

Building the Organizational Capacity of Out-of-School Time Providers in Silicon Valley

The Impact of Providing Organizational Capacity Supports Through a Funder Collaborative

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Prepared For

Out-of-School-Time Funder Collaborative: Sand Hill Foundation, Silicon Valley Social Venture Fund, The David and Lucile Packard Foundation, the Sobrato Family Foundation

Prepared By

Learning for Action



Learning for Action enhances the impact and sustainability of social sector organizations through highly customized research, strategy development, and evaluation services.

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

The Out-of-School-Time Collaborative (OSTC) is a cohort of nine Out-of-School-Time (OST) providers (Ace Charter School, Bay Area After-School All-Stars, Boys and Girls Club of the Peninsula, Breakthrough Silicon Valley, Citizen Schools, College Track, East Palo Alto Tennis and Tutoring, Peninsula Bridge, and Silicon Valley Children's Fund) serving at-risk middle and high school students in San Mateo and Santa Clara counties, and four funders (The David and Lucile Packard Foundation, Sand Hill Foundation, Silicon Valley Social Venture Fund, and Sobrato Family Foundation) collectively contributing \$1.6M from July, 2010 to July, 2013. *(Note: Bay Area After-School All merged with THINK Together, an educational non-profit headquartered in Southern California, over the course of the initiative.)*

The funders established the OSTC to develop the organizational capacity of OST providers and improve the quality and effectiveness of OST programming in the Silicon Valley. The funders supported the grantees with a mix of financial and non-financial supports, including hosting five Learning Community meetings per year at which grantees learned best practices from each other and from experts on a wide range of capacity-building topics, including scaling, program design, program evaluation, and staff management.

About Learning for Action

Established in 2000, and with offices in San Francisco and Seattle, Learning for Action (LFA) provides highly customized research, strategy, and evaluation services that enhance the impact and sustainability of social sector organizations across the U.S. and beyond. LFA's technical expertise and community-based experience ensure that the insights and information we deliver to nonprofits, foundations, and public agencies can be put directly into action. In the consulting process, we build organizational capacity, not dependence. We engage deeply with organizations as partners, facilitating processes to draw on strengths, while also providing expert guidance. Our high quality services are accessible to the full spectrum of social sector organizations, from grassroots community-based efforts to large-scale national and international foundations and initiatives.

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Table of Contents

| | |
|--|-----------|
| I. Introduction | 1 |
| Overview of the Silicon Valley Out-of-School Time Collaborative | 1 |
| What Happened through the OSTC? A Brief High-Level Summary | 2 |
| About this Report | 4 |
| II. Overview of the Evaluation | 5 |
| Evaluation Methods | 5 |
| Strengths and Limitations of the Evaluation | 6 |
| III. Snapshots of Grantee Capacity Needs at the Start of the OSTC and Key Accomplishments at the End | 8 |
| ACE Charter School | 8 |
| Bay Area After-School All-Stars (ASAS) | 8 |
| Boys and Girls Club of the Peninsula (BGCP) | 9 |
| Breakthrough Silicon Valley (BSV) | 9 |
| Citizen Schools | 10 |
| College Track | 11 |
| East Palo Alto Tennis & Tutoring (EPATT) | 12 |
| Peninsula Bridge | 12 |
| Silicon Valley Children’s Fund (SVCF) | 13 |
| IV. Strengthened Organizational Capacity Among OSTC Grantees ... | 14 |
| Improved Leadership among Executive Directors | 14 |
| Improved Program Design and Programmatic Strategy | 15 |
| Strengthened Program Evaluation Methods and Tools | 16 |
| Improved Communication and Networking | 18 |
| Improved Board Leadership and Governance | 20 |
| Improved Staff Management and Talent Development | 21 |
| V. Impact on Program Reach and Quality | 23 |
| Expanded Reach and Breadth of Programs | 23 |
| Improved Program Quality and Effectiveness of Programming and Student Outcomes | 24 |
| VI. The Impact of the OSTC on its Funders | 26 |
| Increased Commitment to Providing Capacity-Building and Operating Support through Multi-Year Grants | 26 |
| Strengthened Commitment to Cohort-Based Grantmaking and Learning Communities | 26 |
| Reinforced the Value of Partnering with Other Funders in the Region | 27 |
| Increased Knowledge of the OST Field and Commitment to Funding in the Area of OST | 27 |
| Significantly Deepened Relationships with Nonprofit Leaders in the OST Field and Increased Appreciation for the Importance of Leadership | 27 |

| | |
|--|-----------|
| VII. Reflections on the OSTC’s Design: Lessons Learned about What Worked and What Could be Improved | 28 |
| Reflections on Cohort Size, Selection, and Composition | 28 |
| Reflections on Funder Involvement and Engagement | 28 |
| Reflections on Clarity of Definitions, Goals, and Initiative Leadership | 29 |
| Reflections on Grant Size and Initiative Length | 29 |
| Reflections on the Learning Community | 29 |
| VIII. Conclusion..... | 31 |

I. Introduction

Overview of the Silicon Valley Out-of-School Time Collaborative

The funders designed the Silicon Valley Out-of-School Time Collaborative (OSTC) to amplify the impact of an individual foundation’s grantmaking and to develop the organizational capacity of grantees with the ultimate intention of strengthening program quality and effectiveness. The funders selected a small and diverse group of OST providers in a finite region looking to improve, transform, and/or scale up their programs through capacity-building grants and a funder-grantee learning community. Limiting the size of the OSTC established an intimate atmosphere that facilitated mutual learning and collaboration.

The OSTC includes a diverse cohort of nine Out-of-School Time (OST) providers serving at-risk middle and high school students in San Mateo and Santa Clara counties, and four funders collectively contributing \$1.6M from July 2010 to July 2013 (Exhibit 1). Grantees varied in terms of program type (i.e. afterschool, summer school, charter school, extended learning time, and wrap-around services), program focus (e.g. math, ELA, and college admission/prep), grades served (i.e. middle school and high school), organizational size, ED tenure, and geographic service area (within San Mateo and Santa Clara counties). All organizations, however, shared an explicit academic focus in their OST programming. Appendix A contains a complete list of all OSTC participants.

| Defining “Organizational Capacity” For the OSTC |
|--|
| Over the past decade, philanthropy has increasingly viewed strengthening nonprofit organizational capacity as a key strategy for deepening social impact. Within this context, various definitions of organizational capacity and approaches to building it have emerged. Since increasing program effectiveness and improving student outcomes were explicit intentions of the OSTC, the following dimensions of organizational capacity emerged as the emphasis and focus of the initiative: |
| <ul style="list-style-type: none">▪ Executive leadership▪ Program design and strategy▪ Program evaluation methods and tools▪ Communications and networks▪ Board leadership and governance▪ Staff management and talent development |

Exhibit 1. OSTC Providers and Funders

| OST Providers | Funders |
|--|--|
| Ace Charter School | The David & Lucile Packard Foundation |
| Bay Area After-School All-Stars ¹ | Sand Hill Foundation |
| Boys and Girls Club of the Peninsula | Silicon Valley Social Venture Fund (SV2) |
| Breakthrough Silicon Valley | Sobrato Family Foundation |
| Citizen Schools | |
| College Track | |
| East Palo Alto Tennis and Tutoring | |
| Peninsula Bridge | |
| Silicon Valley Children's Fund | |

The OSTC design includes a mix of financial and non-financial supports to help grantees achieve the aspirational three-year capacity goals that they set at the outset of the Collaborative.

Financial Supports

During the course of the OSTC, funders provided grantees the following financial supports:

- **Annual grants:** Grantees received a \$45,000 annual grant during each of the three years of the initiative.

¹ As is discussed later on in this report, in the fall of 2013, Bay Area After-School All completed a merger with THINK Together, an educational non-profit headquartered in Southern California.

- **ED Discretionary Fund:** The funders distributed an additional \$5,000 supplemental grant during Year 2 of the initiative. This grant allowed EDs to pursue a special capacity-building project outside of their original budget and operating plan.
- **Taproot Foundation grants:** The Sand Hill Foundation underwrote Taproot Foundation grants to six OSTC members. Additionally, because of its membership in the OSTC, another member, Peninsula Bridge, received a Taproot grant underwritten by another funder. The Taproot Foundation helps build nonprofits' infrastructure by providing them marketing, design, technology, management or strategic planning resources and support by matching them with pro bono consultants. Appendix B provides a list Taproot grants awarded to OSTC grantees.

Non-financial Supports

During the course of the OSTC, funders provided grantees the following non-financial supports:

- **Learning Community Meetings:** The OSTC hosted five Learning Community meetings per year that brought all nine EDs and the four funders together and were professionally facilitated by an outside consultant. These meetings encouraged partnership and fostered the sharing of best practices. Additionally, most of the Learning Community meetings featured guest presenters who covered a wide range of organizational capacity topics including, program evaluation, fiscal management and other topics of interest to the cohort. Appendix C provides a list of these featured speakers.
- **Annual Seminars:** Once a year, the Learning Community hosted a national expert or experts on a topic of key importance to the goals of the grantees. In Year 1, the topic was governance, in Year 2, it was scaling, and in Year 3, it was talent capital. EDs invited board or staff members to these special sessions to extend the learning opportunity more broadly within each organization.
- **Funder liaison mentorship:** At the beginning of the OSTC, each OSTC ED was paired with one of the funders to receive personalized support during the three years of the initiative. In addition to providing on-going support on an ad hoc basis, funder liaisons were available at the end of each year to help EDs reflect on their progress to date and plan their capacity-building goals for the next.

What Happened through the OSTC? A Brief High-Level Summary

This evaluation report, prepared by Learning for Action (LFA), has the challenge of telling a rather complicated story of how both grant dollars for capacity-building and a learning community worked together to not only strengthen organizations and programs, but also increase program reach, quality, and effectiveness leading to better student outcomes. Appendix D provides a timeline of OSTC activities and milestones to date. To ground the reader in an initial sense of the “arc” of the story, we provide here a high-level summary of the number of grantees that made progress in each area of organizational capacity as well as a set of summary statements regarding the overarching evaluation findings. The remainder of the report elaborates on these statements and claims.

OSTC supports played an important role in strengthening the organizational capacity of grantees. Exhibit 2 below shows the number of grantees reporting changes in the following key capacity areas: program evaluation; staff management and talent development; programmatic strategy; program design; board governance; ED leadership; and communications, networking, and collaboration.

