supporting tools to participating organizations.

Question: Please indicate which of the following categories your organization uses to disaggregate data . . .

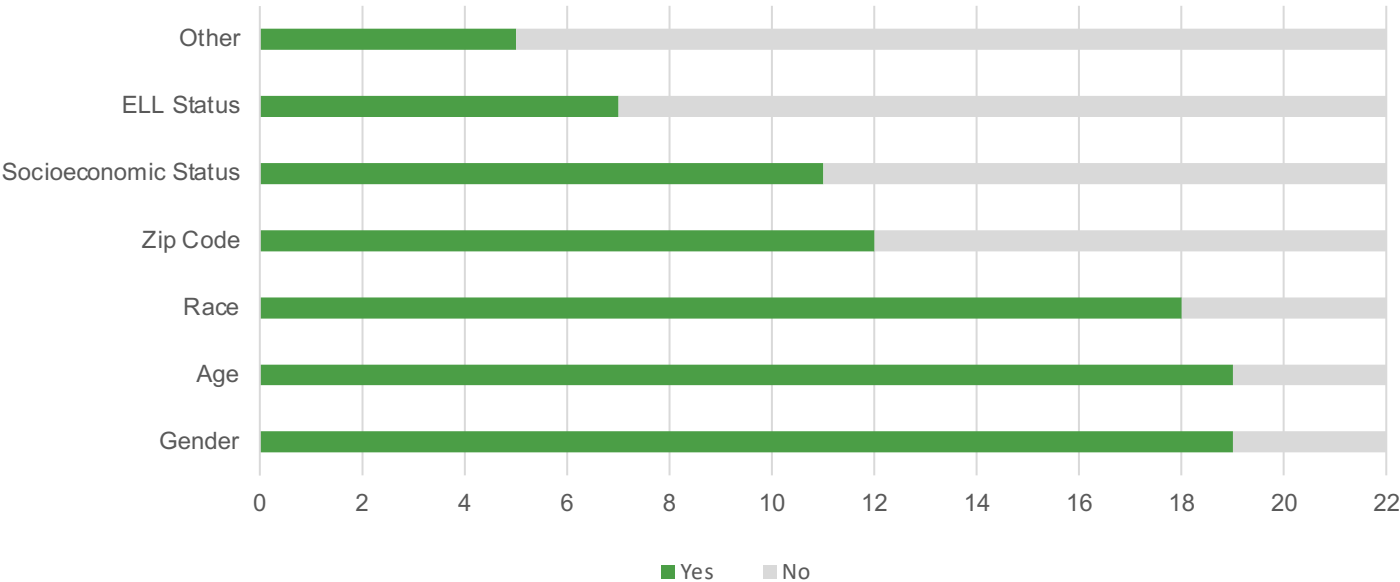


Figure 15. Socioeconomic and Identity Categories Used by Organizations to Disaggregate Data

Figure 15 illustrates the finding that participants’ organizations most frequently disaggregate data by gender and age, followed closely by race. These results are important, because they demonstrate a recognition of the link between social stratification based on identity categories and well-being. Disaggregation according to zip code, socioeconomic status and ELL status was undertaken less often. These varied results can be attributed to the following circumstances: funder requirements, data-management system constraints, privacy requirements, the drop-in structure of some agencies, and political climate. P4S is currently supporting the growth of participants' understandings related to data disaggregation, including an emphasis on increasing organizational capabilities to disaggregate data. This work is focused on helping participants match the values they hold related to equity with creating an infrastructure to support the required level of analysis. It can be expected to see growth in this area in the coming years.

To ascertain the extent to which culturally responsive programming was designed to target SEL and academic outcomes, respondents were asked to indicate if their organizations disaggregated data in these areas. They were also asked to indicate other areas for which data were disaggregated. Figure 16 illustrates the results. 19 of the 22 organizations represented by survey respondents disaggregate data related to SEL and 17 do so for academic outcomes. In the category of "other," respondents shared that their organizations disaggregate data to look for population patterns related to high school completion, behavior and discipline, developmental growth, housing, and/or attendance. These results are important, because they indicate alignment between organizational data practices and P4S's emphasis on using data strategically to advance equitable outcomes. As Johnson and Wiener (2017) explain, "compelling research demonstrates that developing students' social and emotional skills improves a wide range of outcomes—starting with their performance in the classroom."

The P4S emphasis on data disaggregation for SEL measurement was instrumental in lobbying Aperture Education to adapt the DESSA platform so that users can disaggregate data beyond grade, age and gender. In 2015, P4S introduced the DESSA tool to participants, and by 2016, it joined with several national partners to push for increasing the tool's data disaggregation capacities. That same year, P4S collaborated with Aperture on determining disaggregation metrics. By 2019 more comprehensive data disaggregation options (e.g., race, zip code, economically disadvantaged, etc.) were embedded in the tool.

Question: For which of the following categories does your organization disaggregate data . . . ?

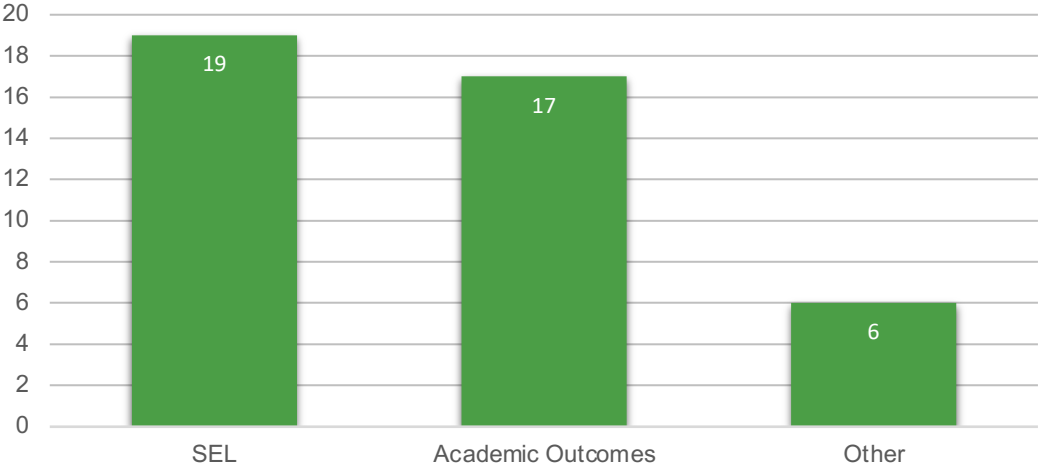
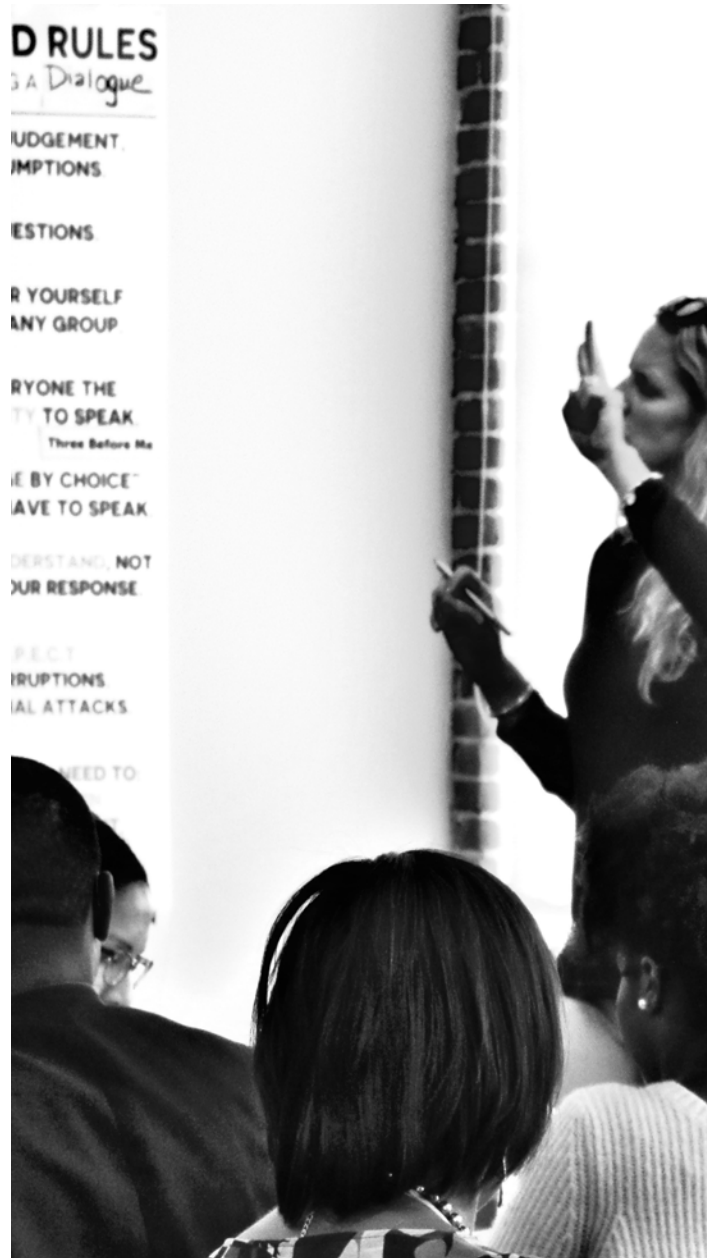


Figure 16. Categories of Data Disaggregation

SECTION 3: THE P4S IMPACT

IMPACT ON ORGANIZATIONS

As discussed in Section 2, this program evaluation uses Guskey's chain-of-impact framework for determining the success of the P4S activities. To examine systems-level gains (level 3) made by participating organizations, the survey asked respondents to indicate the extent to which the tools introduced to them by P4S are currently used by their agencies. Figures 17, 18, and 19 illustrate the average responses to each question. Overall, the P4S impact was strongest through its own website and a strategy toolkit it developed specifically for the partners. Its introduction of Aperture Education's SEL lesson plans was similarly impactful. Other tools were less influential on organizations, likely due to the differentiated, adaptive P4S approach. Interviews with P4S management and administrators indicate that the P4S community of practice is conceptualized as a space for introducing ideas, testing prototypes, and forming problem-solving subgroups of practitioners with similar programming needs. Offering differentiated resources and avoiding a one-size-fits-all approach explains the mid to low response averages, as not all organizations use every tool.



The Partnership4Success, with its unique combination of data, research, and equity-centered best practices, is precisely the partner to help us achieve our most audacious goals.

The following page (page 36) presents respondents' perspectives on the extent to which the tools introduced by P4S have impacted their organizations. Given the relatively large number of tools, responses are organized based on the purposes for which they are used. (See Figures 17, 18, and 19.) The analysis revealed that 52% of respondents provided a neutral ("3") score related to the P4S website, whereas 34% provided above neutral scores ("4" and "5"), and 14% indicated a "1" or "2" (i.e., not at all or rarely). In responding to the P4S SEL Implementation Checklist, 34% indicated neutral ("3"), 24% indicated above neutral, and 41% indicated below neutral. The P4S Continuous Improvement Process Guided Notes received a neutral response from 10 of the 29 respondents (34%). 24% of respondents provided a higher than neutral score, and 41% responded with only a "1" or "2". Respondents' organizations were even less likely to use the PEAR HSA Guidelines and Resources, with close to 66% indicating an absence or rare use of the tool, and only 10% rating usage above neutral. These latter results can be attributed to the fact that the HSA tool was only used by a small group of providers.

The set of questions assessing organizational use of the data gathering and interpretation tools introduced by P4S received relatively low marks. (See Figure 18.) It is important to note that these tools were often used primarily in small, special-interest workgroups based on requests and needs surfaced by individual provider agencies. Therefore, any given tool might only be used by a subset of participants, and some are developed by providers for their unique purposes then shared with the group. Moreover, all tools are not relevant to every organizations' activities, nor are they all compatible with each organization's existing platforms. For these reasons, the results in this area are not concerning and indeed may include a positive indication that cross-fertilization between participating organizations has occurred. Nonetheless, P4S is advised to explore further to determine with certainty the root cause(s) and ensure that P4S resources are used efficiently.

In areas related to developing and implementing youth curricula, Aperture's DESSA SEL lesson plans were the most frequently used, along with the P4S Strategy Toolkit. (See Figure 19.) For the former, nearly 50% of respondents indicated that their organizations employ the lesson plans frequently or very frequently. The P4S Strategy Toolkit was used frequently or very frequently by 41% of respondents. These results represent an area worthy of further diagnosis. While the P4S differentiated approach inherently leads to a wider range of tools and more specialized usage by fewer agencies, additional inquiry would allow P4S to determine if any efficiency is lost when the range of offerings is broadened.