Exhibit 2. Number of Grantees Making Some or Significant Progress in each Capacity Area



Source: Grantee Final Evaluation Survey

All grantees report they improved their program evaluation capacity, and at least two-thirds report some or significant progress in each of the other areas of capacity. As noted later in the report, when other sources of data are considered, we find that virtually all of the participating EDs strengthened their leadership to some extent through the OSTC. Following from this view of specific types of improvements in capacity, and incorporating our other data sources, we find that:

- All grantees **strengthened their organizational capacity** and **improved the quality of their programming**. By providing flexible and customized financial and non-financial supports, the OSTC addressed grantees' unique capacity needs and played a key role in driving their progress.
- All grantees **expanded the reach of their program** and increased the number of students they serve, for a collective increase of 27%. Many grantees achieved this growth by establishing new partnerships with other nonprofits and/or launching their programs in new school sites.
- All grantees **adapted and expanded the breadth of their programming** to meet their students' needs. In particular, many grantees added college prep supports to their curricula. A few grantees expanded the grade levels they cover in order to provide more continuous and comprehensive support to their students.
- Some grantees have **evidence that student outcomes improved** during the course of the initiative, while others have seen early signs of improvement in student outcomes.
- All grantees **grew as leaders** during the course of the OSTC, enabling them to guide their organizations through significant organizational changes and programmatic improvements.
- All grantees found the OSTC's **non-financial supports to be of even greater value** than the financial support. This is especially impressive considering the notable differences among grantees in terms of scale, budget size, and ED tenure.
- For the funders involved, the OSTC experience improved their practice by strengthening their commitment to **funding capacity and operating support**, providing **multi-year grants**, **engaging deeply** with grantees, and **working in collaboration** with other funders.
- Funders also significantly **deepened their knowledge of the OST field**, **strengthened their relationships** with this group of local leaders, and **grew as leaders** in local philanthropy.

With this brief preview of findings, we next describe the organization and flow of the report.

About this Report

This final evaluation report examines the design of the OSTC and provides an overview of its key accomplishments and lessons learned. It is comprised of the following sections:

- **An overview of the evaluation** that presents the design and tools for the evaluation study
- **A set of grantee-level baseline and end-of-initiative snapshots** that provide a high-level overview of each grantee's characteristics and capacity building goals at the beginning of the OSTC as well as their key accomplishments at the end of the initiative
- **A summary of the impact the OSTC had on grantees' capacity to grow and improve their programs**, organized by the capacity areas in which grantees demonstrated the greatest programmatic growth and improvement. This section highlights the role that OSTC supports played and provides examples of the impact grantees' improvements have had on the quality and effectiveness of their programming.
- **A summary of the impact the OSTC had on the funders** which describes how participation in the OSTC affected their thinking and practices as grantmakers
- **An overview of the opportunities and challenges** that resulted from the design of the OSTC
- **A view on the impact the OSTC had on the OST landscape in the Silicon Valley**
- **Concluding observations on the overall success and challenges of the OSTC** and the implications for the path forward

II. Overview of the Evaluation

The OSTC funders engaged Learning for Action (LFA) to evaluate the impact of the initiative's financial and non-financial supports on grantee organizational capacity. To guide the evaluation, LFA worked with the funders to clarify the Theory of Change (shown below at a high level in Exhibit 3). An Interim Evaluation report at the end of Year 2 of the initiative (July 2011 to June 2012) provided insight into how the OSTC's financial and non-financial supports were contributing to changes in the grantees' and funders' organizational capacity, particularly in the areas of leadership and networks. This final evaluation report summarizes both how organizational capacity has changed among grantees, as well as how improved organizational capacity has contributed to the quality and effectiveness of OST programming, including, when data are available, improved student outcomes.

Exhibit 3. High-Level Theory of Change for the OSTC



LFA also developed a more detailed logic model and an evaluation plan based on the Theory of Change (See appendices E and F). In addition to these frameworks, the following core questions guided the evaluation:

- To what extent are grantees making progress towards their capacity-building goals and objectives?
- To what extent is strengthened capacity with organizations leading to increased program quality and effectiveness?
- To what extent does the OSTC build leadership strength and expand the networks of OSTC participants, funders and grantees alike?
- To what extent did the various design elements of the initiative contribute to, or detract from, progress and outcomes?
- What lessons can be learned from the OSTC regarding how to effectively support capacity building among nonprofits within a collaborative construct?

As the above questions suggest, the evaluation had both formative (capturing lessons learned and assessing implementation) and summative (assessing outcomes and impact) purposes.

Evaluation Methods

LFA used the following methods to collect data and assess the progress OSTC grantees and funders made during the course of the initiative:

- **Interviews:** LFA interviewed the executive directors (EDs) of all nine grantee organizations and each of the four funders during Year 2 and Year 3 of Phase 1 of the OSTC. During the Year 3 interviews, grantees reflected on the capacity changes their organizations experienced and the impact that these changes have had on the quality and effectiveness of OST programming. Additionally, grantees reflected on the design of the initiative and their overall experience with the OSTC. Similarly, funders considered the impact the OSTC had on grantees' organizational

capacity and how new or improved capacity led to increased program quality and effectiveness. Additionally, funders examined the overall design of the OSTC and the impact their participation had on their beliefs about and practices of philanthropy.

- **Evaluation Tables:** Grantees provided information regarding the reach and delivery model of their OST programs. In order to assess changes experienced by the grantees over time, LFA collected the same information during each of the three years of OSTC support.
- **Program Quality Self-Assessment Tool:** EDs used this tool, comprised of a subset of “Program Quality Areas” from the New York State Afterschool Network’s Program Quality Self-Assessment Tool, to assess the progress they made during the course of Phase 1 of the OSTC toward specific areas of OST program quality. All grantees assessed progress related to the Staff/Professional Development and the Programming/Activities program quality areas. Additionally, grantees also selected one of the following program quality areas based on their organization’s priorities: Administration/Organization, Linkages between Day and After School, Youth Participation/Engagement, and Measuring Outcomes/Evaluation.
- **Grantee Final Evaluation Survey:** LFA administered an online survey to the nine OSTC EDs, inviting them to review their overall experience with Phase 1 of the OSTC. Specifically, the EDs reflected on the changes in capacity that their organizations experienced and the impact they have had on the quality and effectiveness of their programming. All nine EDs completed the survey.
- **End-of-Year Grant Reports:** In addition to the primary data sources above, LFA also reviewed existing information from end-of-year grant reports submitted to funders in June 2011, 2012 and 2013.

Strengths and Limitations of the Evaluation

The evaluation design, as with any social science research, has both strengths and limitations.

Strengths

- **Collaborative Process with OSTC Cohort:** The evaluation team worked closely with the cohort to develop the evaluation frameworks, including the Theory of Change and Logic Model, and with the funders to develop collection instruments, such as the interview protocols and grantee survey, which ensured that the evaluation efforts was aligned with the vision, purpose, and learning goals of the OSTC.
- **Open Access to Grant Documents:** The funder cohort provided the evaluation team access to all appropriate grant documents, including grantee applications and end-of-year reports.
- **Ability to Integrate both the Grantee and Funder Perspectives:** The evaluation team conducted in-depth interviews with each of the Executive Directors of the grantee organizations and each of the participating funders during the first and second year of the evaluation, providing a well-rounded view of the OSTC as an overall initiative, and of the participating funder and grantee organizations.
- **Mixed-Methods Design with Multiple Data Sources.** With multiple sources of data for the evaluation, we were able to triangulate across sources to reveal a rich picture of the OSTC and participating funder and grantee organizations.

Limitations

- **Small Sample Size and Non-experimental Research Design.** An in-depth case study approach to the evaluation was most feasible and appropriate with a group of nine grantee organizations and four funder organizations. This type of design does not allow us to generalize the results of the evaluation to a larger population of nonprofit organizations, nor are we able to claim with statistical certainty that the OSTC capacity-building supports caused the observed changes in program quality and effectiveness. However, the evaluation design

was well suited to the core purposes of the evaluation: to assess progress and synthesize lesson learned.

- **Making Claims about Individual OST Program Quality and Effectiveness without Conducting Individual Program-Level Evaluations.** Because of resource limitations and practical considerations, the scope of the evaluation could not include individual program-level studies of the effectiveness of all OST programs that the nine grantees provide. To assess the relationship between changes in capacity and increased program quality and effectiveness, the LFA team looked at results across data sources, including program-level evaluation data that were available from grantees' own evaluation efforts, to put together as plausible a case as possible given the information available.

III. Snapshots of Grantee Capacity Needs at the Start of the OSTC and Key Accomplishments at the End

Each grantee joined the OSTC looking to build its organizational capacity and improve the reach, quality, and effectiveness of its programming. This section provides a brief overview of each grantee’s program characteristic and organizational capacity needs at the beginning of the OSTC and a brief summary of key accomplishments achieved during the course of the initiative.

ACE Charter School

| ACE Charter School: Program Characteristics, Capacity Needs, and Key Accomplishments | |
|---|--|
| Number of Students Served | Year 1: 330 total students, unknown number of English Learners Year 3: 450 total students, 230 English Learners |
| Number of Staff | Year 1: 15 FTE Year 3: 48 FTE |
| Organizational Budget | Year 1: \$698,475 Year 3: \$3,157,424 |
| Program Budget | Year 1: \$390,440 Year 3: \$631,494 |
| ED Tenure | 6 years at ACE |
| Program Type | Charter school |
| Grades Served | 5 th -8 th grades |
| Counties Served | Santa Clara |
| Organizational Capacity Needs/Context | Joined OSTC during a time of resource scarcity and substantial cutbacks in state financial support. ACE Charter School's extended-day programs were "treading water" as the organization strove to maintain the level of services. |
| Initial Capacity-Building Goals | <ul style="list-style-type: none"> ▪ Expand and improve extended-day program to better identify and address its students' changing needs in real time. ▪ Improve data collection and analysis tools |
| Key Accomplishments | <ul style="list-style-type: none"> ▪ Improved alignment between its classroom curriculum and its remedial and enrichment activities by providing its teachers new training, professional development opportunities and project-based stipends ▪ Developed data analysis protocols and improved its ability to track student growth in real time ▪ Expanded its program reach and staff capacity, serving 36% more students and increasing its staff by 220% and its program budget by 62% |

Bay Area After-School All-Stars (ASAS)

| ASAS: Program Characteristics, Capacity Needs, and Key Accomplishments | |
|---|---|
| Number of Students Served | Year 1: 2,650 Year 3: 3,178 (2,926 English Learners) |
| Number of Staff | Year 1: 8 FTE , 190 part-time Year 3: 40 FTE , 320 part-time |
| Organizational Budget | Year 1: \$3,887,064 Year 3: \$3,401,183 |
| Program Budget | Year 1: \$3,000,000 (approximate) Year 3: \$3,020,901 |
| ED Tenure | New ED joined the organization and the OSTC in Year 1 and again in Year 2 |

| ASAS: Program Characteristics, Capacity Needs, and Key Accomplishments | |
|---|---|
| Program Type | Afterschool and summer program |
| Grades Served | 1 st -8 th grades |
| Counties Served | San Mateo and Santa Clara |
| Organizational Capacity Needs/Context | Joined OSTC at a time of internal turmoil, having experienced significant ED turnover and overall instability |
| Initial Capacity-Building Goals | <ul style="list-style-type: none"> Implement new 5-year growth plan Staff the program with certified teachers |
| Key Accomplishments | <ul style="list-style-type: none"> Introduced a Site-Based model which increased the number of program staff at each host school and improved program alignment with school-time teachers Achieved greater program stability by merging with Think Together, another education non-profit, at the end of Year 3 Expanded its program reach and staff capacity substantially, serving 20% more students and increasing its full time staff by 400% and its part-time staff by 68% |