Figure 17. Impact of Program Planning and Information Tools on Organizations

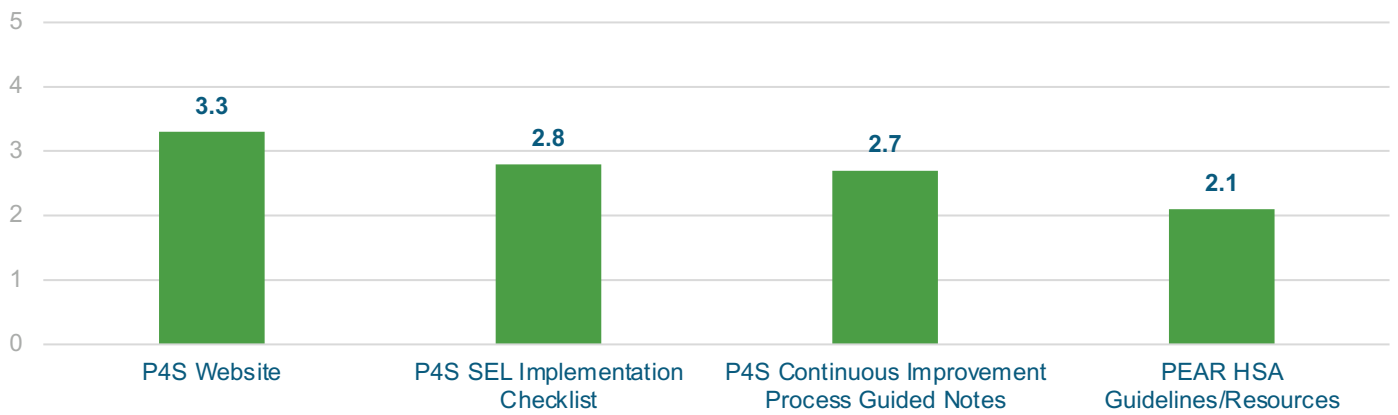


Figure 18. Impact of Data Gathering and Interpretation Tools on Organizations

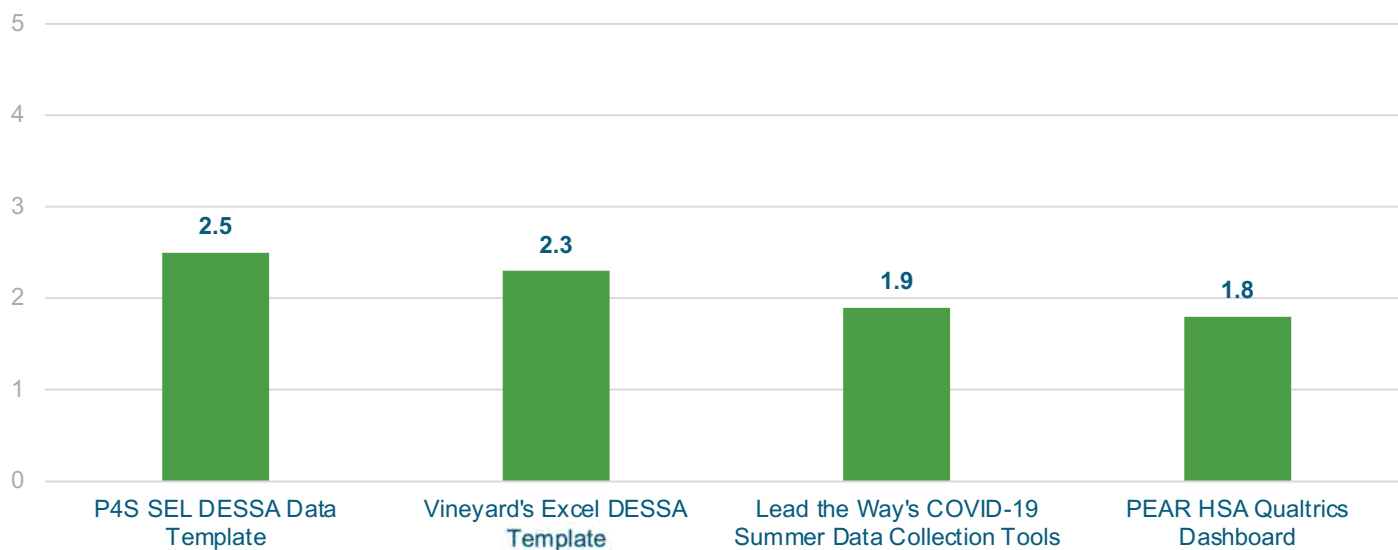
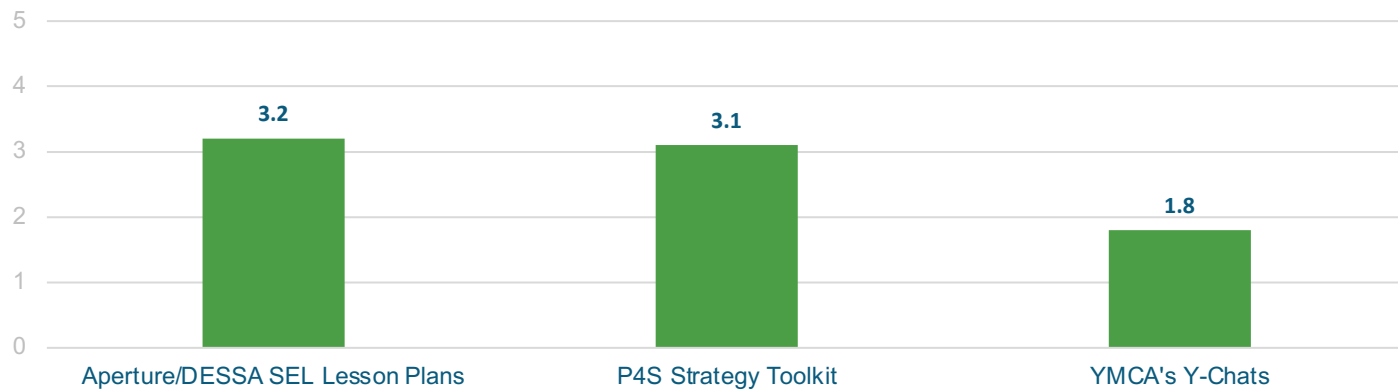


Figure 19. Impact of Youth Curriculum Tools on Organizations



DATA ATTITUDES, POLICIES, AND PRACTICES

To further evaluate the extent to which P4S impacted data-informed decision-making processes on an organizational level, the survey asked respondents to indicate P4S’s influence on the following dimensions of data strategy and operations: policy, buy-in, collection, storage, and privacy. Two categories stand out: data buy-in and data collection. As illustrated in the diagrams below, nearly 50 percent and 60 percent of respondents reported that P4S had a high impact in these two areas, respectively.

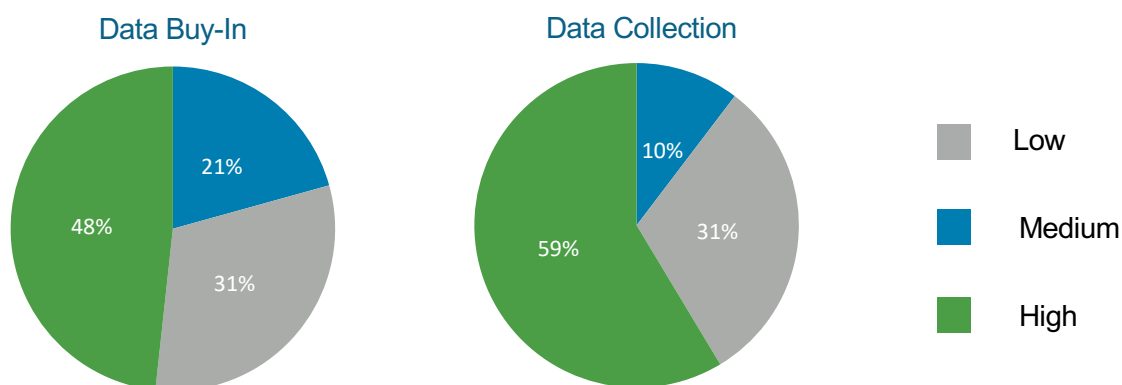


Figure 20. Comparison of P4S Impact on Organizations: Data Buy-In versus Data Collection

Because the majority of survey respondents are less likely to be in the position to make decisions related to organizational data policies and data infrastructure such as storage platforms and associated privacy systems, these results indicate that participation in the P4S may be generating positive results in areas within participants’ control. To generate a better understanding of the extent to which the P4S impact has filtered through the respondents to high-level data systems decision-making, additional evaluation is required.

P4S has allowed us to have an arsenal of data-related tools that we can use to advance the notion of SEL being an imperative part of supporting our children. On top of assessment data, P4S has helped us know HOW to advocate for, emphasize, and dedicate resources toward SEL. We are able to accomplish this through our own data and reports or through frameworks that our schools’ need.

Survey Respondent

ADDITIONAL ORGANIZATIONAL IMPACTS

Respondents were asked to assess the P4S impact on their organizations in relation to several specific focus areas, including responsiveness to youth, successful implementation of P4S content, collaboration, and engagement.

P4S has created a safe learning space where hard questions are asked and stories are told. We continuously learn about SEL and equip our youth with the skills they need to succeed. P4S has not just provided a curriculum, it has also helped shape agencies' ability to provide culturally competent SEL opportunities. Through the community that P4S has built, we are able to extend support to Refugee Immigrant families and to other service providers as well.

Lilu Terefe, Youth Program Manager
Ethiopian Tewahedo Social Services



Respondents rated P4S's impact on their organization's responsiveness to children's needs on a scale of 1 ("not at all") to 5 ("a great deal"). Figure 21 on page 39 shows the average responses to questions related meeting children's social, emotional, academic, and relationship needs. The very high scores in the areas of social and emotional needs not only reflect the success of P4S in achieving its primary content deliverable (improving providers' ability to cultivate youths' social emotional development), but also point to a

likelihood that participants find the professional development worthwhile. Respondents also felt that P4S was effective in supporting their organizations' ability to cultivate young people's relationships with adults and other community members and to address their academic needs. This latter area, along with an analysis of youth social and emotional data, is discussed in depth in Section 4 (*Youth Findings*). All of these results indicate an impact that is well above average.

Question: To what extent has P4S impacted your organization's ability to meet the following youth needs:

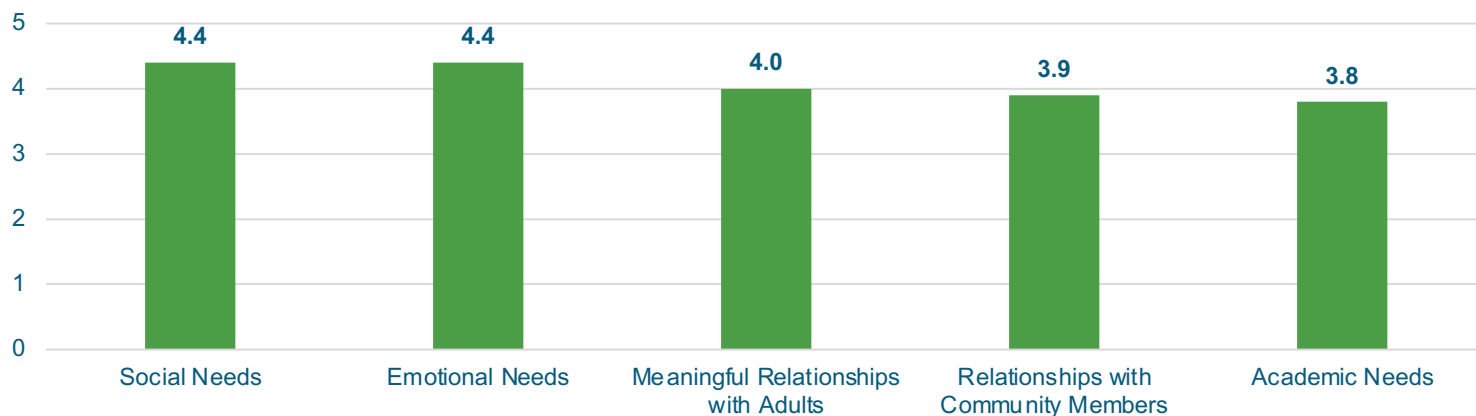


Figure 21. P4S Impact on Organizations' Service to Youth

The survey also asked respondents to assess the extent to which P4S has impacted their organization's implementation of the key areas addressed within the community of practice. As illustrated in Figure 22, average responses were quite high, particularly in three key areas: SEL, challenging conversations in the presence of difference, and educational equity. Given SEL as the organizing principle (along with racial justice) as the lens through which all activities are structured, these findings underscore the initiative's effectiveness in the prioritized areas. Additional evidence of success is provided by the fact that 72% of respondents indicated P4S has been very impactful ("5" on the 5-point Likert scale) on their organization's SEL practices.