Boys and Girls Club of the Peninsula (BGCP)

| BGCP: Program Characteristics, Capacity Needs, and Key Accomplishments | |
|---|--|
| Number of Students Served | Year 1: 1,400 Year 3: 1,700 |
| Number of Staff | Year 1: 43 FTE Year 3: 99.5 FTE |
| Organizational Budget | Year 1: \$5,125,396 Year 3: \$7,700,605 |
| Program Budget | Year 1: \$1,339,874 Year 3: \$6,800,000 |
| ED Tenure & Experience | 11 years at BGCP |
| Program Type | Afterschool and summer program |
| Grades Served | K-12 th grade |
| Counties Served | San Mateo |
| Organizational Capacity Needs/Context | Joined the OSTC as a well-established, financially stable organization |
| Initial Capacity –Building Goals | <ul style="list-style-type: none"> Learn best practices to guide the implementation and development of its two expanding programs: the College Bound Initiative and the Center for a New Generation Support the salaries of the new programs' leadership |
| Key Accomplishments | <ul style="list-style-type: none"> Restructured its leadership team and developed a Theory of Change and Quarterly Scorecard for Program Effectiveness. These frameworks and tools have contributed to the improved quality and consistency of services across BGCP's school sites by helping BGCP's administration track, collect, and analyze staff progress and student data in real time Expanded and strengthened the College Bound Initiative, increasing the number of students mentored and implementing new parent engagement strategies Strengthened its capacity by more than doubling its staff size (131% increase) and increasing its budget 414%. Expanded its reach, serving 21% more students. |

Breakthrough Silicon Valley (BSV)

| BSV: Program Characteristics, Capacity Needs, and Key Accomplishments | |
|--|---|
| Number of Students Served | Year 1: 170 Year 3: 220 (128 English Learners) |

| BSV: Program Characteristics, Capacity Needs, and Key Accomplishments | |
|--|--|
| Number of Staff | Year 1: 3.5 FTE Year 3: 6 FTE |
| Organizational Budget | Year 1: \$392,185 Year 3: \$990,000 |
| Program Budget | Year 1: \$392,185 Year 3: \$990,000 |
| ED Tenure | New ED joined the organization and the OSTC in Year 2 |
| Program Type | Afterschool and summer program |
| Grades Served | End of 6 th grade-12 th grade |
| Counties Served | Santa Clara |
| Organizational Capacity Needs/Context | Joined OSTC while under fiscal sponsor of the national Breakthrough Collaborative and run by San Jose Unified School District |
| Initial Capacity-Building Goals | <ul style="list-style-type: none"> ▪ Pilot program to become independent ▪ Support new strategic plan by expanding programming, developing its board and staff's capacity, and diversifying funding sources ▪ Grow from a middle school program into a program that serves students through the end of high school |
| Key Accomplishments | <ul style="list-style-type: none"> ▪ Became an autonomous and financially stable organization ▪ Expanded and diversified its staff, hiring a Development and Communications Coordinator and a High School Program Coordinator. As a result, the ED was able to focus on advancing the organization's long-term goals. ▪ Expanded its program's reach, serving 29% more students and strengthened its capacity by nearly doubling its staff (83% increase) |

Citizen Schools

| Citizen Schools: Program Characteristics, Capacity Needs, and Key Accomplishments | |
|--|--|
| Number of Students Served | Year 1: 480 Year 3: 524 (202 English Learners) |
| Number of Staff | Year 1: 40 FTE Year 3: 67 FTE and 29 part-time employees |
| Organizational Budget | Year 1: \$2,225,000 Year 3: \$4,286,875 |
| Program Budget | Year 1: \$1,822,318 Year 3: \$2,757,317 |
| ED Tenure | New ED joined the organization and the OSTC in Year 3 |
| Program Type | Afterschool and Extended Learning Time program |
| Grades Served | 6-8 th grade |
| Counties Served | San Mateo and Santa Clara |
| Organizational Capacity Needs/Context | Joined OSTC as a well-established, financially stable organization looking to develop into an extended day time partner, but lacking knowledge in the area |
| Initial Capacity -Building Goals | <ul style="list-style-type: none"> ▪ Transition from an afterschool program to an extended learning time program ▪ Improve its academic, college, and career readiness programming by learning from other OST providers |
| Key Accomplishments | <ul style="list-style-type: none"> ▪ Transitioned from an afterschool program to a primarily extended learning time program ▪ Launched a new teacher-credentialing program, leading to improved relationship with host schools ▪ Expanded its reach, serving 9% more students and strengthened its capacity by increasing its staff size by 68% and its program budget by 51% |

College Track

| College Track: Program Characteristics, Capacity Needs, and Key Accomplishments | |
|--|--|
| Number of Students Served | Year 1: 165 high school (and 85 college students supported through college completion) Year 3: 220 (and 130 college students supported through college completion) |
| Number of Staff | Year 1: 35 FTE Year 3: 60 FTE |
| Organizational Budget | Year 1: \$4,095,150 Year 3: \$13,651,063 |
| Program Budget | Year 1: \$938,610 Year 3: \$982,758 |
| ED Tenure | New ED joined the organization and the OSTC in Year 2 |
| Program Type | Afterschool |
| Grades Served | 9 th -12 th grade; Support through college completion |
| Counties Served | San Mateo and Santa Clara |
| Organizational Capacity Needs | Joined OSTC as an established, national organization continuously working to address the achievement gap in East Palo Alto schools |
| Initial Capacity-Building Goals | <ul style="list-style-type: none"> ▪ Implement new Operational Plan to improve programming and increasing student enrollment ▪ Shift focus and resources to college readiness ▪ Build coalitions and share best practices to support desired growth and improvement |
| Key Accomplishments | <ul style="list-style-type: none"> ▪ Improved its staff management by hiring an Academic Supports Specialist to provide guidance to its academic tutors ▪ Matched each student with their own academic tutor, assuring students get high quality personalized support ▪ Expanded its program significantly, serving 33% more students and increasing its staff by 58% |

East Palo Alto Tennis & Tutoring (EPATT)

| EPATT: Program Characteristics, Capacity Needs, and Key Accomplishments | |
|--|--|
| Number of Students Served | Year 1: 142 Year 3: 260 |
| Number of Staff | Year 1: 5 FTE Year 3: 5 FTE |
| Organizational Budget | Year 1: \$614,140 Year 3: \$887,000 |
| Program Budget | Year 1: \$700,000 Year 3: \$844,000 |
| ED Tenure | 13 years at EPATT |
| Program Type | Afterschool and summer program |
| Grades Served | K-12 th grade |
| Counties Served | San Mateo and Santa Clara |
| Organizational Capacity Needs | Looking to move back to East Palo Alto, needed resources to run summer program in the area |
| Initial Capacity-Building Goals | <ul style="list-style-type: none"> Re-establish the organization in East Palo Alto after operating program on the Stanford campus for the last ten years |
| Key Accomplishments | <ul style="list-style-type: none"> Returned to the East Palo Alto community by launching a summer program each of the last three summers Steadily improved its capacity to reach its target students by developing a relationship with the Ravenswood City School District which has referred "target" students to EPATT Almost doubled the number of student served (83% increase) and increased its program budget by 21% |

Peninsula Bridge

| Peninsula Bridge: Program Characteristics, Capacity Needs, and Key Accomplishments | |
|---|--|
| Number of Students Served | Year 1: 268 Year 3: 420 (250 English Learners) |
| Number of Staff | Year 1: 3.5 FTE Year 3: 3.5 FTE |
| Organizational Budget | Year 1: \$655,966 Year 3: \$747,107 |
| Program Budget | Year 1: \$735,000 Year 3: \$751,421 |
| ED Tenure | New ED joined the organization and the OSTC in Year 2 |
| Program Type | Afterschool and summer program |
| Grades Served | 5 th -8 th grades |
| Counties Served | San Mateo and Santa Clara |
| Organizational Capacity Needs/Context | Joined OSTC as a small organization undergoing significant growth in terms of the number of students served |
| Initial Capacity-Building Goals | <ul style="list-style-type: none"> Learn best practices and form partnerships to properly roll out and support a new strategic plan to ensure students receive the academic support and enrichment they need Improve evaluation framework and data collection tools |
| Key Accomplishments | <ul style="list-style-type: none"> Restructured its board to include the head of each of its partner schools, assuring that each partner school takes on greater responsibility for the success of the program. Launched the eighth grade transition program to assure that its middle school students continue on the right academic path when they enter high school Increased its program's reach by increasing its total number of students served by 57% |

Silicon Valley Children’s Fund (SVCF)

| SVCF: Program Characteristics, Capacity Needs, and Key Accomplishments | |
|---|---|
| Number of Students Served | Year 1: 32 Year 3: 58 |
| Number of Staff | Year 1: 5 FTE Year 3: 5 FTE |
| Organizational Budget | Year 1: \$990,137 Year 3: \$971,838 |
| Program Budget | Year 1: \$113,000 Year 3: \$204,400 |
| ED Tenure | 3 years at SVCF |
| Program Type | Wrap around afterschool and summer program |
| Grades Served | 9-12 th grades |
| Counties Served | San Mateo and Santa Clara |
| Organizational Capacity Needs | Organization was just launching/forming and the ED was new to education |
| Initial Capacity-Building Goals | <ul style="list-style-type: none"> ▪ Develop the Department of Family and Child Services’ and the Count Office of Education Foster Youth Services’ capacity to provide comprehensive academic supports to high school foster youth in the Silicon Valley ▪ Launch and implement the High School Roadmap to Independence pilot program, which is supported by MSW interns and designed to provide comprehensive educational case management to foster youth in grades 9th-12th |
| Key Accomplishments | <ul style="list-style-type: none"> ▪ Expanded its program significantly, almost doubling the number of students served (81% increase) ▪ In its first three years, SVCF’s High School Road Map to Independence program saw its participants’ high school completion rates increase from 63% in 2010-11 to 74% in 2012-13 and their Math CAHSEE “Pass” rate increase from 73% to 89% during the same period ▪ Strengthened its capacity, almost doubling its program budget (81% increase) |

IV. Strengthened Organizational Capacity Among OSTC Grantees

During the course of the initiative, OSTC supports played a key role in helping grantees strengthen their organizational capacity and improve the quality and effectiveness of their programming. In particular, OSTC supports helped grantees strengthen their organizational capacity in the following areas:

- Improved leadership among Executive Directors
- Program design and strategy
- Program evaluation methods and tools
- Improved communications and networking
- Board leadership and governance
- Staff management and talent development

Improved Leadership among Executive Directors

The OSTC focused on developing the leadership capacity of participating EDs as a key lever for achieving initiative goals. The Learning Community meetings and funder liaison check-ins provided EDs with the opportunity to learn from each other as peer thought partners. Through this peer exchange and dialogue, and in having the opportunity to focus explicitly on the structure and capacity of their programs and organizations through this initiative, all of the participating EDs developed their leadership skills to some extent during the course of the OSTC, enabling them to guide growth and improvement in their programs.