Question: To what extent has P4S impacted your organization's implementation of the following:

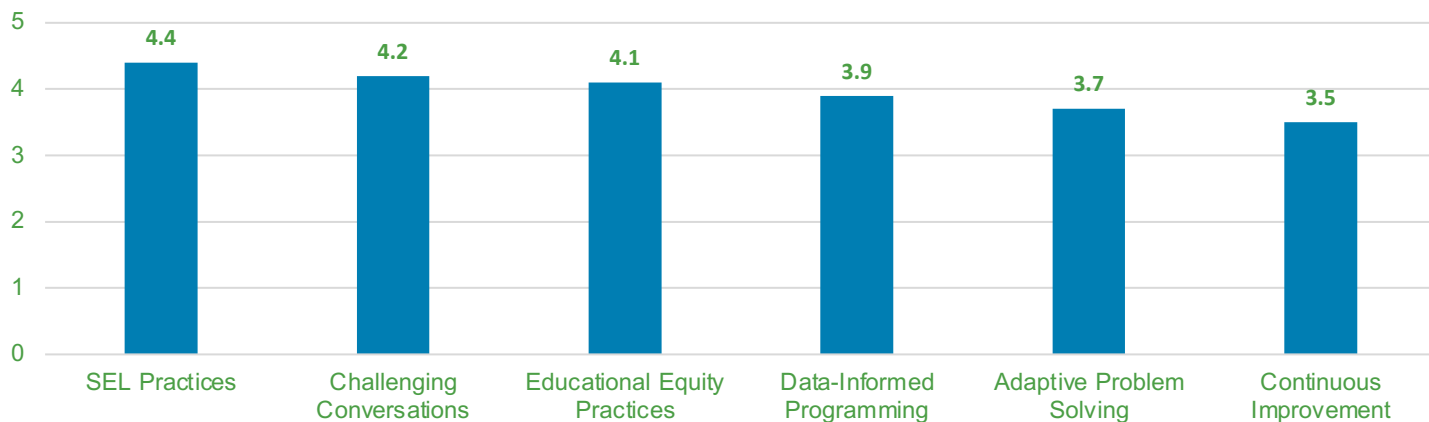


Figure 22. P4S Impact on Organizations' Implementation of Programming, Practices, and Processes

For collective impact efforts to result in large-scale social change, collaboration must be understood as a cross-sector, interorganizational phenomenon (Prange et al., 2016). This involves agreement on shared outcomes and unity in building systems to combat fragmentation within the local organizational ecosystem (Ennis & Tofa, 2019). Convening members of the ecosystem to achieve this kind of collaboration is the primary role of backbone organizations such as P4S. In order to establish a baseline understanding of P4S’s success in cultivating systems-oriented collaboration, the survey asked respondents how much P4S impacted their agencies’ (1) commitment to the overall effort and (2) interorganizational collaboration. Figures 23 and 24 indicate that P4S is an important mechanism for engaging in the collective effort. Anecdotal evidence indicates that P4S has galvanized additional collaboration between agencies, thus reinforcing and diffusing the collective impact approach beyond the original context. This bodes well for sustainability.



As a collective impact convener, facilitator and educator, P4S creates the conditions for multiple organizations to focus on meaningful collaboration to deepen our impact on young people in our programs.

Elizabeth Martinez, President & CEO
Big Brothers Big Sisters of Central Ohio

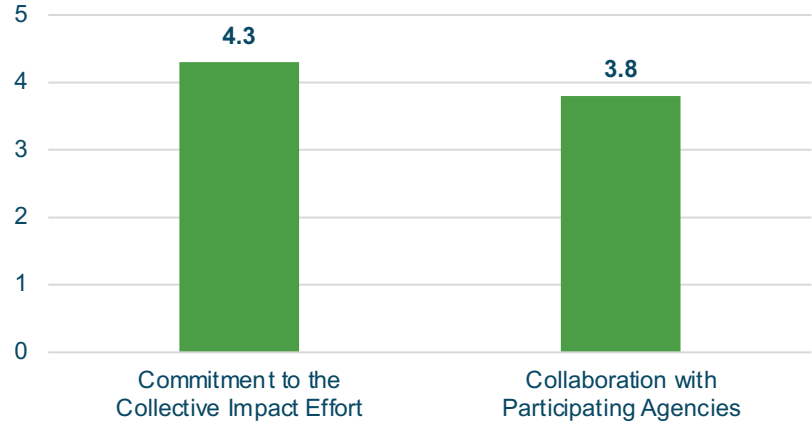


Figure 23. Mean of Responses: P4S Impact on Commitment/Collaboration

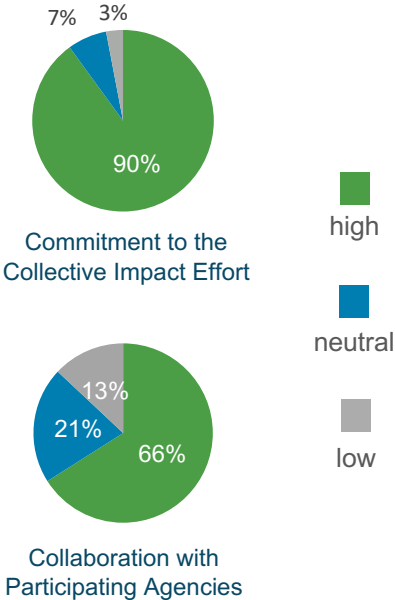


Figure 24. Degree of Impact by Percentage

IMPACT ON INDIVIDUALS

From a chain-of-impact perspective, the organizational impacts discussed on the preceding pages inherently flow through individuals who participated in the P4S professional community of practice. Therefore, this evaluation examined the extent to which participants felt P4S was responsible for changes in their understandings as well their professional practices, networks, and attitudes. The following focus areas were addressed: data literacy, content knowledge, and attitudes related to the P4S experience. The findings are as addressed below.

Question: To what extent has P4S impacted ability to tell your organization's story using . . .

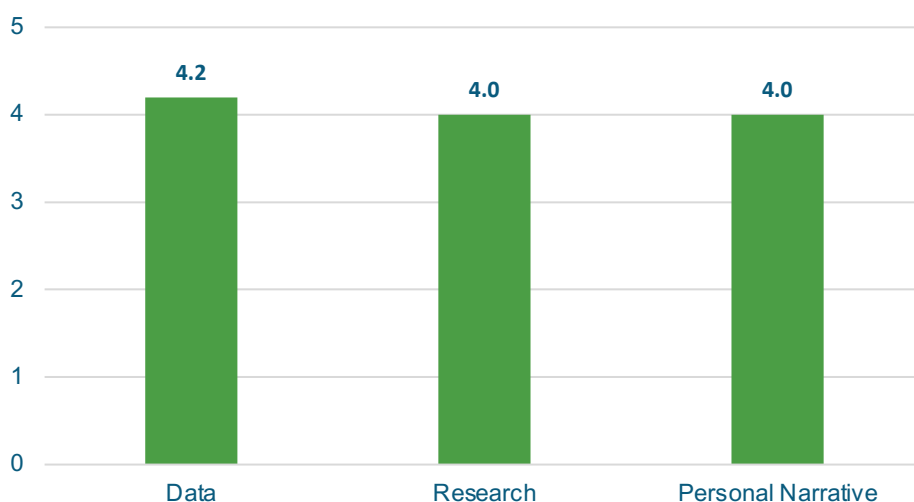


Figure 25. P4S Impact on Communication: Mean of Responses

P4S activities emphasized the importance of using data to make informed decisions about programming to better meet youth needs and impact youth outcomes. In addition, P4S framed data collection and analysis in relation to its role in telling both organizational and youth stories. Participants learned how to use impact data to advance the collective work overall. Any gains in this latter domain can ultimately pay dividends in terms of raising community awareness, helping funders understand the nature of the work, and diffusing success beyond the immediate circle of each organization. Survey results indicate that P4S is moving in this direction, with participants giving high ratings to P4S impacting their ability to effectively leverage data for communicating their organizations' stories.

A vibrant storytelling culture means the difference between whether your organization has a living, breathing portfolio of different stories, from different perspectives, that share its impact—or just a single, somewhat stagnant story. It's the difference between having one person in the organization dedicated to storytelling (whether that's the CEO, development director, or head of communications) and everyone in the organization having compelling stories at their fingertips. And for many organizations, it's the difference between investing in telling the organization's story in a more compelling way—or not investing.

Dixon, J. (2016)

Across all areas related to individual impact and satisfaction, P4S received very high ratings from the survey respondents. These results are noteworthy, as it is notoriously difficult to provide sustained, high-quality professional development that is very well received by a wide range of participants. These high levels of self-reported gains and satisfaction continue the trends noted in the 2018 external evaluation report.

Question: To what extent has P4S impacted your understanding of . . .

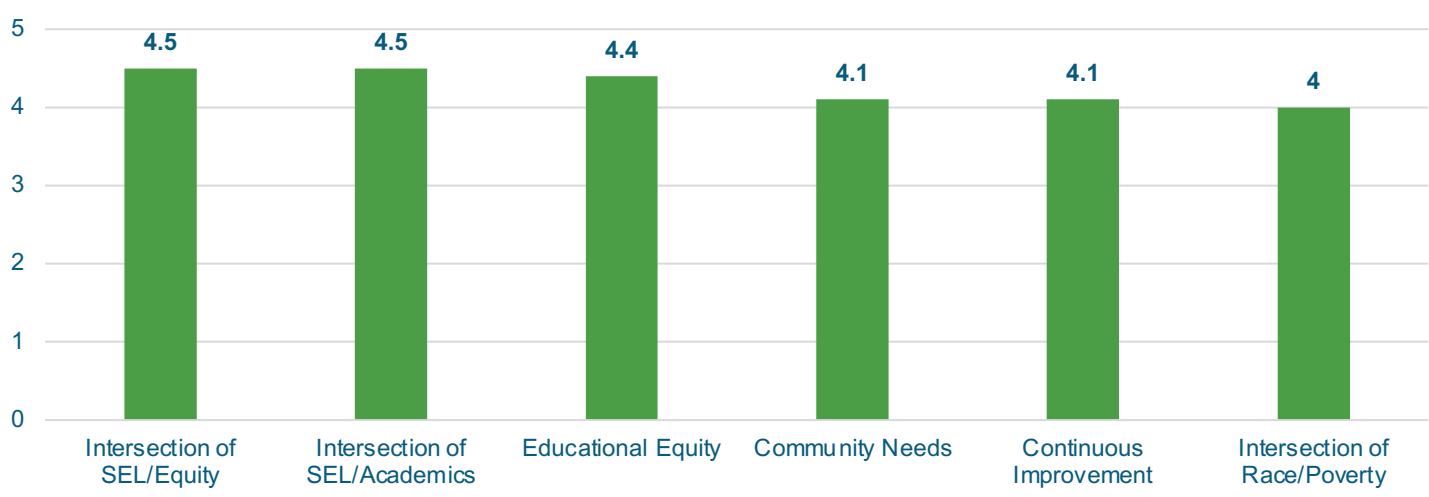


Figure 26. P4S Impact on Respondents' Understandings of Areas of Focus

As illustrated in Figure 26, respondents felt that they learned a great deal about the core content provided through P4S, especially in the three areas most central to the P4S work: SEL and equity, SEL and academics, and educational equity. Because these data were generated through self-reports of knowledge gains, they can be understood as proxies for respondents' increased awareness as well as their comfort level with the new ideas presented by P4S. This is an important indicator for the likelihood of enduring change and the diffusion of ideas across organizations by the participating individuals. The more participants are aware of the issues explored in the professional development context and the more they see themselves as being equipped with relevant new knowledge, the more they are likely to view themselves as capable of applying the content in their individual work environments.

The P4S impact on participants' perceptions of their increased knowledge mirrors the impact on participants' attitudes about the P4S learning environment and impact on their professional relationships. Findings were extremely positive across the board in these two areas, reflecting P4S success in fostering a positive and nurturing environment in which individuals succeeded in building connections across differing identities and life experiences through conversations on challenging topics, such as racial justice.

Question: To what extent has P4S positively impacted your . . .

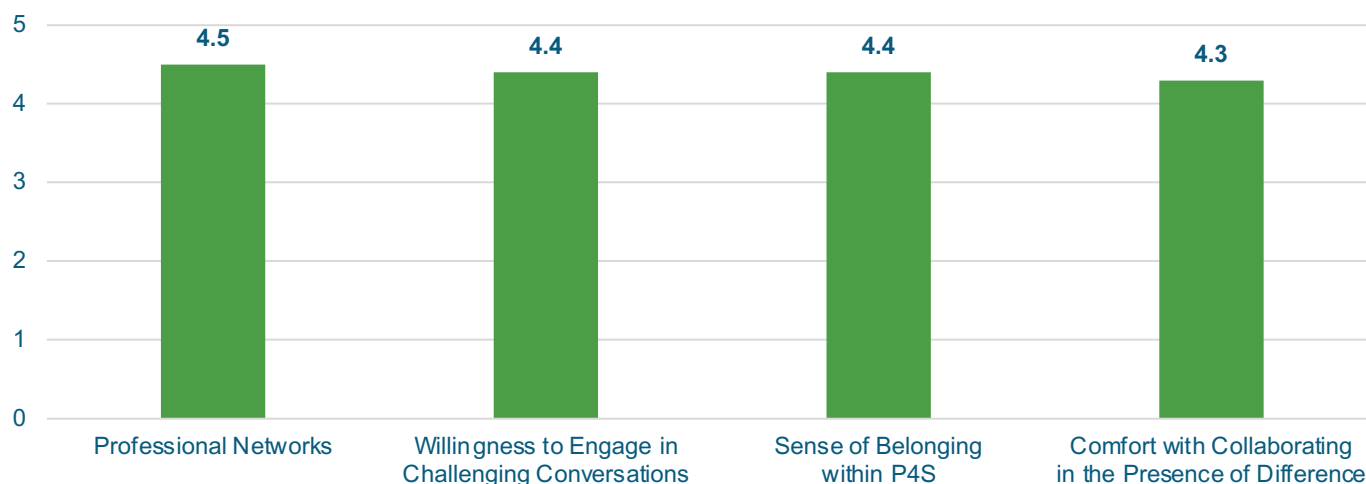


Figure 27. P4S Impact on Respondents' Attitudes and Dispositions

Because of P4S, we are better able to center the personal stories of adults and partners as a part of their professional presence, which made for more committed and expanding partnerships.