I think that **they all have grown and learned** as a result of the collaborative. They have a **broader view of things** that they could and should be doing. The change, to a certain degree, **will continue on.**

OSTC Funder

Any discussion of leadership among OSTC cohort members must first acknowledge that there was a high level of turnover in nonprofit EDs during the course of the initiative: for five of the nine grantee organizations, a new ED joined during the three-year period. While this 56% turnover rate appears – and is – high, one of the OSTC funders calculated the turnover rate for a group of nearly 200 organizations they funded (through their regular grantmaking program) and found about a turnover rate for EDs of approximately 40% during a three-to-four year period. Moreover, there was turnover in staff among two of the funders. Thus, for this reason, and because the cohort is diverse on other dimensions, “improved ED leadership” looked different across participants.

EDs who joined their organizations and the OSTC mid-stream found immense value in having a peer group to talk with as they were learning about their organizations and thinking through how to take them to the next level. In contrast, EDs who were more established within their organizations found immense value in having their thinking challenged and discovering new ideas through the Learning Community. For both groups of EDs, the time and space away from the day-to-day routine allowed them to reflect and think strategically about their organizations and programs. This proved invaluable for cultivating ideas that would lead to serving students with higher quality programming.

Perhaps the most poignant evidence of strengthened ED leadership is the change that these EDs led in their organizations during the course of the OSTC to improve the reach, quality, and effectiveness of their programming. The next sections of the report discuss the ways in which the OSTC grantee leaders improved their program design and programmatic strategy, strengthened program evaluation methods and tools, and improved board governance as well as staff management and talent development.

Improved Program Design and Programmatic Strategy

As shown in Exhibit 4, most grantees report improvements in their program design and programmatic strategies as a result of the OSTC’s financial and non-financial supports.

Exhibit 4. Number of Grantees who used OSTC Supports to Improve their Program Design and Programmatic Strategies

| Organizational Capacity Area | Type of OSTC Support | Number of Grantees Experiencing Improvement due to this Type of OSTC Support |
|--|----------------------|--|
| Program Design | Financial | 7 of 9 grantees |
| | Non-Financial | 8 of 9 grantees |
| Programmatic Strategy (e.g. mission, vision, strategic planning) | Financial | 7 of 9 grantees |
| | Non-Financial | 8 of 9 grantees |

Source: Grantee Final Evaluation Survey

Role of OSTC Supports in Improving Grantee Program Design and Strategic Capacity

The hectic and “in-the-weeds” nature of a nonprofit ED’s job often makes it difficult to step back, reflect on the big picture, and work to address high-level issues of program design and strategy. Frequently, resource-strapped nonprofits may not have staff in the organization other than the ED with the skill and bandwidth to take leadership over and address these high-level needs. OSTC members have overcome these challenges to improve program design and programmatic strategies through both the financial and non-financial supports available as part of the initiative:

- **Use and Benefits of the Financial Supports:** Many grantees used OSTC funding to hire and/or subsidize the salaries of staff with program design and strategy experience. With this capacity in place, grantees were able to develop high-level frameworks and program strategies to improve program quality and effectiveness.
- **Use and Benefits of the Non-financial Supports:** Many grantees used what they learned at the Learning Community meetings to develop or adjust their program design and programmatic strategies. Specifically, most grantees found the presentations on program scaling, board management, and program evaluation especially helpful in making program design and programmatic strategy improvements. Additionally, the Learning Community provided a regular time and a comfortable space for grantees to share ideas and best practices. The funder liaison check-ins also provided grantees with an opportunity to problem solve and strategize on programmatic issues. The smaller OSTC grantees in particular took advantage of this opportunity.

Illustrative Examples of Grantees that Improved their Program Design and Programmatic Strategies

The following examples illustrate the role that the OSTC played in helping grantees improve program design and programmatic strategy:

- **Silicon Valley Children’s Fund** launched the High School Road Map to Independence, an academic program designed to meet the needs of 9th to 12th grade foster youth in the Silicon Valley by contracting a clinical psychologist to develop appropriate program strategies, outcomes, and targets. As a result, SVCF is able to provide highly tailored direction to its MSW

interns to provide case management support to foster youth students. In its first three years, SVCF's High School Road Map to Independence program has seen its student outcomes improve steadily: participant **high school completion rates increased from 63% in 2010-11 to 74% in 2012-13 while the Math CAHSEE "Pass" rate increased from 73% to 89% during the same period.**

- **Breakthrough Silicon Valley** used OSTC funding to hire a Development and Communications Coordinator and a High School Program Coordinator. These new staff members took over many of the organization's day-to-day activities allowing the ED to focus on the organization's long-term goals. As a result, BSV improved the organization's financial sustainability by developing a more effective and customized development plan and expanded its program by signing an agreement to serve schools sites across the Franklin McKinley School District.
- **Boys and Girls Club of the Peninsula:** The Learning Community had a profound impact on BGCP ED's approach to leadership, providing him a break from his busy day-to-day schedule to think about his organization at a high level. The presentation on program evaluation convinced the ED to use the organization's resources to strengthen his leadership team and delegate more responsibilities. As a result, BGCP created the position of Director of Program Strategy to improve program design, evaluation, and staff development. As mentioned earlier, the Director of Program Strategy has introduced Quarterly Scorecards for Program Effectiveness, which helps management provide its school site staff more frequent, formative feedback.
- **Bay Area After School All Stars** implemented its Site-Based Program Model, which assigned one Academic Liaison per school site and reduced the number of school sites that its Program Managers have to supervise. Additionally, its Program Managers and Site Supervisors began attending weekly teacher-staff meetings. The increased site-level attention has resulted in improved alignment between school-time activities and ASAS' afterschool programming.
- **College Track** created the Academic Support Specialists position (later renamed Academic Resources Specialist) to support the Academic Affairs Program. As a result, College Track has increased its volunteer base and improved its ability to match each student with their own academic tutor and offer them more personalized attention. The position has proven so successful that College Track is hiring another Academic Resources Specialist at its East Palo Alto Center.

We have focused on strategic **planning and strategic program decisions...**(and) since we now have more clarity around program objectives and goals, **we are seeing improved results.**

OSTC Grantee

Strengthened Program Evaluation Methods and Tools

As shown in Exhibit 5, virtually all grantees report improvements in their program evaluation capacity as a result of the OSTC's financial and non-financial supports.

Exhibit 5. Number of Grantees who used OSTC Supports to Improve their Program Evaluation Capacity

| Organizational Capacity Area | Type of OSTC Support | Number of Grantees Experiencing Improvement due to this Type of OSTC Support |
|------------------------------|----------------------|--|
| Program Evaluation | Financial | 8 of 9 grantees |
| | Non-Financial | 9 of 9 grantees |

Source: Grantee Final Evaluation Survey

Role of OST Supports in Improving Grantee Program Evaluation Capacity

Many nonprofit organizations do not have the time, resources, and/or technical skills to use evaluation and data to drive program improvements. Furthermore, many OST providers often do not have access to school data (e.g. attendance, grades, test scores) for the students they serve. These circumstances make it difficult to design programs that are adaptive and responsive to students' needs. OSTC members have overcome these challenges to improve their program evaluation capacity through both the financial and non-financial supports available as part of the initiative:

- **Use and Benefits of the Financial Supports:** Some grantees used OSTC funding to research, design, and/or implement evaluation methods and tools best suited to make their programs more data-driven and efficient. Additionally, some grantees used the OSTC funding to hire staff with program evaluation expertise to lead this process.
- **Use and Benefits of the Non-Financial Supports:** All grantees, regardless of where they were with respect to program evaluation at the time, found the program evaluation Learning Community session to be extremely valuable. Most grantees increased their commitment to become more data driven as a result of participating in the program evaluation session and sharing best practices with one another.

Illustrative Examples of Grantees that their Improved Program Evaluation

The following examples illustrate the role that the OSTC played in helping grantees improve their program evaluation methods and tools:

- **Boys and Girls Club of the Peninsula:** The BGCP ED created the Director of Program Strategy position after participating in the Learning Community's program evaluation presentation. As mentioned earlier, this new staff person led the development of BGCP's Theory of Change and the Quarterly Scorecards for Program Effectiveness. These tools improved quality and consistency of services across BGCP's school sites by helping BCGP's administration track, collect, and analyze staff progress and student data in real time.
- **Silicon Valley Children's Fund:** As mentioned earlier, SVCF used its OSTC funds to hire a clinical psychologist to customize program outcomes and targets that are appropriate for foster youth. During the course of the school year, SVCF's MSW interns assess their students' progress by measuring school data, such as attendance and grades, against the program's targets.
- **Peninsula Bridge's ED** commented that, "Participating in the OSTC has made me more aware of the kinds of data that can inform our work." Peninsula Bridge replaced its in-house program assessment tool -- which "always came back showing stellar results" -- with a validated, program assessment tool that provides a more accurate assessment and helps to identify gaps in its programming. Additionally, Peninsula Bridge entered into a new data-sharing agreement with the Sequoia Union High School district by leveraging its new relationship (through the OSTC) with BGCP. As a result, Peninsula Bridge now has access to the school data necessary track their students' progress as they move from middle school to high school. This allows it to

We have built out our data analysis protocols to the point that we are going to be beta-testing **a new system that we think will significantly increase the accessibility and usability of data** for teachers, school leaders and students alike. The use of on-line adaptive testing has been very successful as well, as **we are now much better able to track student growth in real time** over the course of the school year and keep all staff and students pointed to each student's individual growth goal.

OSTC Grantee

identify students' needs, advocate on students' behalf and ensure that they get the right classroom placement as they begin their secondary school careers.

- **Breakthrough Silicon Valley** hired a consultant to develop a new database, that, its ED explained, “helped increase our efficiency by allowing us to run reports, track outcomes, maintain updated contact information and records, streamline communications, and reduce paperwork... it is a comprehensive way to track all data pertinent to measuring the impact of our program.”

Improved Communication and Networking

As shown in Exhibit 6, a portion of the grantees report improvements in their ability to develop their communications, marketing, and external relations capacity because of the OSTC's financial and non-financial supports.