Marquita Curry
Family Engagement Coordinator
Windsor STEM Academy
Columbus City Schools



PARTICIPANT SATISFACTION

Survey respondents were asked several sets of questions designed to evaluate their satisfaction with their P4S experience. On the survey’s 5-point Likert scale, participants’ overall satisfaction rating was extremely high at 4.4. Moreover, the lowest rating was 4.2, and the highest was 4.5. These strong results are uncommon for educator professional development, which falls flat more often than not. Common complaints about professional development include lack of relevance, lack of rigor, and a failure to recognize and leverage participants’ professional knowledge (Schwartz, 2019). Respondents’ high level of satisfaction across all surveyed categories indicate that P4S is an exemplar in the professional development domain, an accomplishment all the more impressive due to the large number of diverse organizations with varied resources, missions, capacities, and expertise and which focus on different dimensions of youth service.

Question: How satisfied are you with the following aspects of your experience with P4S . . .



Figure 28. Respondents’ Satisfaction with P4S Experience: Mean of Responses

SECTION 4: YOUTH FINDINGS

Research shows that across demographics and circumstance, social emotional skills are a reliable predictor of student success both before and after graduation. Specifically, these skills have been proven to be dynamic, developable, and measurable (Kautz et al., 2014). The P4S methodology recognizes that all youth are able to achieve social and emotional growth, that SEL instruction yields exponential gains compared to investments, and, therefore, that educators should assess SEL skills and implement strategies to support development (Clive et al., 2015).

In 2018 through 2020, 36 participating provider agencies used the DESSA and/or the Holistic Student Assessment (HSA)—standardized and strengths-based tools—to measure youth social emotional competencies. During the 2018-19 academic year, employees of the agencies (“raters”) administered the DESSA three times and the HSA twice. In the 2019-20 academic year, two assessments were completed before programming was interrupted by the COVID-19 pandemic. Some providers continued assessing through the summers of 2019 and 2020.

High social and emotional competency increases high school graduation rates, postsecondary enrollment, postsecondary completion, employment rates, and average wages. High social and emotional competency decreases dropout rates, school and classroom behavior issues, drug use, teen pregnancy, mental health problems, and criminal behavior.

The National Commission on
Social, Emotional, and Academic Development



Given the COVID-19 disruption, it is not possible to reliably compare 2018-19 and 2019-20 results. For some providers ratings continue through the summer, but summer programming data is more idiosyncratic. For these reasons, only academic year data will be presented on the following pages.

DESSA OVERVIEW

Aperture Education’s strength-based DESSA system includes several different assessments whereby an educator observes a student and reports on the occurrence of positive behaviors. The assessments measure eight social emotional skills: self-awareness, self-management, social awareness, relationship skills, personal responsibility, optimistic thinking, decision making, and goal-directed behavior. The tool—created in alignment with CASEL research—offers educators an opportunity to collect actionable data and use evidence-based, skill-building activities to support youth.



Figure 29. DESSA System: The 8 SEL Competencies (apertureed.com)

DESSA assessments assign nationally normed scores and categories. The T-scores have been standardized using ratings received by the youth in Aperture’s standardization sample. High scores (T-scores of 60 and above) are referred to as strengths. T-scores between 41 and 59 are described as typical. Low T-scores (40 and below) are described as needing instruction. Children with scores in this latter range can be considered at risk for exhibiting or developing social emotional problems.

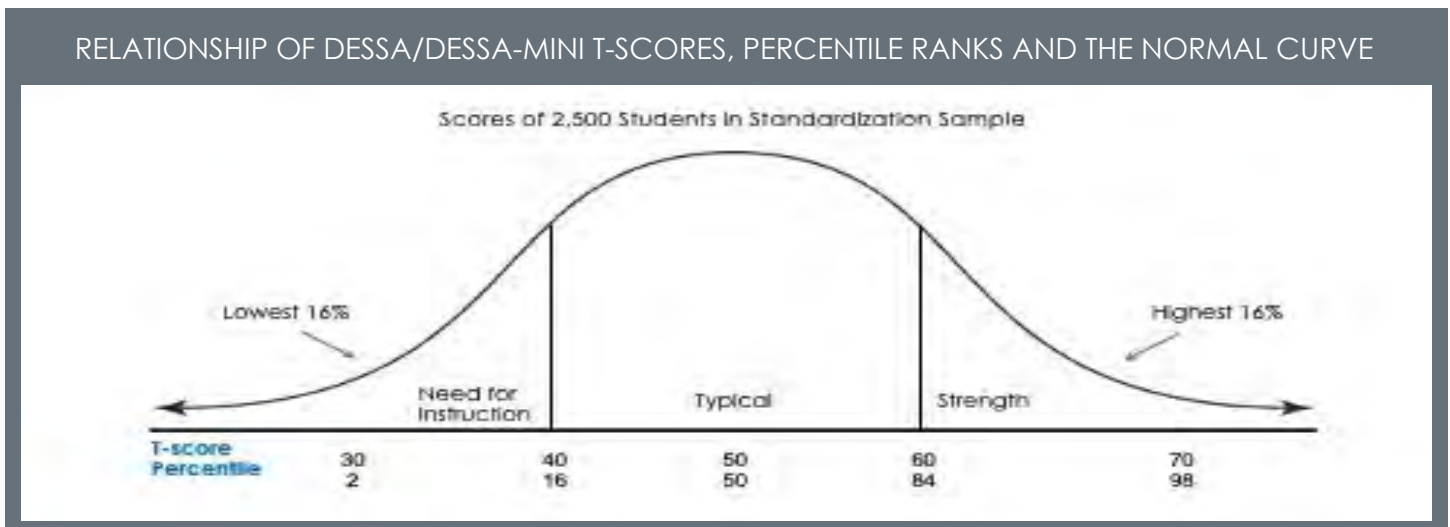


Figure 30. DESSA System: Standardization Sample: The Normal Curve

CHANGE OVER TIME

Periods 1 – 3, Academic Year 2018-19

When considering student SEL change over time, it is important to recognize that the benefits extend to other domains. High SEL skill levels translate to better academic achievement, job placement and retainment, more fulfilling adult relationships, and better overall life outcomes (Durlak et al., 2011). Conversely, low SEL skill levels are associated with emotional distress, conduct problems, and lifelong challenges. For example, Aperture research validating the DESSA has found that students assessed into the “need” category are 4.5 times more likely to have a record of infractions (e.g., vandalism, bullying, assault, and other forms of violence) versus students not assessed into this category (Shapiro et al., 2017).

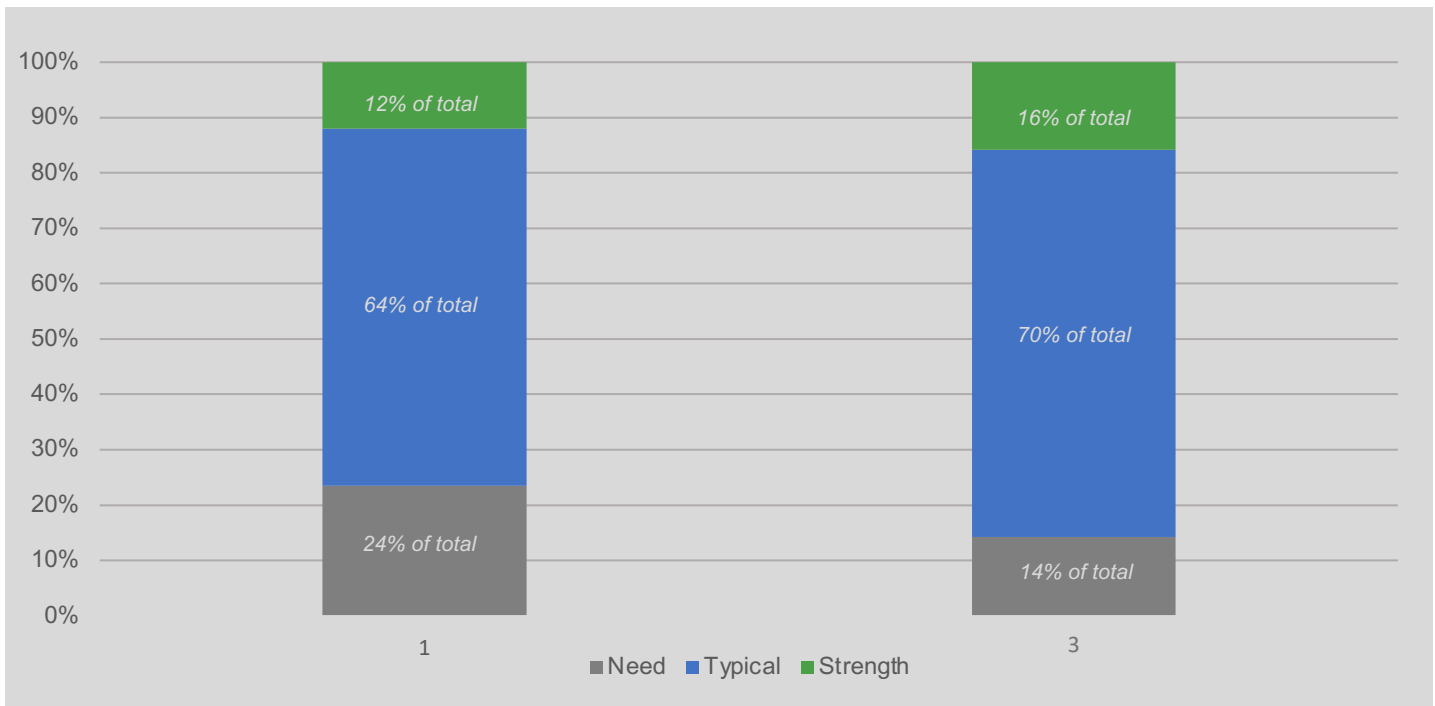


Figure 31. Ratings by Category (Period 1 versus Period 3)

P4S participating providers assessed 2,500 youth in both periods 1 and 3. The number of students who demonstrated above average social and emotional strength during this span of time increased by four percentage points, from 12% to 16%. Of the same 2,500 youth, 64% of the students who showed a need for SEL instruction in Period 1 were assessed into the typical or strength categories in Period 3. Educators’ intentionality when delivering SEL instruction to the neediest students yielded gains in skill development. Given the connection between SEL and long-term outcomes, it is reasonable to expect that the students who moved into the strength category and those who moved out of the need category will ultimately experience greater academic and other outcomes than they would have without explicit SEL instruction. This, in turn, is likely to lead to greater career and lifelong success. These are indicators of P4S efficacy.

DISSAGGREGATION BY GENDER

Periods 1 – 3, Academic Year 2018-19

SEL data were disaggregated by gender, revealing that a roughly equal number of boys and girls were rated. The data also revealed that a greater percentage of female students were assessed as having stronger than typical social emotional competency. A greater percentage of male students were assessed as in need of social emotional instruction. These latter findings suggest that boys would benefit from intentional programming designed for their unique needs. P4S is attuned to the

	NEED	TYPICAL	STRENGTH
PERIOD 1			
All	24%	64%	12%
Female	20%	65%	15%
Male	28%	63%	8%
PERIOD 2			
All	22%	67%	11%
Female	17%	69%	14%
Male	26%	65%	8%
PERIOD 3			
All	17%	67%	16%
Female	13%	68%	18%
Male	21%	68%	13%

Table 4. Category by Period (Female versus Male)

intersecting needs of boys across race. In collaboration with funders and providers, it co-created a work group focused specifically on boys and young men of color (the BYMC workgroup) in the spring of 2020. This programmatic alignment with the needs surfaced by the disaggregated data is reflective of P4S's equity-centered SEL framework. The analysis of data disaggregated by gender reinforced P4S's commitment to obtaining data disaggregated by race to strengthen programming designed for populations furthest from opportunity. As noted previously, the disaggregation by additional metrics (such as race and zip code) was disrupted by COVID-19 and will be included going forward.

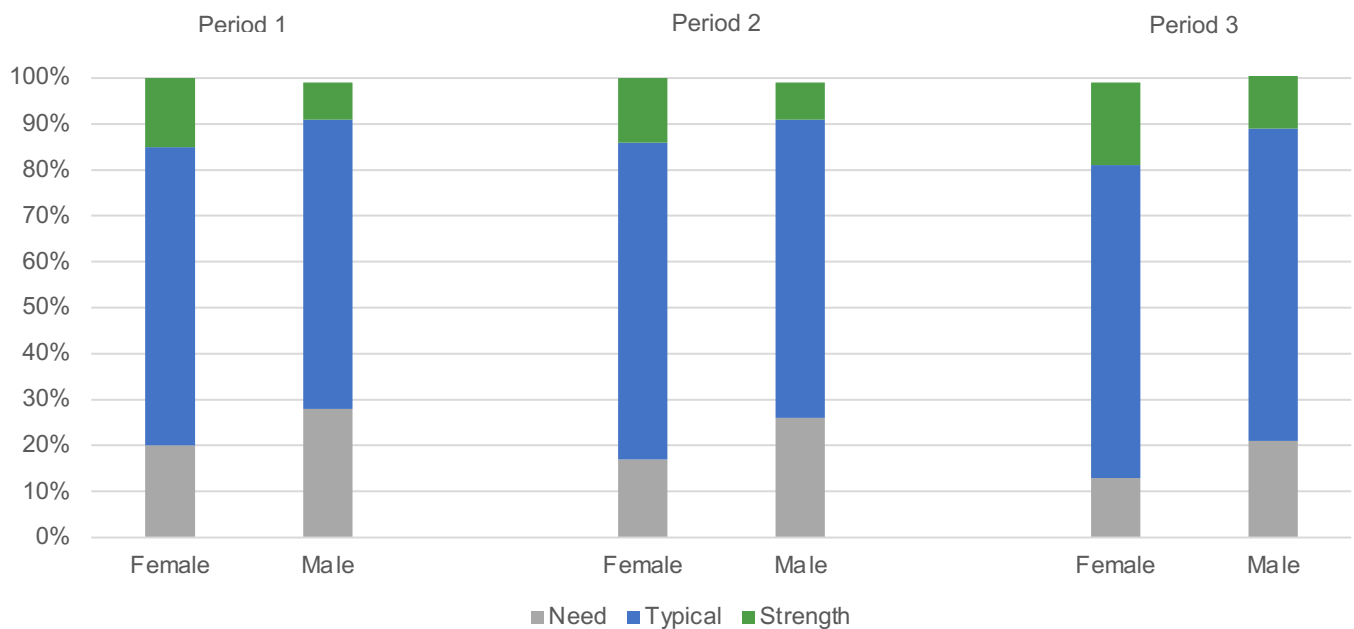


Figure 32. Category by Period (Female versus Male)

DISSAGGREGATION BY GRADE BAND

Periods 1 – 3, Academic Year 2018-19

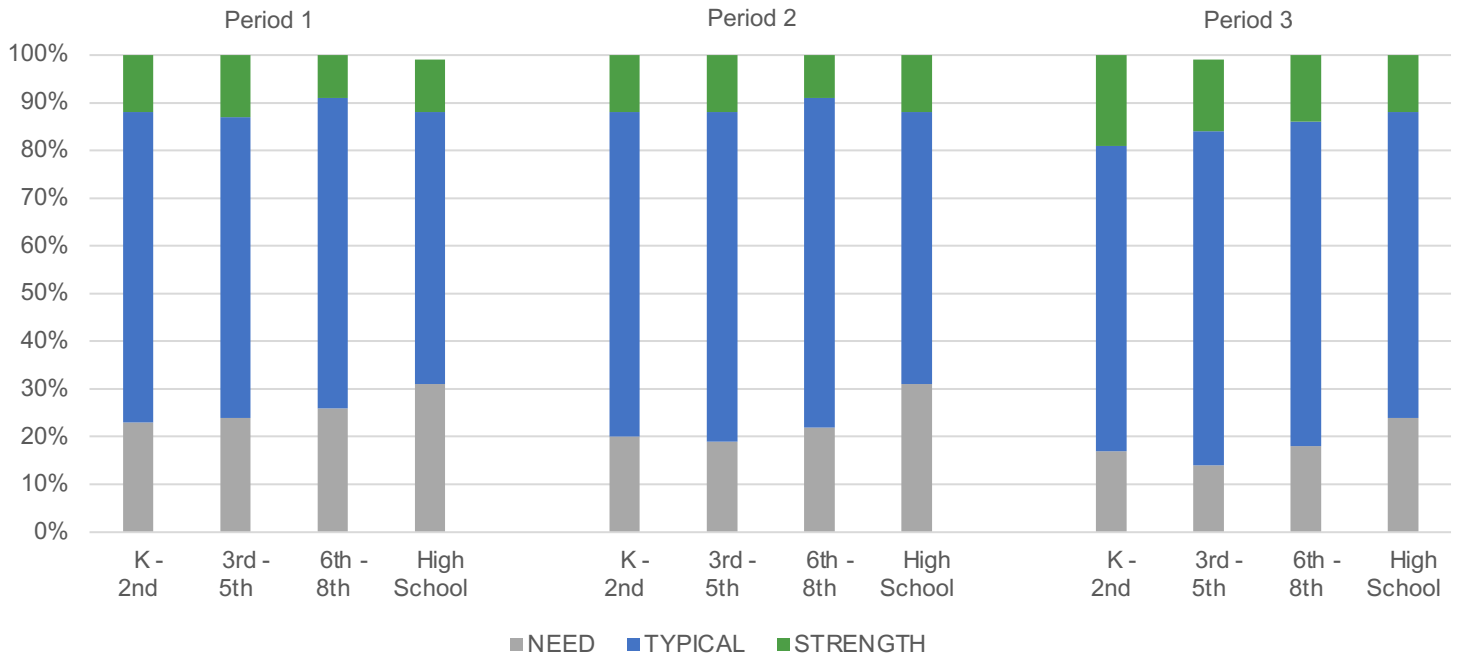


Figure 33. Category by Period (Disaggregated by Grade Band)

	NEED	TYPICAL	STRENGTH
PERIOD 1	25%	64%	12%
K - 2nd	23%	65%	12%
3rd - 5th	24%	63%	13%
6th - 8th	26%	65%	9%
High School	31%	57%	11%
PERIOD 2	21%	67%	11%
K - 2nd	20%	68%	12%
3rd - 5th	19%	69%	12%
6th - 8th	22%	69%	9%
High School	31%	57%	12%
PERIOD 3	17%	64%	19%
K - 2nd	17%	64%	19%
3rd - 5th	14%	70%	15%
6th - 8th	18%	68%	14%
High School	24%	64%	12%

Table 5. Category by Period (Disaggregated by Grade Band)

SEL data were also disaggregated by grade bands for all three rating periods in the 2018-19 academic year. Across all three periods, a greater percentage of high school students were observed to be in need of instruction than students at all other levels. These findings indicate that high school students would benefit from programming specifically designed for their age group.

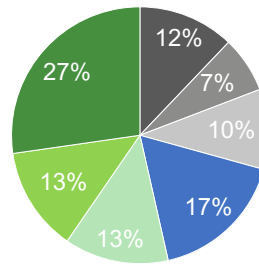
Kautz et al. (2014) have concluded that SEL skills are particularly pliable in adolescents, perhaps even more so than cognitive skills. P4S has demonstrated its understanding of the unique and evolving needs of high school students. For this reason, it currently facilitates a High School work group. Furthermore, two other work groups are in the process of developing apprenticeship/career pathways for young people. Additional gains could be made by supplementing existing tools with a range of resources designed specifically for high school students.

T-SCORE CHANGE OVER TIME

Periods 1 – 3, Academic Year 2018-19

CATEGORIES OF CHANGE

< 2	no change
2 – 4	small
5 – 7	medium
8 +	large



n = 2,500 students

Figure 34. Direction and Degree of Movement

T-scores provide a nuanced method for measuring students' change beyond movement between categories. While category change is important, it does not necessarily generate a full picture of an individual child's development. For instance, a small change can move a child into another category without this being statistically noteworthy. On the other hand, a child can move significantly yet remain within the same category. Once a provider has a clear understanding of the direction and extent of a child's movement, they are better positioned to formulate a response. For purposes of standardization, Aperture Education offers the scale represented in Figure 34. During the 2018-19 academic year, 2,500 youth were rated in both the first and third periods. Of these, the data revealed that the number of students assessed to be most in need of SEL intervention decreased by 9%. In addition, 53% of students were assessed to have moved a statistically significant distance in SEL skills. However, 29% of the students were assessed as being more in need in Period 3 than Period 1. The amount of change noted in a student's score depends on a number of factors, including how much risk and adversity the child experiences, the degree of fidelity in which social and emotional learning strategies are implemented, the consistency of the raters, etc. Thus, the P4S findings illustrate the reality that growth is not linear. Rather, movement in both directions can be expected, because each young person's competencies are affected by a range of life circumstances. The Continuous Improvement framework accounts for these natural variances while driving toward overall aggregate growth, which P4S partners achieved.

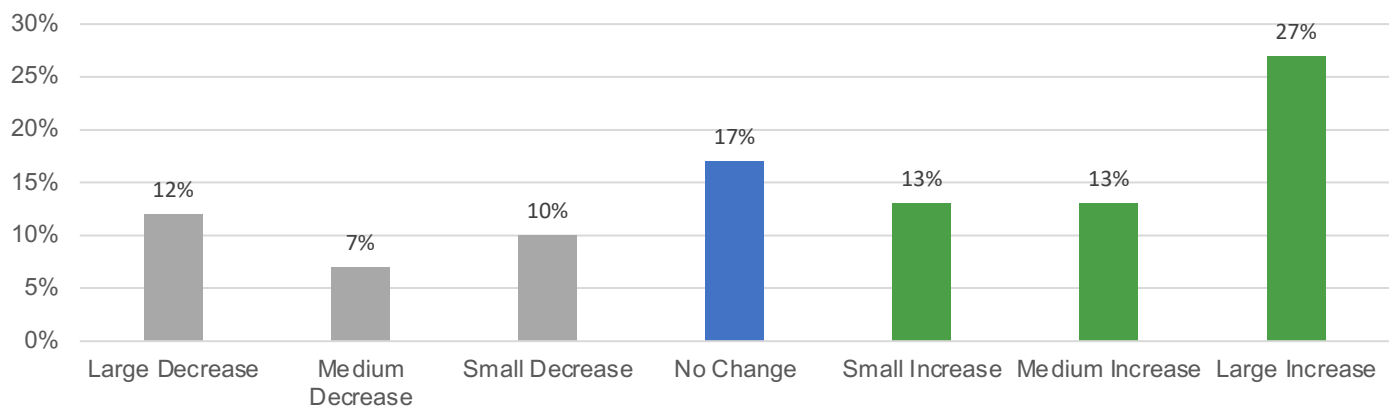


Figure 35. Direction and Degree of Movement

Rating Period 1 Results

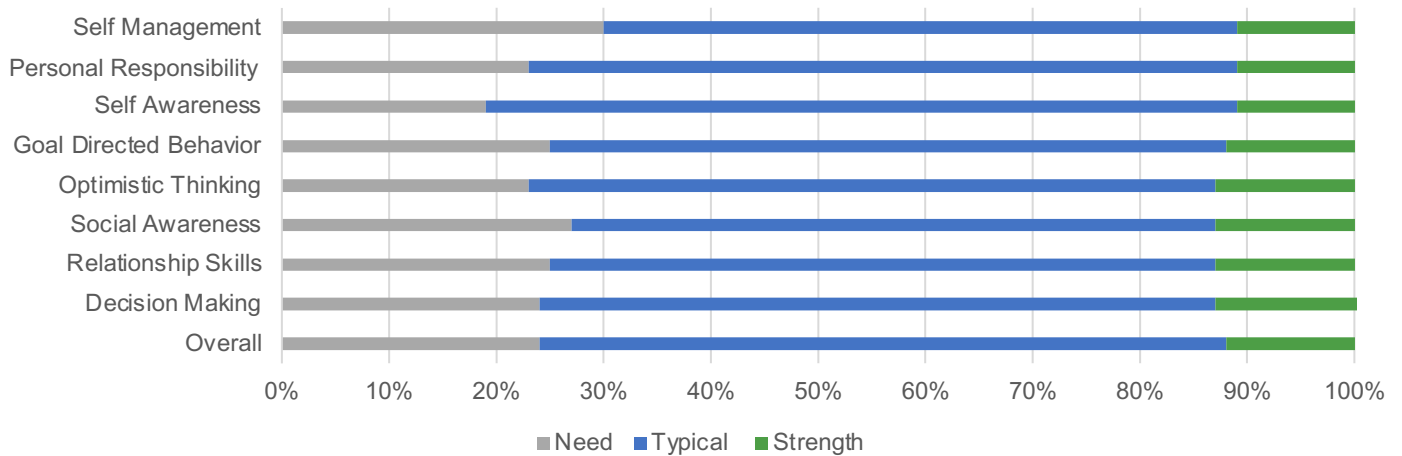


Figure 36. Rating Period 1 Results: Baseline SEL Skill Level by Category

SEL data is reported by competency, which allows educators to strategically target specific areas in response to students' current competencies as evidenced by a defined subset of behaviors. In the first rating period, decision making was the competency with the highest strength (14%), and self-awareness was the competency with the lowest need (19%). By the third period, self-awareness was the competency with the best results overall. Students also showed noteworthy gains in the relationship skill category. By contrast, self-management was the competency with the most students in the need category (30%). This result is not unexpected, as P4S educators consistently report that behavior is a primary challenge. By the third rating period, self-management showed the greatest shift out of the need category (-9%), reflecting the educators' intentionality in this area. Trends followed a positive trajectory, such that overall and in every sub-domain, the number of students showing a need for intervention decreased and the number of students demonstrating strength increased between periods 1 and 3.

Shifts Over Academic Year

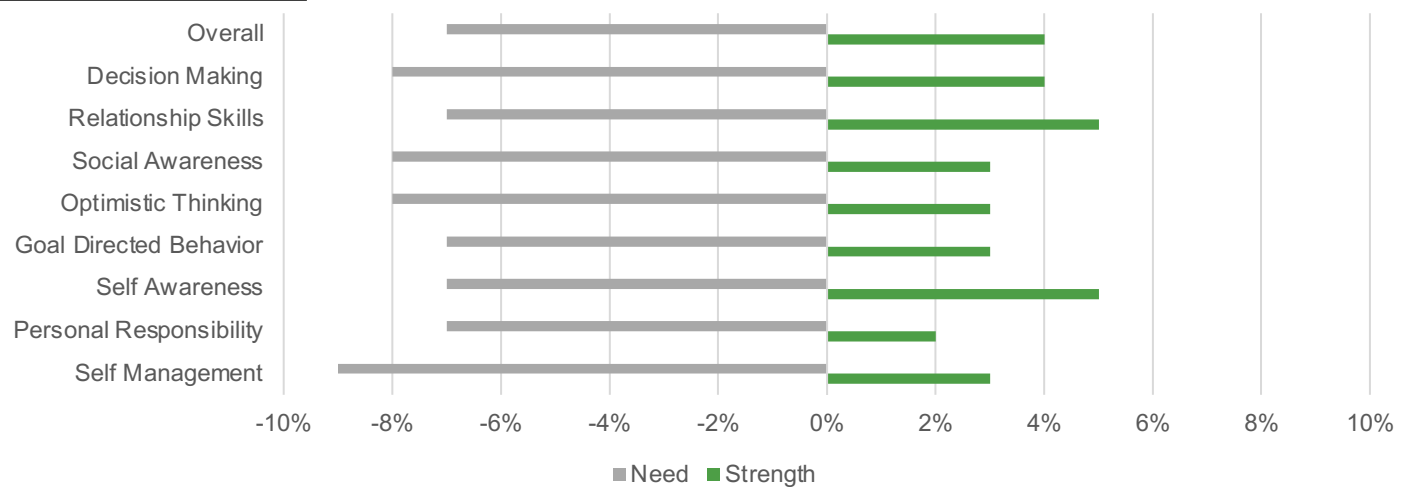


Figure 37. Percentage Change in Need and Strength (by Category) Between Periods 1 and 3.