Exhibit 6. Number of Grantees who used OSTC Supports to Develop Strategic Partnerships and Collaborations

| Organizational Capacity Area | Type of OSTC Support | Number of Grantees Experiencing Improvement due to this Type of OSTC Support |
|---|----------------------|--|
| Communications/Marketing/ External Relations | Financial | 5 of 9 grantees |
| | Non-Financial | 6 of 9 grantees |

Source: Grantee Final Evaluation Survey

Role of OSTC Supports in Improving Grantee Communication and Networking Capacity

Generally, the OST EDs say they struggle to identify opportunities for partnership and collaboration because their intense, day-to-day responsibilities make it hard for them to assess the role of other OST providers and the OST needs of local schools. Additionally, many OST EDs lack the time and resources to increase their visibility and reach out to potential partners. However, OSTC members have overcome these challenges and have improved their communications and networking capacity both through the financial and non-financial supports available as part of the initiative:

- **Use and Benefits of the Financial Supports:** OSTC funds allowed many grantees to hire support staff, which provided the EDs the time they needed to outreach and negotiate new partnership agreements with school districts, schools, and other OST providers. A few EDs expanded their peer network by using their Executive Director discretionary fund to attend educational conferences.
- **Use and Benefits of the Non-Financial Supports:** The Learning Community has helped EDs develop strong relationships with one another and introduced them to other OST providers and funders in the field. As a result, virtually all grantees indicate that OSTC supports have helped them improve their ability to develop relationships in the OST field that they can draw on to advance their organization. A few OSTC grantees have established partnerships that have manifested in a variety of ways and resulted in curriculum sharing, student articulation, and joint-problem solving. The section below details the most compelling examples of these partnerships.

Illustrative Examples of Grantees that Developed Strategic Partnerships and Collaborations

The following examples illustrate the role that the OSTC played in helping grantees improve their communication and networking capacity and develop strategic partnerships and collaborations:

- **Bay Area After-School All-Stars** improved relationships with its partner schools by staffing an Academic Liaison at each site. As a result, ASAS is able to align its programming with curricula of their partner schools. By Year 3, the insights gained through OSTC’s non-financial support helped ASAS navigate a merger with Think Together, an education non-profit headquartered in Southern California. Specifically, OSTC training equipped ASAS with the perspective necessary to identify an appropriate partner organization and determine the components necessary for the merger to be successful.
- **Citizen Schools** launched a new teacher-credentialing program that helped to develop the capacity of its teaching staff and improved their ability to partner with their host. Additionally, the Citizen School ED successfully expanded the program into East Palo Alto by learning about that region’s needs and challenges from the EPATT and BGCP EDs. The Citizen Schools ED credits these conversations with helping him decide how to approach the Ravenswood City School District. Furthermore, Citizen Schools has begun to refer its graduating middle school students to College Track (which serves high school students) as a result of learning about College Track’s services at the Learning Community meetings.
- **East Palo Alto Tennis and Tutoring** steadily developed relationships with principals and teachers in the Ravenswood City School District to raise their awareness of its summer school program. As a result, these educators have referred students best suited to benefit from EPATT’s unique focus on academics and character development.
- **Silicon Valley Children’s Fund** used the \$5,000 discretionary fund to partner with a high school in East San Jose and launch the High School Credit Recovery Program. The program was so successful that by its second year it provided ELA and math credit-recovery courses to twice as many students as it did in its first year. Furthermore, SVCF identified ACE Charter School as positive environment for foster youth and increased its student referrals there. Additionally, SVCF and Breakthrough Silicon Valley have developed an informal system for sharing curriculum as a result of the common objectives they identified through the Learning Community.
- **Breakthrough Silicon Valley and Peninsula Bridge:** As a result of the relationship formed by the respective EDs, these two organizations are informally sharing curriculum and development strategies.

For all the Executive Directors, and especially the new ones, it was key to know what other (OST) organizations do and how they do it and what their theory of change is. This made us not only better managers of our own organizations but **equipped us to externally have credibility with schools and funders** because we knew the landscape better. Suddenly I knew who was doing what in the Bay Area.

OSTC Grantee

Improved Board Leadership and Governance

As Exhibit 7 shows, many grantees experienced notable changes in their board leadership and governance as a result of the OSTC’s financial and non-financial supports.

Exhibit 7. Number of Grantees who used OSTC Supports to Improve their Board Leadership and Governance

| Organizational Capacity Area | Type of OSTC Support | Number of Grantees Experiencing Improvement due to this Type of OSTC Support* |
|------------------------------|----------------------|---|
| Board Leadership/Governance | Financial | 5 of 8 grantees |
| | Non-Financial | 7 of 8 grantees |

*One of the nine grantees reported that this capacity-building area was not a focus of their work; this grantee is excluded from the analysis.
Source: Grantee Final Evaluation Survey

Role of OST Supports in Improving Grantee Board Leadership and Governance

Grantees used OSTC supports to improve their board leadership and governance in the following ways:

- **Use and Benefits of the Financial Supports:** Some grantees used OSTC funding to pursue training and professional development opportunities to strengthen their board leadership and governance capacity.
- **Use and Benefits of the Non-Financial Supports:** Almost all grantees used what they learned from the governance seminar in Year 1 to raise their own expectations of their boards and draw the right balance between being deferential and directive. Additionally, grantees learned how to structure agendas and ask generative questions to stimulate discussion and engage their board in problem solving and strategic planning.

Illustrative Examples of Grantees that Improved Board Structure and/or Governance

The following examples illustrate the role that the OSTC played in helping grantees improve their board leadership and governance:

- **Peninsula Bridge:** The Peninsula Bridge ED expanded the board of directors to include all the heads of its partner schools. Under the new structure, each board member has assumed full responsibility for the Peninsula Bridge program at their school, ensuring greater commitment and active participation. The Peninsula Bridge ED credits OSTC supports with helping her develop the leadership and communication skills she needed to recruit the heads of school that were not yet part of the Peninsula Bridge board and get them to commit to support the Peninsula Bridge program at their schools.
- We used to just do report-outs, it was a one-way communication. **Now it feels like we have thought partners in the room.** We talk about building the breadth and depth (of the program) and (the board) gets excited because they feel valued.

OSTC grantee
- **Boys and Girls Club of the Peninsula** increased the efficiency of its board by decreasing its size from 30 to 20 members and by creating new sub-committees to support the organization’s specific programs.

Improved Staff Management and Talent Development

As shown in Exhibit 8, some grantees report improvements in their staff management and talent development capacity because of the OSTC’s financial and non-financial supports.

Exhibit 8. Number of Grantees who used OSTC Supports to Improve their Staff Structure, Management, and Capacity

| Organizational Capacity Area | Type of OSTC Support | Number of Grantees Experiencing Improvement due to this Type of OSTC Support* |
|-------------------------------------|----------------------|---|
| Talent Development/ Human Resources | Financial | 7 of 8 grantees |
| | Non-Financial | 8 of 9 grantees |
| CEO/ED/Senior Management Team | Financial | 6 of 7 grantees |
| | Non-Financial | 5 of 6 grantees |

*A few of the nine grantees reported that some of these capacity-building areas were not a focus of their work; these grantees are excluded from the analysis.

Source: Grantee Final Evaluation Survey

Role of OST Supports in Improving Grantee Staff Structure and Management

In a context of stretched resources, OST organizations often struggle to have the staffing structure in place needed to deliver on their model effectively. Additionally, they struggle to provide staff with professional development opportunities to strengthen their management skills and to enhance their programmatic knowledge and strengths. To improve staff structure and management, OSTC members have used both the financial and non-financial supports available as part of the initiative:

- Use and Benefits of the Financial Supports:**

Many grantees used OSTC funding to hire staff with management experience. Additionally, many grantees used OSTC funding to build their leadership and their support staff’s capacity through trainings and professional development opportunities.

- Use and Benefits of the Non-Financial Supports:**

All grantees found the Learning Community a “safe space” that was ripe for personal growth. Most EDs remarked on the high caliber of their fellow EDs and the funders and appreciated the opportunity to meet in an environment that fostered honest and open dialogue that facilitated introspection, sharing, and mutual learning. The open-ended discussions were especially helpful for new EDs who benefited from hearing the more experienced EDs frame issues and offer suggestions for dealing with common challenges. Grantees found the session on human resources management especially valuable. Grantees learned best practices for managing staff, strengthening feedback loops, and aligning their program and staff development goals. Additionally, the subject area expert who led the session provided templates for organizing their board and staff meetings.

Each (Learning Community) meeting proved to be an opportunity for stepping out of our day-to-day paradigm to **share challenges, explore new concepts and evaluate solutions with bright, committed professionals.**

OSTC Grantee

In terms of the value of the OSTC supports, virtually all grantees reported that they have or plan to incorporate into their work the leadership skills they learned from national research, expert speakers, and/or other resources made possible by the OSTC.

Illustrative Examples of Grantees that Improved Staff Management and Increased Training and Professional Development Opportunities

The following examples illustrate the role that the OSTC played in helping grantees improve their staff management and increase their staff training and professional development opportunities:

- **Citizen Schools** developed BETTER Pathway, a teacher-credentialing program in partnership with the Reach Institute for School Leadership, an organization that the Citizen School's ED learned about through one of the OSTC funders. The credentialing program has helped Citizen Schools recruit high quality teaching fellows and this, in turn, has improved its relationship with its partner schools. As the Citizen Schools ED explained "schools changed their perception of Citizen Schools when they saw we were credentialing teachers, they changed their perception of us from afterschool outsiders to partners of the school." The move to credential teachers also has had an impact on student outcomes. As the ED concludes, "**we measure student grades, test scores, and grit (i.e. character indicators) and generally, over the last three years, we saw really strong results in many of the measures we track, which I think flowed from some of the organizational changes we were doing.**" Because of Citizen Schools' success in the Silicon Valley, other Citizen Schools affiliates are adopting the credentialing model.
- **ACE Charter Schools** has improved its teachers' capacity to provide high quality programming by providing them with professional development opportunities, access to coaching, and project-based stipends. With these supports, teachers have improved alignment between their classroom curriculum and the school's remedial and enrichment activities.
- **East Palo Alto Tennis and Tutoring** used the Taproot funding to send its staff to an educational conference on the upcoming transition to Common Core standards, the State of California's new educational standards. According to the EPATT ED, the training helped his staff and program stay "ahead of the curve" and make adjustments to its academic program in advance of the switch.

You can ask my staff, they say "oh gosh she is coming back from one of those (OSTC) meetings because she is going to have **all of these new ideas** and she going to want to **think about things differently.**

OSTC Grantee

From the knowledge I gained listening to the 'experts' on various components of nonprofit management – from scaling & growth, to financial planning, to talent management – **I've now got a binder full of resources and notes that I reference often.**

OSTC Grantee

V. Impact on Program Reach and Quality

The previous section provided examples of how the process of strengthening organizational capacity has helped grantees restructure and expand their programs. This section examines more closely the impact that these changes have had on the reach and quality of grantees' programming.