EARLY WARNING INDICATOR DATA

Periods 1 – 3, Academic Year 2018-19

With the support of FCDJFS, all Franklin County youth service organizations and school districts have access to Learning Circle Software through which communities and schools collaborate using EWI data to drive positive outcomes for students (Balfanz, 2012). These data are disaggregated by race, gender, grade, academic supports, ELL, and age, which informs equity-driven conversations related to outcome trends across groups. Figure 38 illustrates the difference in movement out of the alarm category between P4S partners' students compared to all students in the four Franklin County school districts that use Learning Circle software (Groveport-Madison, Harambee, United Schools Network, and Columbus City Schools). Overall, Students who participated in P4S OST programming fared better than those who were not. Compared to all Franklin County students, 8% fewer of the P4S students who began 2018-2019 in the alarm category remained by the end of the academic year. These results are noteworthy, given the evidence-based

2018-19 Movement of Students Out of Alarm

LEARNING CIRCLE DISTRICT YOUTH IN THE <i>ALARM</i> CATEGORY	P4S YOUTH IN THE <i>ALARM</i> CATEGORY
Overall: 29%	Overall: 21%
Attendance: 63%	Attendance: 50%
Behavior: 18%	Behavior: 3%
Core Academics: 74%	Core Academics: 58%
ELA: 69%	ELA: 59%
Math: 72%	Math: 60%
Science: 70%	Science: 50%
Social Studies: 70%	Social Studies: 40%
ALARM CATEGORY DEFINITION	
Attendance: below 89%	
Grades: F	
Behavior: multiple office referrals; more than 2 suspensions	

Table 6. Franklin County Learning Circle Districts versus P4S Students

connection between EWI and SEL. As Taylor et al. (2017) argued, "SEL interventions promote asset development by enhancing interrelated cognitive, affective, and behavioral competencies considered to be important for success in school and life."

Learning Circle is grateful for the continued opportunity to connect education and community organizations so they can focus on doing the critical, vital work of building relationships with students and families, with data in hand, so they can ask the right questions to support students in thriving now.

CHANGE OVER TIME

Periods 1 – 2, Academic Year 2019-20

The number of assessments completed in the first two rating periods of the academic year increased 21% from the previous year (i.e., 7,800 to 9,900 ratings). This finding reflects P4S’s success in increasing the number of educators who rate youth, as well as the number of youth rated. After the first half of the 2019-20 year, there was a steep drop-off beginning in March 2020, which continues to the present. This change is directly attributable to the COVID-19 pandemic, which interrupted customary programming. Because DESSA is a tool that requires in-person observation, the number of ratings in the third rating period was approximately 90% lower than the first two rating periods. Therefore, third rating period data is not included in this analysis.

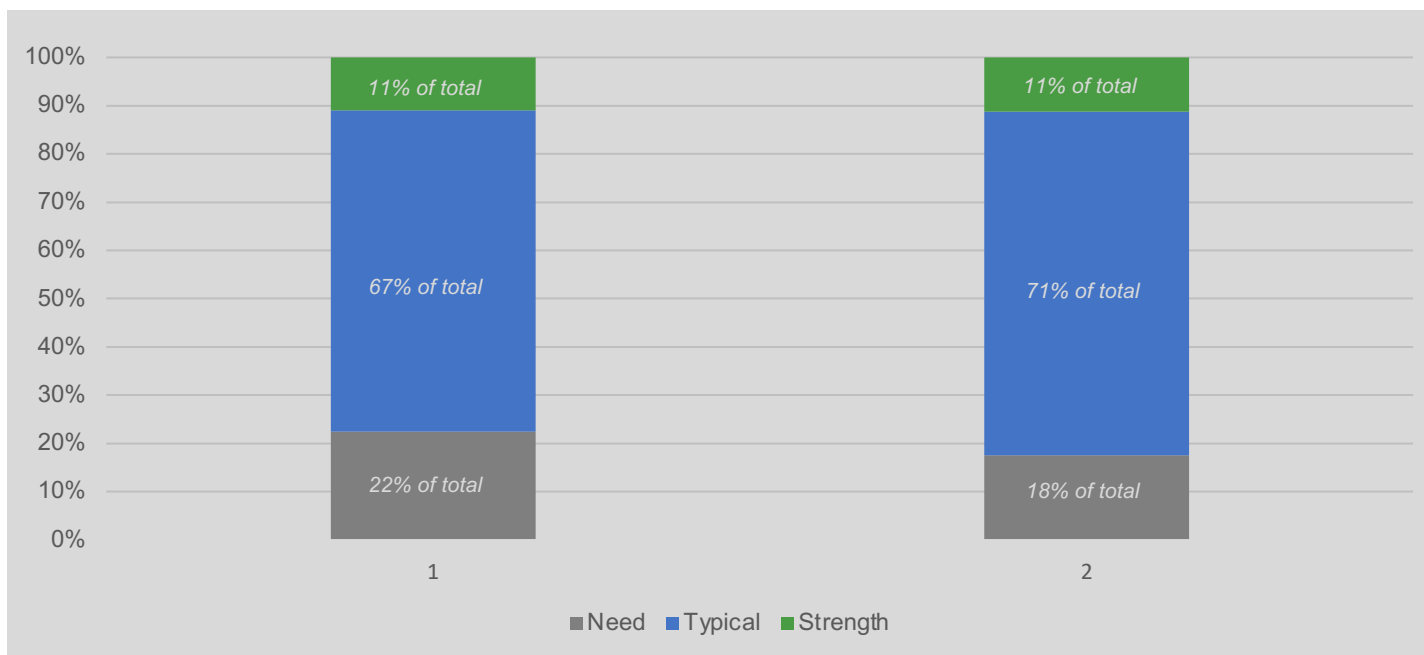


Figure 38. Ratings by Category

The number of students who demonstrated above average social and emotional strength during the first two rating periods of 2019-20 increased very slightly, by 1/3 of a percentage point. Over the two rating periods, the number of students assessed to be in high need of SEL intervention decreased by nearly 5%. These data show results over a few months’ time, before the COVID-19 pandemic interrupted programming. It is reasonable to expect that this increase in strength and decrease in need would have continued in the absence of the COVID-19 disruption.

T-SCORE CHANGE

Periods 1 – 2, Academic Year 2019-20

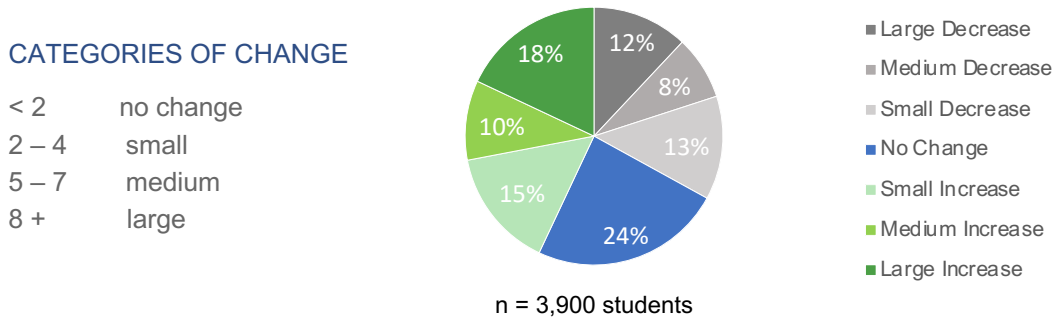


Figure 39. Direction and Degree of Movement

Of the 3,900 youth who were assessed in both the 1st and 2nd periods of 2019-20, 43% moved a statistically significant distance in a positive direction. Of these, 18% (700 students) moved into a higher category. As noted on page 50, assessing T-score change is important, because it captures movement of students regardless of whether category change has taken place. As a result, a more accurate picture is generated, including both positive and negative shifts. Figures 39 and 40 show that 33% of the students have demonstrated more need in Period 2 than in Period 1. This outcome is consistent with prior years' trends which have evidenced an increase in need between rating periods 1 and 2. This increase can be attributed to a number of factors, most notably young people's growing comfort with expressing their social and emotional needs and raters' improved knowledge of the students. Data consistently show that the longer a student is in a program, the more likely they are to show improvement and the greater that improvement is likely to be (Li and Fraser, 2015). The interruption in programming due to COVID-19 ended the fidelity of the year-long program and made it impossible to accurately compare 2018-19 academic year data with 2019-20 data. In the spring of 2020 P4S partners continued to offer social and emotional programming through a range of virtual, socially distanced in-person, and hybrid settings. However, programming was prioritized over assessment, given the unprecedented and acute needs youth experienced during this time.

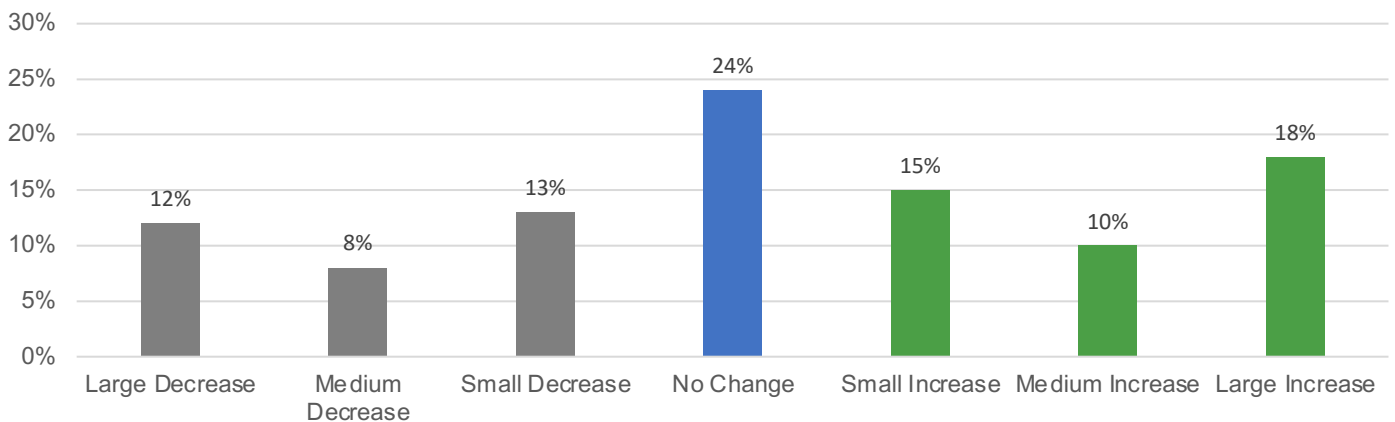


Figure 40. Direction and Degree of Movement

SUMMARY OF YOUTH FINDINGS

This analysis of student data has revealed that a large number of P4S participating provider organizations have been actively engaged with assessing student SEL data. Across the two years of activities examined in this report, over 10,000 students were assessed (28,500+ individual assessments) by 36 different organizations. This represents an overall increase in the number of students rated by roughly 50 percent since the 2018 P4S Evaluation Report. This gain is a remarkable success in and of itself. It also reflects the strength of the Collect Impact approach whereby the P4S participants are aligned in both their agenda and their measurement approaches. Through these rating activities, providers were able to identify key areas of need, use these insights to inform their programming, and witness the impact of their targeted interventions.

EWI data provided by Learning Circle evidenced a difference between students attending P4S partner programming versus those that do not. The positive EWI trends associated with the P4S participants bode well for student academic outcomes over time. Therefore, it can be expected that as the P4S initiative is sustained and continues to develop, the Collective Impact effort will move closer to actualizing its ultimate goal. To achieve these results, P4S has taken a holistic approach to impacting youth outcomes, considering the intersections of Positive Behavioral Interventions and Supports (PBIS), trauma-informed practices, SEL, restorative practices, and academic performance. The student data reveal that over, P4S has successfully supported the Collective Impact partners in addressing all of these areas as they work with and alongside young people.



SECTION 5: CASE STUDY

During the 2018-19 academic year P4S piloted an equity-centered collective impact project centered at Windsor STEM Academy; convening six youth service providers alongside school-based educators and community partners all working on behalf of the students and families of Windsor STEM Academy. This project developed into the Windsor Youth Collaborative (WYC).

The WYC sought to answer the following question, organizing its activities around the inquiry: *What must be in place and/or created for multiple community partners working in a school-based setting to effectively collaborate through an equity-lens, to improve social, emotional, and academic student outcomes?*

To answer this question, the initiative began by identifying leaders within partnering organizations to guide the collective efforts of its members towards improved outcomes for students and their families. Through the development of strategic partnerships, collaborative efforts, and systems of accountability, the participants effectively increased their collective impact. These efforts resulted in the development of a sustainable infrastructure for

What must be in place and/or created for multiple community partners working in a school-based setting to effectively collaborate through an equity-lens, to improve social, emotional, and academic student outcomes?

collaboration and communication. Using Stanford's model (Kania & Kramer, 2011) as a guide, the WYC infrastructure includes a common agenda, a shared measurement system, mutually reinforcing activities, and continuous communication with P4S serving as the backbone. Youth service provider efforts that aligned with school-identified priorities contributed to movement from an F to a B on the 2018-2019 Achievement Gap score, an almost unheard-of gain in a single year.

BACKGROUND: COLLECTIVE IMPACT

The formation of cross-sector coalitions to solve large-scale social problems has a long history in communities across the world. In 2011, Kania and Kramer famously articulated their own version of such collaborative problem solving using a model they called “collective impact.” The model (illustrated in Figure 45) emerged from their study of several successful cross-sector collaborations which all exhibited several common “ingredients.” These formed the basis of the model and are described as the five necessary pre-conditions or components of collective impact.

Following the article’s 2011 publication, collective impact quickly gained traction, particularly in urban centers across the United States. As a methodological approach to tackling pernicious social problems, collective impact has demonstrated its capacity to provide partners with a powerful tool for organizing their thinking, roles, and activities so that they may find their way through the messiness of what Rittel and Webber (1973) described as “wicked problems.” Such problems defy straightforward articulation and cannot be resolved in a simple, definitive manner.

In the ten years since Kania and Kramer proposed the collective impact model, numerous scholars and practitioners have pointed out its shortcomings related to equity and community engagement. As Wolff (2016) explained, the model has no proviso for including the perspective of those most impacted by proposed efforts (i.e., members of the community). This oversight is a reflection of collective impact’s origins in a management consulting paradigm, which is embodied in predominantly top-down decision-making processes that Vu Le (2015) called “trickle-down community engagement.”

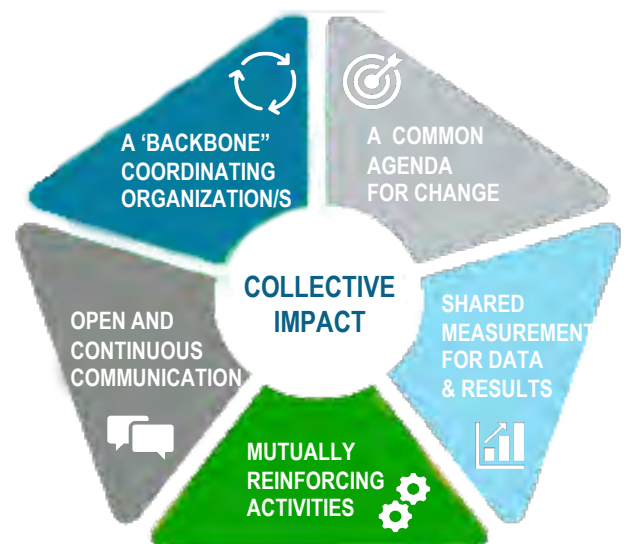


Figure 41. Kania/Kramer Collective Impact Model

THE P4S COLLECTIVE IMPACT APPROACH

The recent shift to community-centeredness and equity has continued to gain traction worldwide, including through the efforts of StriveTogether, a Cincinnati, Ohio-based collective impact governing body for a set of partnership networks focused on cradle-to-career, community-based social change. At the same time, it is important to recognize that many community organizations and coalitions operating on a smaller scale have a long history of prioritizing equity and racial justice. This is often a natural result of laboring in close collaboration to catalyze change from a grass-roots perspective.

P4S presents an interesting example, having used a collective impact model from its infancy but also embedding a more community- and equity-centered lens from the get-go. This

history has positioned P4S as an experienced collective impact backbone organization that has successfully avoided the initial framework's managerial pitfalls. As such, P4S has earned significant credibility and trust within the community it serves. This trust derives from four main footings: (1) a community-inclusive, cooperative approach to addressing socio-economic problems and change processes, (2) a track record in decentralizing power and authority within the coalition, (3) an explicit focus on anti-racism as the foundation for achieving improved youth outcomes and educational equity, and (4) place-based programming designed in response to requests from participants. In this way, P4S has developed its own version of movement-building collective impact with a place-based perspective.

Foundations and federal and state governments that launched the *Collective Impact juggernaut* will need to turn their attention and funds to supporting approaches that embrace *Collaborating for Equity and Justice* principles. They will need to: (1) adjust their expectations for collaboratives so as to make equity and justice the top priority; (2) adjust their timelines to longer-term commitment and support; (3) be willing to tolerate controversy; (4) support the shifting of power and dismantling of structural racism; and (5) be prepared to deal with conflicts that arise from oppression, including internalized oppression and threats to privilege.

PLACE-BASED COLLECTIVE IMPACT



Place-based approaches use people working together to address issues within a particular community or area. Collective impact involves the commitment of a group of stakeholders from different sectors to a common agenda for addressing the complex problems experienced by a community such as childhood vulnerability and disadvantage.

McNicholas, 2018

In its role as the backbone organization for Franklin County's diverse Out-of-School-Time (OST) youth services provider coalition, P4S convened participants to explore how the cultivation of youth SEL might impact youth outcomes. The community of practice that emerged from this effort is discussed earlier in this report. (See Section 2.)

As several participants became more immersed in the endeavor, they asked P4S to consider creating an extension of the work in an individual school setting with a subset of the community of practice mentors. This request provided an opportunity for P4S to pilot a more targeted place-based collective impact approach, still focused on SEL through an equity and anti-racism lens.

The Windsor Youth Collaborative was thus created and is presented below as a case study of how P4S is actively engaged in movement building in collaboration with community partners.

THE CASE: WINDSOR YOUTH COLLABORATIVE



In the spring of 2018—with support from the City of Columbus, Franklin County Jobs and Family Services, Franklin County Children’s Services, Nationwide Foundation, and United Way of Central Ohio—P4S began to convene regular meetings of educators, six youth service providers, and community-based partners who offer regular programming at Windsor STEM Academy.

Windsor STEM Academy is a K-6 public school within the Columbus City Schools district and located in Columbus’ Linden neighborhood, where generations of institutionalized racism and its associated socio-

economic marginalization have resulted in some of Ohio’s highest rates of homicide, poverty, food insecurity and unemployment. In addition, the Linden community experiences one of the highest infant mortality rates in the nation. At the Windsor STEM Academy, 100% of students receive free breakfast and lunch. Ninety-five percent are students of color. Recognizing these challenges as well as the strong community history, the City of Columbus has recently designated the Linden neighborhood as a Community Reinvestment area that is “ready for opportunity.”

Determined to support students’ development of SEL competencies, school leaders invited P4S to design a community of practice following P4S principles. P4S brought participants together and helped them to articulate a core question which would drive their shared inquiry. That question was, “What must be in place and/or created for multiple community partners working in a school-based setting to effectively collaborate, through an equity lens, in order to improve social, emotional and academic student outcomes?”

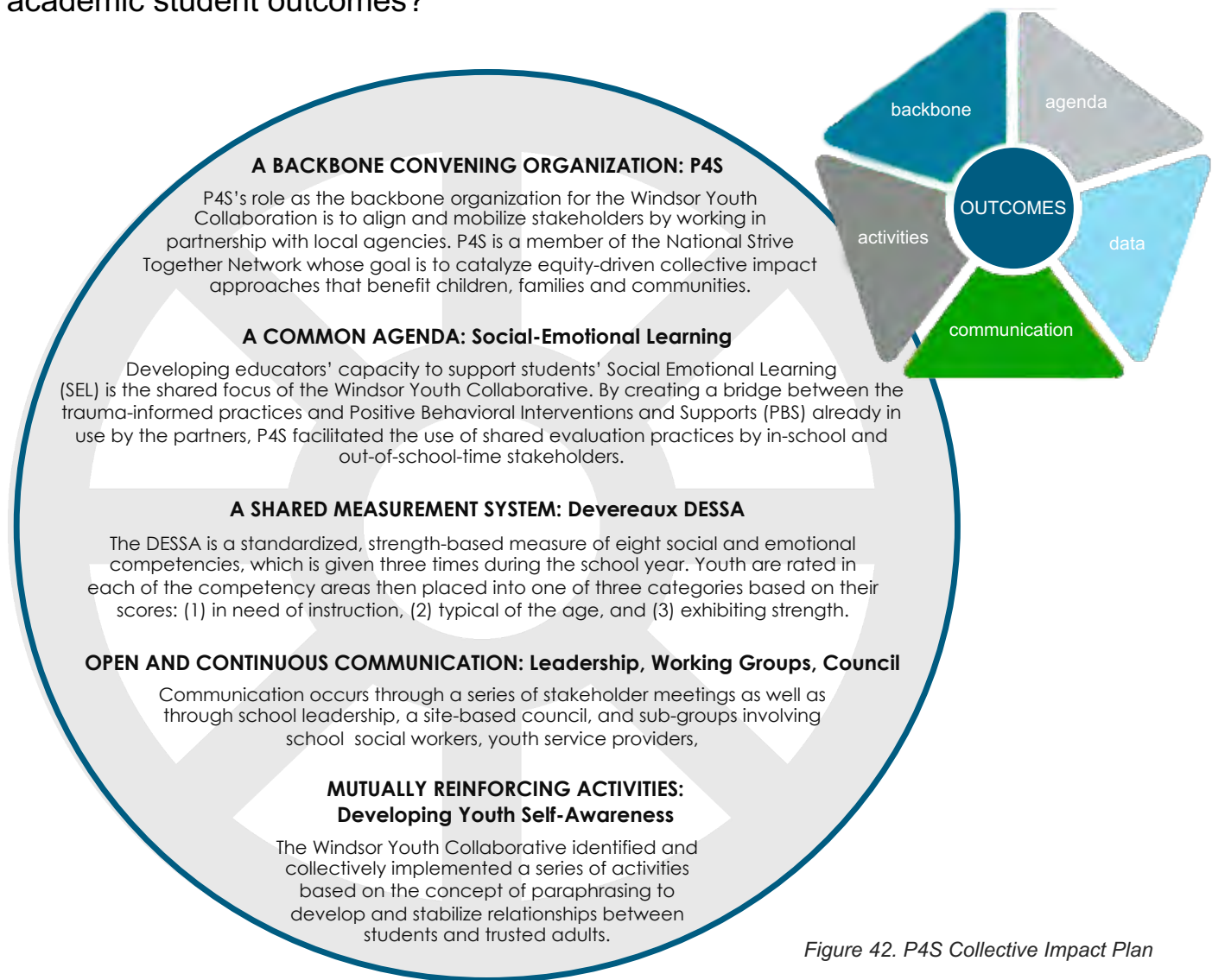


Figure 42. P4S Collective Impact Plan

Figure 42 illustrates how the inquiry was operationalized, with a structured process that included goal setting, onboarding, data collection and analysis, regular meetings, and community input.

In regular meetings, P4S guided the Windsor Youth Collaborative in an ongoing cycle of reviewing student data to identify strengths and opportunities, creating strengths-based student asset maps, analyzing existing programming in relation to the data, setting SMART goals, implementing student plans, and reflecting on student progress. Upon completion of this process, adjustments were made as needed. This cycle mirrors the larger P4S approach to continuous improvement.

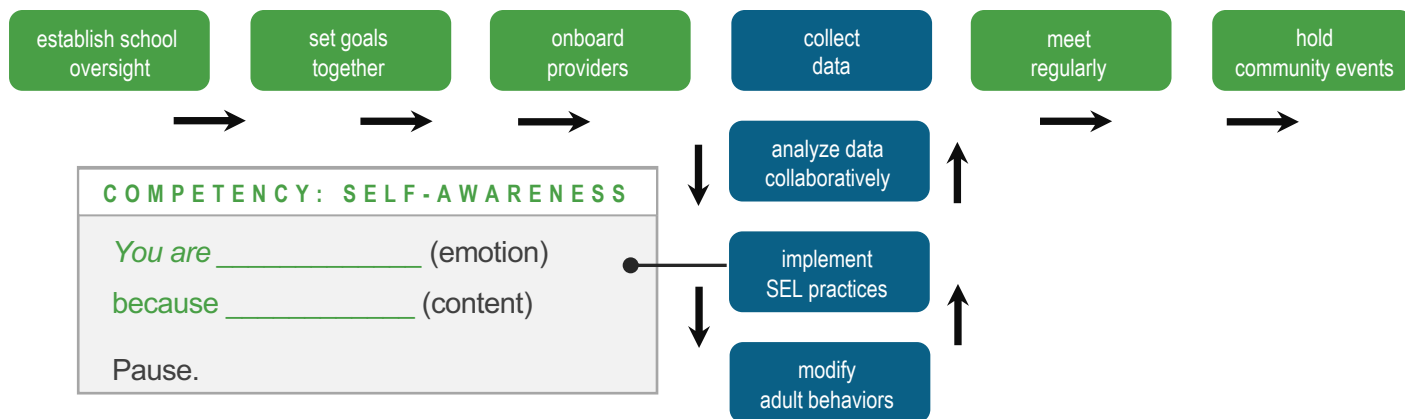


Figure 43. WYC Continuous Improvement Process

By the end of the first year, the school had moved from an F grade to a B on the State of Ohio’s Achievement Gap Closing report card score (an almost unheard-of gain in a single year). In reviewing these achievements, P4S supported Windsor STEM Academy’s leaders and the WYC youth service provider partners in articulating an answer to their original question.