Expanded Reach and Breadth of Programs

Improvements in organizational capacity have contributed to expansion in reach and breadth of grantees' OST programs.

Expanded Program Reach

During the course of the OSTC, all grantees expanded the reach of their program and served greater number of students. As Exhibit 9 below shows, by the end of Year 3, grantees collectively served 27% more students than were served at the start of the initiative. Furthermore, during this period, three grantees maintained their staffing levels, while the other six added more staff to support their operations and programming.

Exhibit 9. Increase in Total Number of Students Served by OSTC Cohort

| Area of Growth | Level of Growth |
|-----------------|---|
| Total students | 25% Increase , from 5,637 in Year 1 to 7,030 in Year 3 |
| Staffing level* | 62% increase , from a mean of 21 FTE to mean of 34 FTE |
| Total sites | 23% increase , from 98 to 121 sites |

*The Year 3 median is 8 and the range is 3.5 FTE to 99.5.
Source: Annual Grantee Evaluation Tables

OSTC funding played an important role in facilitating this impressive growth, especially for the smaller organizations. However, grantees report that the non-financial supports were even more valuable. For example, BGCP used its own resources to increase its staff and operating sites *after* its ED learned compelling lessons about program design and evaluation at the Learning Community. Meanwhile, grantees like Citizen Schools and Peninsula Bridge expanded the number of sites at which they operate as a result of their EDs improved leadership skills which helped them negotiate program agreements with new schools.

Expanded Program Breadth

During the course of the OSTC, grantees have expanded their programming to meet the needs of their students by covering new academic areas. As Exhibit 10 shows, many grantees added college prep supports to their programming, including college visits and PSAT/SAT/ACT supports. Additionally, two grantees expanded their programs to cover new grade levels. Breakthrough Silicon Valley and Peninsula Bridge grew from exclusively

Exhibit 10. New Academic Program Activities Introduced During the Course of the OSTC

| Academic Program Area | Number of Grantees |
|-------------------------|-----------------------|
| Homework Support | Increased from 7 to 9 |
| Academic Instruction | Increased from 7 to 9 |
| Academic Skill-Building | Increased from 5 to 9 |
| Academic Tutoring | Increased from 5 to 9 |
| College Visits | Increased from 4 to 8 |
| Academic Counseling | Increased from 3 to 7 |
| PSAT/SAT/ACT supports | Increased from 3 to 5 |

Source: Annual Grantee Evaluation Tables

middle school programs to serving students in high school and entering high school, respectively. As a result, these programs are able to ensure that their middle schools students continue to receive the quality of supports they need to succeed.

Improved Program Quality and Effectiveness of Programming and Student Outcomes

In addition to expanding their reach and breadth, grantees have improved the quality and effectiveness of their programming. As shown in Exhibit 11 below, many grantees credit OSTC supports with helping them improve the quality and effectiveness of their programming and prepare more students for positive, long-term academic success

Exhibit 11. Number of Grantees Who Improved the Quality and Effectiveness of their Programming and Experience Positive Student Outcomes because of OSTC Supports

| Number of Grantees... | ... Reporting that the OSTC Has Contributed to the Following Impacts |
|-----------------------|---|
| 7 of 9 | More of the youth they serve have made progress towards graduating high school with a plan for the future |
| 6 of 9 | The quality of their programming has improved |

Source: Grantee Final Evaluation Survey

Evaluator interviews with the EDs and our review of each grantee’s end-of-year grant documents substantiate the above findings. In fact, as shown by Exhibit 12 below, there is evidence that OSTC supports have played a key role in the improved program quality of all nine grantees.

Exhibit 12. Summary of Capacity-Building Changes in OSTC Organizations that Have Contributed to Increased Program Quality and the OSTC’s Specific Role

| Grantee | Capacity-Building Changes that have Resulted in, or Suggest Improvements, in the quality and Effectiveness of Grantees’ Programming | OSTC Role |
|--------------------------------------|---|---|
| Ace Charter School | <ul style="list-style-type: none"> Improved alignment between classroom curriculum and remedial and enrichment activities Developed data analysis protocols to track students’ progress in real time | <ul style="list-style-type: none"> OSTC funding subsidized staff trainings, professional development and project-based stipends Learning Community’s evaluation session |
| Bay Area After-School All-Stars | <ul style="list-style-type: none"> Improved alignment between program’s supports and partner schools’ academic activities | <ul style="list-style-type: none"> Subsidized its Site-Based Model which staffed each partner school with an Academic Liaison |
| Boys and Girls Club of the Peninsula | <ul style="list-style-type: none"> Improved quality and consistency of services across its school sites by developing frameworks that help it track, collect, and analyze staff progress and student data in real time | <ul style="list-style-type: none"> Learning Community compelled the ED to expand his leadership team and focus on revamping the organization’s evaluation systems |
| Breakthrough Silicon Valley | <ul style="list-style-type: none"> Developed a database that, according to the ED, provides a “a comprehensive way to track data pertinent to measuring the impact of our program” | <ul style="list-style-type: none"> Subsidized by OSTC funding Learning Community’s evaluation session |
| Citizen Schools | <ul style="list-style-type: none"> Launched new teacher-credentialing program that has improved relationship with host schools and is likely to result in higher quality instruction | <ul style="list-style-type: none"> ED learned about credentialing program partner through one of the OSTC funders |
| College Track | <ul style="list-style-type: none"> Improved staff management system is helping academic tutors provide higher quality and more personalized supports to their students | <ul style="list-style-type: none"> Developed role of Academic Supports Specialist as a result of OSTC funding support and lessons learned through Learning Community |

| Grantee | Capacity-Building Changes that have Resulted in, or Suggest Improvements, in the quality and Effectiveness of Grantees' Programming | OSTC Role |
|------------------------------------|--|---|
| East Palo Alto Tennis and Tutoring | <ul style="list-style-type: none"> ▪ Learned about the needs of students in East Palo Alto and improved its referral network by developing relationships with schools in the Ravenswood City School District ▪ Prepared its staff for the transition to Common Core | <ul style="list-style-type: none"> ▪ OSTC funding helped subsidize EPATT's move back to East Palo Alto and its staff's professional development |
| Peninsula Bridge | <ul style="list-style-type: none"> ▪ Restructured its board to include the head of each of its partner schools, leading to each school taking on greater responsibility for the success of the program ▪ Launched the eighth grade transition program, to ensure that its middle school students continue on the right academic path once they enter high school | <ul style="list-style-type: none"> ▪ Learning community helped ED develop the skills necessary to guide the organization's transition ▪ Entered into data sharing agreement with Sequoia Union High School District as a result of relationship developed with BGCP |
| Silicon Valley Children's Fund | <ul style="list-style-type: none"> ▪ Launched the High School Road Map to Independence Program which has provided high quality, customized academic supports to 9th-12th grade foster youth ▪ Launched High School Credit Recovery Program which helped foster stay on track to graduate high school | <ul style="list-style-type: none"> ▪ OSTC funding subsidized the salary of its new case manager who supervises the MSW intern's case management |

VI. The Impact of the OSTC on its Funders

From the outset, the funders of the OSTC intended to learn and grow alongside the grantee partners by participating in the Learning Community meetings and engaging with grantees on a regular basis in mentor-liaison pairings. This chapter of the report summarizes the ways in which the OSTC had an impact on the funders who were a part of the collaborative, including:

- Increased commitment to providing capacity-building support and operating support through multi-year grants as a means of deepening social impact;
- Strengthened commitment to cohort-based grantmaking and learning communities;
- Reinforced the value of partnering with other funders in the region;
- Increased knowledge of the OST field and increased commitment to funding in this programmatic area; and
- Significantly deepened relationships with nonprofit leaders in the OST field and increased appreciation for the importance of leadership.

Increased Commitment to Providing Capacity-Building and Operating Support through Multi-Year Grants

Coming into the initiative, funders of the OSTC had different levels of prior experience with providing capacity-building and operating support to nonprofits, in contrast to providing dollars directly for programmatic support. The allure of providing support solely for the purposes of direct program services is powerful for most funders who seek an “unambiguous, one-to-one relationship” between dollars invested and students served. This dynamic, however, creates an untenable situation for nonprofits to thrive as they are left without resources to tend to structural and developmental aspects of their organizations and programs that need strengthening if they are to have optimal reach and impact on students.

The OSTC funders saw firsthand the value of providing even modest investments in capacity-building support at the same time as providing EDs with space to think and be strategic in how they approach, structure, and support their core business of serving students. This experience has increased commitment among all of the OSTC funders to support nonprofit capacity and operations through multi-year investments that are guided by a goal but also have flexibility in defining the pathway to get there. Stated in even starker terms, the OSTC helped to shift at least some of the funders’ grantmaking models from one that was more responsive in nature to one that is more strategic.

Strengthened Commitment to Cohort-Based Grantmaking and Learning Communities

Each of the OSTC funders agree that providing these grants to a cohort of organizations, and supplementing the grants with a Learning Community, added significant value, both to the impact of the dollars but also for their own learning and practice as grantmakers. Specifically, funders stated that bringing grantees together increased their coordination and helped them make more informed decisions about where to – and where not to– expand their programmatic reach. Additionally, funders mentioned that the Learning Community made the use of grant dollars much more efficient and effective, in particular in the case of evaluation and board governance. While this approach also meant a greater time commitment for funders than the standard grants they make, they all agreed that the benefits outweighed the costs to their time.

Reinforced the Value of Partnering with Other Funders in the Region

One of the key initiative design elements was to focus the effort both within a single, focused field of work (OST programming) as well as to focus the effort geographically. This not only enabled collaborative work among OST providers serving youth living and going to school in the same districts but also enriched the funders' learning with each other regarding the Silicon Valley nonprofit ecosystem and funding landscape. Just as the grantees were diverse in terms of size, capacity, and organizational age so, too, were the participating funders. Newer and smaller funders such as SV2 gained significantly from the breadth and depth of experience that the Packard Foundation brought to the table, and the Packard Foundation learned new ideas and developed new relationships thanks to smaller and more recently established funders such as SV2 and Sand Hill.

A funder collaborative was the right way to do this, both **to leverage financial resources** and to bring a group of local funders investing in the same programmatic area into **greater alignment with each other**, to the benefit of grantees who can be pulled in different directions by funders.

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In addition to the learning about the regional landscape and ecosystem, the funders also valued how their resources together leveraged each other, with the collective pool of resources adding up to a relatively meaningful level of investment. Moreover, the collaborative together was able to fundraise for and invest in the initiative evaluation with their pooled resources; some of the smaller funders say they may not have otherwise been able to afford the effort to assess the collaborative if they were funding on their own.