The group’s response was that in order for this place-based collective impact community of practice to succeed in improving students’ social, emotional and academic outcomes, ten conditions were necessary.

TEN CONDITIONS FOR SUCCESS
Shared values and commitment
Leveraging the strengths of all partners
Shared professional learning to align understandings, practices, and implementation
Alignment of all work with school priorities
A school principal who prioritizes and invites partnerships and collaboration and who has a clear set of goals with measurable outcomes
A school-based liaison who works alongside in-school and out-of-school educators
A credible facilitator who is independent of both the school and the providers
A set of shared practices that are in alignment with the school’s priorities and within the capabilities of the providers
A continuous improvement process adapted to the setting
Multilateral transparency

I think for a very long time, I thought about education as the work done in classrooms led by teachers and facilitated by building administrators. As a result of our collaboration with P4S and the creation of the Windsor Youth Collaborative, we learned the value of our community partners and how to collaborate in ways that are unique, and necessary, when supporting students. This is especially important when meeting the needs of children and families faced with compounding barriers at the intersections of racism and poverty. Each partner added another layer of support, another adult, capable and willing to be champion for a child.

Lee DuMond, Principal
Windsor STEM Academy

The WYC work is currently ongoing, COVID-19 notwithstanding. The infrastructure and the relationships that have developed because of the P4S model have paved the way for more intentional and strategic collaboration between and among youth service providers, as well as increased cross-sector coalition building.

One outcome of these changes in the face of COVID-19 was the co-creation and management of a Learning Extension Center, located within a City of Columbus recreation center (Douglas Community Recreation). These developments constitute evidence that the WYC stakeholders have begun to effect systems change by leveraging organizational resources toward shared outcomes and persisting even as priorities evolved in response to COVID-19-related challenges.



As the WYC place-based collective impact effort advances and its participants become more self-sufficient in carrying the day-to-day work forward, P4S's backbone role has similarly begun to evolve. P4S is now able to focus on providing WYC with guidance on specific issues as they arise and on maintaining alignment with the larger Franklin County shared agenda.



Being a part of the partnership allowed me to rethink what resource development can be. With the WYC partnerships resource allocation is a living thing, not a list on a piece of paper. Working together, we have been able to offer so much help from many spaces, and it's very organic. Working together, we can connect providers with the students and families who need them the most.

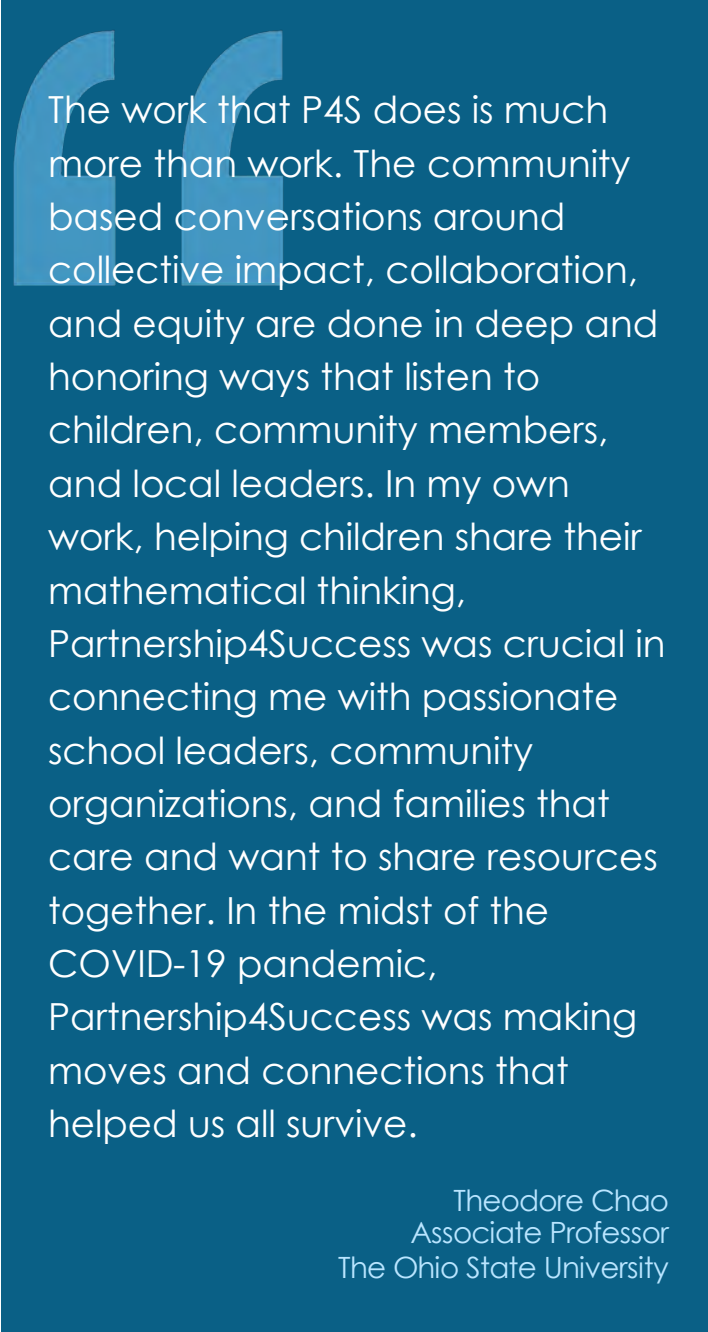
Marquita Curry
Family Engagement Coordinator
Windsor STEM Academy

DIFFUSING THE P4S MODEL

The WYC initiative increased the interest of other members of the larger P4S Community of Practice in creating additional place-based initiatives. As a result, more place-based collective impact sites are being developed, including. These include the Livingston Avenue Elementary School Project, the Whitehall City Schools Project and the Franklinton Collective Impact Project.

P4S has worked with each site's stakeholders to determine their respective areas of focus while underscoring the use of an equity lens. At Livingston Avenue Elementary School, stakeholders determined that their inquiry would center on developing students' mathematical literacy and self-concept.

The focus at Franklinton has become SEL as a tool for developing pathways to meaningful careers that lead to family-sustainable wages. Recently, two school districts and one community-based site have expressed interest in developing their own place-based collective impact hubs. In each of these instances, the P4S process illustrated in



The work that P4S does is much more than work. The community based conversations around collective impact, collaboration, and equity are done in deep and honoring ways that listen to children, community members, and local leaders. In my own work, helping children share their mathematical thinking, Partnership4Success was crucial in connecting me with passionate school leaders, community organizations, and families that care and want to share resources together. In the midst of the COVID-19 pandemic, Partnership4Success was making moves and connections that helped us all survive.

Theodore Chao
Associate Professor
The Ohio State University

Figure 43 (p. 62) is being used. In all locations, the the ultimate goal for P4S's role is evolving its backbone function in a manner similar to its evolution in the WYC.

SCALING THE P4S MODEL

With the steadily increasing demand for P4S support as place-based collective impact becomes a movement (Cabaj and Weaver, 2016) in Franklin County, the question of responsible scaling rises to the forefront. As it has transitioned from its earlier start-up phase into a period of growth, P4S has thus far successfully navigated some of the challenges commonly faced by nonprofits. The most notable of these is developing systems that support a robust growth strategy (Foster and Fine, 2007). This strategy must include standardizing and deepening programs and formalizing structures and processes, because growth inevitably outpaces capacity at this stage (Keeley and Pearce, 2021). P4S has recognized that its main capacity challenge is that each of the sites requires significant presence of professionals skilled in convening diverse stakeholders and facilitating necessary conversations about race and equity.

To answer this challenge, P4S has begun to design a framework for developing skilled facilitators as a key capacity-building strategy. In addition to advancing the collective impact approach at each site, the facilitators will increase the facilitation pool for the community at large. These individuals will also become the primary conduits between their respective sites and the central community of practice. This model will be implemented in 2021, with the goal of creating and matriculating an initial cohort of skilled facilitators by year’s end.



Figure 44. P4S Diffusion of Place-Based Collective Impact

SECTION 6: LOOKING FORWARD

Partnership4Success is a collective impact backbone entity for youth serving organizations in Central Ohio. As a backbone entity, its role is to organize, align, and mobilize stakeholders around a shared vision and agenda. This comprehensive evaluation found that the organization has many strengths which are necessary to fulfilling its role.

First, P4S has shown itself to be a powerful community convenor, assembling a notably large number of varied stakeholders (approximately 40 youth-serving organizations, schools and funders, with personnel ranging from executives to front-line workers, different focus areas and varied program structures), most of whom have maintained active engagement in the initiative over time. This level of commitment is unusual and reflects P4S' potential to effect broad, large-scale social change.

P4S has also demonstrated its strength by rallying this large and diverse group around a shared agenda: increasing youth social emotional learning as a pathway to educational equity and improved life outcomes. Its success in keeping this goal clearly centered for all

participants deserves to be recognized. P4S has also proven itself to be remarkably effective at advancing *transformative* SEL (Jagers et al., 2019) among the participating organizations. This is an important achievement, especially amidst the nation's current racial reckoning which has coincided with the enormous challenges that organizations serving youth in poverty have faced during the COVID-19 pandemic.

Participants in the collective impact initiative are resoundingly positive in their praise of P4S, resulting in exceptionally high levels of satisfaction across the board. Most importantly, individuals and organizations alike have come to rely on P4S as a trusted convenor, mediator of information, and facilitator of difficult conversations across difference, in particular across racial difference. Because of this, resources are increasingly shared among the stakeholders, innovative ideas are explored in relation to the shared agenda (rather than in isolation), and self-sustaining partnerships among the participating organizations are forming and cross-pollinating the work.

RECOMMENDATIONS

This evaluation found that while organizations are all highly committed to teaching SEL in their programming, there are gains to be made in how those intentions are operationalized. It is to be expected that there is a disconnect between intent and implementation. However, to bridge this gap, it will be important for P4S to be intentional in this area.

It is recommended that P4S draw on evidence-based strategies to support participants in strategic planning. This should include evaluating current resources, obtaining needed resources, enabling employees to place themselves within the vision for SEL and youth outcomes, identifying and building processes, strengthening individual skillsets at all levels of the organization, and motivating all employees to move their organization forward toward the goal. (There is robust literature in the realm of organizational management which can support this work.)

P4S should also consider increasing its efforts to support stakeholders in the area of community-involved decision-

making. Survey respondents indicated that their organizations endeavor to maximize engagement with their communities. However, many activities (e.g., websites, social media, open-houses, etc.) are outward facing and organization-centric. It is recommended that P4S provide professional development opportunities to support participants in using evidence-based practices, such as feedback loop processes (Jackson et al., 2018).

In addition, survey responses indicate that organizations have noteworthy room for growth in terms of involving youth, families, and communities in their decision-making processes. To help them yield more power to the communities they serve, it is recommended that P4S consider increasing professional development on community-based, participatory decision-making. P4S should begin this phase of the work from the understanding that the organizations appear to place value on decentralizing decision-making but need support in finding ways to align their values and intentions with tangible solutions.

Data will continue to play a central role going forward. In addition to deepening existing participants' knowledge and skills related to data collection and analysis, P4S should consider how to onboard newcomers to the community of practice so that their learning can be differentiated. Interviews with P4S management indicate that there is potential to adopt a framework from a participating organization to achieve this objective. In addition, P4S should continue to explore different innovative solutions to simultaneously sharing SEL measurement goals while differentiating SEL measurement tools. Based on survey responses concerning the extent to which a wide range of tools are used, P4S should carefully examine the amount of time it dedicates to developing those tools. From there, it will be better able to assess ROI and generate efficient solutions to participants' needs in this domain. It should also persist in its efforts to resolve EWI data access issues and supporting participating organizations in developing programming that is responsive to what the data reveal. It is recommended that current data tools be evaluated in relation to their how effective they have been in the new COVID-19 context. Finally, current efforts to expand access to Panorama data and the HSA platform should be continued.

The P4S approach to Collective Impact is clearly working, as evidenced by the provider

survey and student data results discussed throughout this report. To continue along this trajectory, it is important to recognize that any Collective Impact initiative is a long-term process with the potential to realize high returns on investment. However, a strong backbone organization (i.e., the role played by P4S) is often the keystone that determines the success of the endeavor. This evaluation report has found that P4S has produced an extraordinary track record despite its lean operations and relative youth as an organization. As it transitions beyond its early start-up years, the Collective Impact work will inevitably be intertwined with ongoing growth and, eventually, maturation phases (Greiner, 1997). Therefore, it is now critical that P4S engage in strategic planning to determine how best to structure operations and build capacity that sustains and deepens its current programming while addressing the areas of opportunity noted in this report.

With its ability to marshal the support of funders, agencies, schools, communities and more, P4S is positioned to significantly move the needle toward improved youth outcomes and realizing the collective's ultimate shared agenda of ensuring a more just and equitable society for all people. In so doing, P4S stands to become a widely recognized exemplar for equity-centric collective impact that brings important attention to the informal and formal education innovations happening between the partners within the Central Ohio community.

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PHOTO CREDITS

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The high-touch, focused collaboration with its anchored focus on equity continuously moves every P4S partner organization toward new and innovative approaches to our work as we partner with families and young people to help them advance their goals. This collective work is central to our ability to generate large-scale social change.

Elizabeth Martinez, President and CEO
Big Brothers Big Sisters of Central Ohio