Increased Knowledge of the OST Field and Commitment to Funding in the Area of OST

Part and parcel of designing the initiative with a common focus on OST programs was the opportunity for an intensive learning experience regarding the OST field. While funders' knowledge of and experience in the OST field varied at the start of the initiative, all learned more about OST programming – both in general terms and specifically what was happening in the field in Silicon Valley. With this deepened knowledge of OST programming and the OST landscape in Silicon Valley, the funders are now better equipped to identify and support effective programs in the region. Moreover, funders report that the OSTC reinforced – and in some cases increased – their commitment to funding OST programming in Silicon Valley.

Significantly Deepened Relationships with Nonprofit Leaders in the OST Field, Increased Appreciation for the Importance of Leadership

Through the Learning Community meetings and the funder-grantee liaison pairings, the OSTC funders both deepened their relationships with this set of nonprofit EDs in the OST field in their home region and increased their appreciation for the importance of strong leadership for enhancing and expanding impact. As one funder stated: “We gained deep insight into what their challenges are and what their strengths are – we would not have learned this from a regular grant. The opportunity to listen to grantees through the OSTC was very important.” The funders listened to, trusted, and supported the ideas that the OSTC leaders had for how best to implement to reach the goals they set at the start of the initiative. And, their expectations were, by and large, consistently exceeded in terms of how well the leaders made decisions that would strengthen their organization's capacity to deliver more, and more effective, OST services.

VII. Reflections on the OSTC's Design: Lessons Learned about What Worked and What Could be Improved

This chapter discusses lessons learned from the OSTC experience regarding a cohort-based initiative design to increase organizational capacity for program effectiveness, including reflections on initiative design elements such as cohort size and composition; grant size and initiative length; and the Learning Community.

Reflections on Cohort Size, Selection, and Composition

The funders intentionally kept the number of cohort members small to ensure that they could provide personalized attention to each ED and that the Learning Community provided a space for mutual learning and relationship building. The size of the cohort also was a function of grant dollars available per grantee – with a smaller cohort, each grantee could receive a larger annual capacity-building grant.

We picked organizations that wanted to scale and improve from the start. **The OSTC helped to re-energize and resource that focus.**

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The funders were comfortable with a diverse makeup of the group, focusing instead on the learning that such diversity would yield. Participant selection was based primarily on the expressed interest in and assessed ability of an organization to increase the quality and reach of its academic programming. Part of this equation was “an openness and willingness” among the EDs to learn through the OSTC’s offerings and commit to the time it would require.

As mentioned earlier, during the course of the three-year initiative, five of the nine EDs left their organizations. The small overall size of the group made ED turnover noticeable; however, the group appeared to maintain its cohesion over time despite changes in the individual participants.

In the end, the funders agree that the cohort size and composition was good – small enough to have an intimate feel that contributed to learning and partnership, but large enough to affect some change on a regional level in the OST field. On this last point, however, perhaps the most important design decision the funders made was to compose the cohort of organizations working in the same field in the same geographic region.

Reflections on Funder Involvement and Engagement

The funders’ approach to and engagement with this work was critical to its success. They offered long-term and personalized support to the grantees through their role as funder liaisons and their active participation in the Learning Communities. At the beginning of the initiative, each grantee was matched with a funder liaison. The liaison role provided grantees with long-term mentorship and thought partnership as they worked on their annual and three-year aspirational goals. Although the OSTC is comprised of a diverse group of OST providers, all grantees perceived the supports that the OSTC provided as customized to address their unique needs and advance their capacity-build goals. This impressive accomplishment is primarily the result of the flexibility in the OSTC design that allowed EDs to optimize the value of its supports.

The funders were active participants in each of the Learning Community meetings. Across the board, grantees appreciated getting the “funder perspective” on the wide range of topics discussed, from program scaling, to evaluation, to human resources management. The EDs credit the funders

for developing cohesion within the group by creating a space where everyone felt comfortable to speak candidly about challenges in the OST field and in their own organizations.

Reflections on Clarity of Definitions, Goals, and Initiative Leadership

At the start of the initiative, the funders felt it was critical to develop a strong sense of ownership for the collaborative among the grantee participants. Thus, they did not go into the work with a clear definition of organizational capacity or a very specific definition of the ultimate goal; rather, these were articulated initially in broad terms such as “academic excellence” and “students more prepared to go to college.” The initial Learning Community meetings were spent working with the EDs to define the OSTC’s approach to building organizational capacity. Most EDs found this to be a process heavy experience with a lot of deliberation but little decision-making or clarity on actionable next steps. In the second year of the initiative, when the evaluation team came on board and questions of measurement were squarely on the table, the Collaborative clarified its operating definitions of capacity building and program effectiveness.

Additionally, at the start of the initiative there was no single, explicit leader of the initiative among the funder group. Around the start of the second year, the funder who had initiated the OSTC was asked to officially step into the lead and the funder collaborative established a more formal charter as a group. The gradual emergence of the funder leader was in keeping with the original desire to create a high level of buy-in among all, but just as there is benefit in clarifying definitions and goals at the outset, so too is there value in establishing a clear governance and decision-making structure for the work early on. It is important to note that this leadership role the funder played required that she double her time commitment to the OSTC.

Reflections on Grant Size and Initiative Length

One of the most vexing decisions in any capacity-building effort regards grant size. How much is enough to make a real difference in organizational capacity? While the annual grant amount that the OSTC landed on of \$45,000 per grantee appears to have been at least adequate for making some strategic investments in grantees’ organizational capacity, the relative value of the grant dollars varied among cohort members. For smaller organizations and those that rely heavily on highly restricted government revenue, the OSTC grant stretched much farther and represented a more distinct opportunity than for larger organizations with more diversified funding sources. Generally, the funders agree that either the grant amounts could have been larger across the board or that grant amounts could have varied based on budget size (and revenue mix) of the organization.

Regarding the length of the initiative, all stakeholders agree that the multi-year nature of the capacity-building grants and the Learning Community was critical to success. As one funder explained, “The grantees knew they would get the money, which made it possible for them to set a three-year goal and continue to make progress towards it over time – even if it meant course changes, so long as they stayed focused on the goal and kept in conversation with us.” Stakeholders also are enthusiastic about the second phase of the initiative, which is slated for a two-year period, extending the overall duration of the OSTC to five years in total.

Reflections on the Learning Community

The OSTC Learning Community convened for a half day, five times a year during the course of the initiative, representing a significant commitment of time among funders and grantees alike. Remarkably, despite differences in size, capacity, and capacity-building goals, all grantees found that the value they derived from the Learning Community outweighed the time investment required. Similarly, the funders derived more benefit than its time costs from the Learning

Community experience and today are even more committed to the concept than before. In reflecting on the Learning Community, cohort members provided the following insights.

- **Limiting participation to EDs only.** By allowing only EDs to participate in the Learning Community, there was a greater sense of intimacy and comfort in sharing about the full range of organizational issues and challenges that the leaders might be experiencing. At the same time, this limitation made it hard for grantee organizations to spread new knowledge within their organizations or retain content if the ED left. Taking this issue into consideration, the Annual Seminars allowed grantees to invite one to three staff or board members. One possible way to nurture intimacy among the EDs while building their organization's institutional capacity is to wait until the second year of the initiative, when EDs have become more comfortable with one another, and then allow others in the organization to participate, depending on the topic.
- **Designing session content.** The funders allowed grantees to determine the content and focus of the Learning Community meetings. The benefits were that the topics were timely and relevant for the organizations, and the grantees felt a strong sense of ownership over the meetings. However, there may have been tighter alignment between the focus of the groups' capacity-building goals and the Learning Community meetings, and more coherence to the flow of the conversations, if there had been an intentional plan to the group learning over time. This highlights one dimension of the common theme regarding how to balance responsiveness and flexibility with a directive, goal-oriented approach. The OSTC consistently erred on the side of responsiveness and flexibility; it may have worked better if the funders had asserted a greater degree of direction at a few strategic points during the course of the initiative.
- **Selecting presenters.** When selecting subject-area experts to make presentations and lead discussions at the Learning Community meetings, the funders carefully considered grantees' needs based on initial conversations and a review of their three-year aspirational goals. Additionally, funders looked to invite presenters who could offer actionable ideas, frameworks, and tools that the grantees could readily incorporate into their operations
- **Pre-session prep and post-session follow up.** Some participants suggested that pre-session preparation might have been valuable to ensure that grantees came ready to apply the conversations to their organizations, thereby enhancing the learning and overall value of the sessions. Others suggested that follow-up coaching and technical assistance to apply the lessons within organization contexts also would have made the group learning experience even more valuable than it was. This coaching component was added for the Year 3 seminar on talent capital. Each organization received two hours of subsidized one-on-one follow up coaching to apply the learning to their individual needs.

We worked hard all along to make sure we were bringing what they wanted and the best people to the table. In a sense, it has been a bit of a dizzying array of what they could use in their organizations, from governance to financial management to scaling and evaluation. It is **unrealistic to think that these organizations could grab and run with every one of those things in equal measure.**

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VIII. Conclusion

The Silicon Valley Out-of-School-Time Collaborative proved to be a highly valuable experiment resulting in a range of organizational capacity outcomes and program effectiveness impacts that will benefit student learning in the region today and into the future. All nine of the participating grantees have institutionalized new practices that they learned and built through the OSTC, allowing them to provide quality and effective programming. And, some of the effects of the OSTC ripple beyond the grantee participant, as others in the field have looked to changes these grantees have made as models to implement in their own organizations. For example, with OSTC funds Bay Area After-School All-Stars created a School Liaison position whose responsibility was to meet regularly with the various ASAS service providers in Alum Rock to ensure that students' needs identified during the school day are addressed during after-school programming to ensure continuity of student support. The school district, seeing the value in this role, subsequently requested that the 22 other after-school service providers operating in Alum Rock also implement a similar School Liaison model with funds from the district.

The funders of the OSTC also learned and improved their practice through the work of the initiative. One of the most significant shifts a funder can make to increase the longevity and scale of their impact is to move from responsive, short-term, program-only grants to strategic, multi-year, flexible capacity-building and operating grants. Through the OSTC experience, funders in the cohort have seen the value in making this shift, and intend to fund in this way more often in their work moving forward.

One of the biggest investments of time and resources – and accordingly one of the biggest bets of the initiative – was the Learning Community. The general hopes and expectations for this significant design element were to support the capacity-building work within grantee organizations at a minimum, and to deepen and accelerate the pace of change at a maximum. Satisfaction levels with the Learning Community are very high, particularly for the time and space to think, peer networking, and relationship-building aspects. However, it may be that the Learning Community could have been even more instrumental in achieving the goals of deepening and accelerating the pace of change within organizations if there was even more alignment with grantee capacity-building goals.

While there is solid evidence that the OSTC achieved its first two goals of building organizational capacity and increasing OST program quality and effectiveness, there is less evidence of progress in the first phase towards the third goal of advancing the OST field beyond the Silicon Valley. However, some progress has been made as the work of the OSTC has been presented at the Association of Small Foundations (ASF) National Conference (on leveraging small assets for big impact through collaboratives), the Council on Foundation (COF) Family Philanthropy Conference (in a session focused on risk-taking), and at the Grantmakers for Effective Organizations (GEO) Strategic Co-Funding Convening. Moreover, the work in Phase 2, designed to work towards a tool for assessing and supporting non-cognitive social-emotional learning among students in OST programs, is very much in alignment with the third goal of the OSTC and hold great promise for making a field-level contribution. And, to do this work in Phase 2 effectively, the OSTC would do well to examine the shifting Common Core educational landscape and new ideas emerging, such as linked learning, deeper learning, and 21st century skills.

Returning to conclusions regarding Phase 1 of the OSTC, the initiative boasts an impressive set of accomplishments during a three-year period: grantee organizations are stronger, programs are better and reaching more students, and funders have improved their practice. At the same time, the OSTC has generated an important set of lessons learned regarding how to effectively support organizational capacity building with the explicit goal of improving program quality and

effectiveness through financial and non-financial supports among a cohort of organizations. Focusing the initiative within a common field and geography, augmenting grants with peer- and expert-based learning, staying flexible over time within the parameters of three-year goals, and engaging regularly and authentically with grantees were key components to the initiative's success.

Appendices

- A. List of OSTC Participants**
- B. List of Taproot Grants**
- C. Featured Speakers at OSTC Learning Community Meetings and Annual Seminars**
- D. OSTC Timeline: Activities and Milestones**
- E. Silicon Valley Out-of-School-Time Collaborative Logic Model**
- F. Silicon Valley Out-of-School-Time Collaborative Theory of Change**

Appendix A: OSTC Participants

| Grantee | Executive Director |
|---|--|
| Ace Charter School | <ul style="list-style-type: none"> Greg Lipman |
| Bay Area After-School All-Stars/ THINK Together | <ul style="list-style-type: none"> Joe Tedesco Mario Vargas |
| Boys and Girls Club of the Peninsula | <ul style="list-style-type: none"> Peter Fortenbaugh |
| Breakthrough Silicon Valley | <ul style="list-style-type: none"> Tania Wilcox Melissa Johns |
| Citizen Schools | <ul style="list-style-type: none"> Joe Ross Katie Rothschild Alison Townley |
| College Track | <ul style="list-style-type: none"> Debra Lindo David Silver |
| East Palo Alto Tennis and Tutoring | <ul style="list-style-type: none"> David Higaki |
| Peninsula Bridge | <ul style="list-style-type: none"> Grainger Marburg Deirdre Marlowe |
| Silicon Valley Children's Fund | <ul style="list-style-type: none"> Elise Cutini |
| Foundation | Representative |
| The David & Lucile Packard Foundation | <ul style="list-style-type: none"> Ellen Clear Taryn Ishida Irene Wong |
| Sand Hill Foundation | <ul style="list-style-type: none"> Susan Ford Dorsey Ash McNeely |
| Silicon Valley Social Venture Fund (SV2) | <ul style="list-style-type: none"> Laura Arrillaga-Andreessen Lindsay Austin Louie Diane Parnes |
| The Sobrato Family Foundation | <ul style="list-style-type: none"> Marjorie Fujiki Lisa Sobrato Sonsini |
| Facilitators/Research Consultants | Representative |
| Culick Consulting and Coaching | <ul style="list-style-type: none"> Liza Culick |
| Shiree Teng, Organizational Development | <ul style="list-style-type: none"> Shiree Teng |
| Sutherland-Edwards Consultants to Philanthropy | <ul style="list-style-type: none"> Chris Sutherland |
| Philanthropy Futures | <ul style="list-style-type: none"> Alexa Culwell |
| Public Profit, Inc. | <ul style="list-style-type: none"> Julie Lo Corey Newhouse Femi Vance |
| Evaluator | |
| Learning for Action | <ul style="list-style-type: none"> Rebecca Cook Dorman Steven LaFrance Simon Morfit Gabriel Treves |

Appendix B: List of Taproot Grants

| OSTC Grantee | Grant Type | Value of Pro Bono Consulting Leveraged | Status |
|------------------------------------|----------------------------------|--|-------------|
| Boys & Girls Club of the Peninsula | Web Services Grant | \$50,000 | Complete |
| Citizen Schools California | Strategic Staff Development | \$55,000 | Complete |
| Silicon Valley Children's Fund | Key Messages and Brand Strategy | \$55,000 | Complete |
| ACE Charter School | Competitor/Collaborator Analysis | \$70,000 | Complete |
| Peninsula Bridge* | Key Messages and Brand Strategy | \$55,000 | Complete |
| Breakthrough Silicon Valley | Brochure Development | \$45,000 | In Progress |
| East Palo Alto Tennis and Tutoring | Strategic Planning and Prep | \$70,000 | In Progress |

*A maximum of six Taproot grants were underwritten by Sand Hill Foundation. Peninsula Bridge's project was made possible by another funder.

Appendix D: Featured Speakers at OSTC Learning Community Meetings and Annual Seminars

| | Discussion Topic | Featured Speaker |
|---|--|---|
| 2011 | | |
| Year 1 Seminar April | Governance | Bill Ryan of Harvard - Governance as Leadership |
| 4 th Cohort Meeting June | Evaluation methodologies | Lande Ajose, Managing Director, BTW; and Corey Newhouse, Founder and Principal of Public Profit |
| 5 th Cohort Meeting September | Peer reflections on evaluation tools and practices; and review and discussion of OSTC Theory of Change | Steven LaFrance, Learning For Action |
| 2012 | | |
| 8 th Cohort Meeting April | Program-level evaluation with a focus on pre- and post-assessment | Corey Newhouse, Public Profit; Melanie Moore, See Change; Janet Wheeler, Northwest Evaluation Association; and Pilar O'Cadiz, UC Irvine/California Afterschool Outcomes Measures Project |
| Year 2 Seminar May | Scaling | Tiffany Gueye, Chief Executive Officer of BELL; Elizabeth Cushing, President and Chief Operating Officer of Playworks; and Jehan Velji, Portfolio Manager, The Edna McConnell Clark Foundation. |
| 2013 | | |
| 11 th Cohort Meeting February | "Grit" | Erin Kahn, ED of the Raikes Foundation and Brittany Butler, Chief Strategy and Operations Officer of the Character Lab on the topic of "grit." Presentation by Lucy Donovan of SV2 research |
| Year 3 Seminar April | Human Resources | James Weinberg and James Shepard, Achieve Mission |
| 12 th Cohort Meeting May | Financial Management | Hilda Polanco, Financial Management Associates |

Appendix D: OSTC Timeline: Activities and Milestones

| 2009 | |
|-----------------|--|
| May 2009 | <ul style="list-style-type: none"> SV2 "First Friday Lunch" with Sand Hill Foundation generates interesting ideas and great energy |
| July 2009 | <ul style="list-style-type: none"> Lindsay Louie, Lance Fors and Ash McNeely follow-up breakfast to hatch a big idea; Susan Ford Dorsey proposes a collaborative focus on Out of School Time Programs emphasizing college access |
| Nov 2009 | <ul style="list-style-type: none"> SV2 board and partners meet & overwhelmingly agree to a partnership Packard Foundation agrees to be involved which supports more grantees and facilitation of a learning community (Irene Wong, Taryn Ishida) |
| 2010 | |
| Feb 2010 | <ul style="list-style-type: none"> SV2 and education grant round leaders Nancy Cannon-O'Connell and Diane Parnes provide logistical support for grant process: RFP fielded; 29 proposals vetted, including visit sites. Dozens (record number) of SV2 partners create an expanded due diligence team with Ash/Sand Hill and Nancy Ragey & Taryn/Packard included |
| Spring 2010 | <ul style="list-style-type: none"> Sand Hill takes lead in fielding RFP for facilitators |
| May 2010 | <ul style="list-style-type: none"> Grantees recommended through SV2 process. Funders agree on grantee slate of 9 total at \$45,000 each |
| June 2010 | <ul style="list-style-type: none"> Grantees announced Funders meet to select semi-finalist facilitator candidates to propose to learning community |
| July 2010 | <ul style="list-style-type: none"> Kick off of Learning Community cohort: Grantees and funders meet with facilitators and test them out. After much discussion, Liza Culick and Shiree Teng form partnership for facilitation |
| Nov 2010 | <ul style="list-style-type: none"> 2nd cohort meeting: getting to know one another and brainstorming OSTC focus areas |
| Sept - Dec 2010 | <ul style="list-style-type: none"> Funder liaisons assigned to individual grantees to complete their organizational assessment (SV2 OCAT tool) and establish terms of MOU for year 1. MOUs signed. |
| 2011 | |
| Jan 2011 | <ul style="list-style-type: none"> 3rd cohort meeting: Grantees are starting to develop more meaningful network and learning about each other's organizations |
| Spring 2011 | <ul style="list-style-type: none"> Funders meet together at Packard Foundation to discuss how it is going, ongoing support needed, process of incorporating evaluation. Ash takes the lead on evaluation. |
| April 2011 | <ul style="list-style-type: none"> OSTC Seminar: focus is on governance and includes EDs and board chairs (featured speaker is Bill Ryan of Harvard - Governance as Leadership) |
| April 2011 | <ul style="list-style-type: none"> Funders gather in a retreat to take stock, clarify theory of change, set a charter with clear roles for all involved, and begin putting more structure under their partnership. Alexa Culwell facilitates. |
| June 2011 | <ul style="list-style-type: none"> 4th cohort meeting: focus on evaluation methodologies with guest speakers Lande Ajose, Managing Director, BTW; and Corey Newhouse, Founder and Principal of Public Profit Funders' meeting – recap year 1 results and make grant decisions <ul style="list-style-type: none"> Grant renewal process (year 1 final reports and year 2 MOUs due) Grant checks distributed by June 30 for year 2 |
| Aug 2011 | <ul style="list-style-type: none"> Evaluator selected through competitive process (LFA Group); year 1 grantee survey launched |
| Sept 2011 | <ul style="list-style-type: none"> 5th cohort meeting: peer reflections on evaluation tools and practices; and review and discussion of OSTC Theory of Change led by LFA Group; new facilitator introduced (Chris Sutherland) |
| Oct 2011 | <ul style="list-style-type: none"> 6th cohort meeting: mini strategy session with focus on LFA Group year 1 survey results and goal to align MOUs, evaluation and learning content at future meetings |
| Nov 2011 | <ul style="list-style-type: none"> Sobrato Family Foundation joins collaborative as a new funder (Lisa Sonsini and Marjorie Fujiki) |

2012

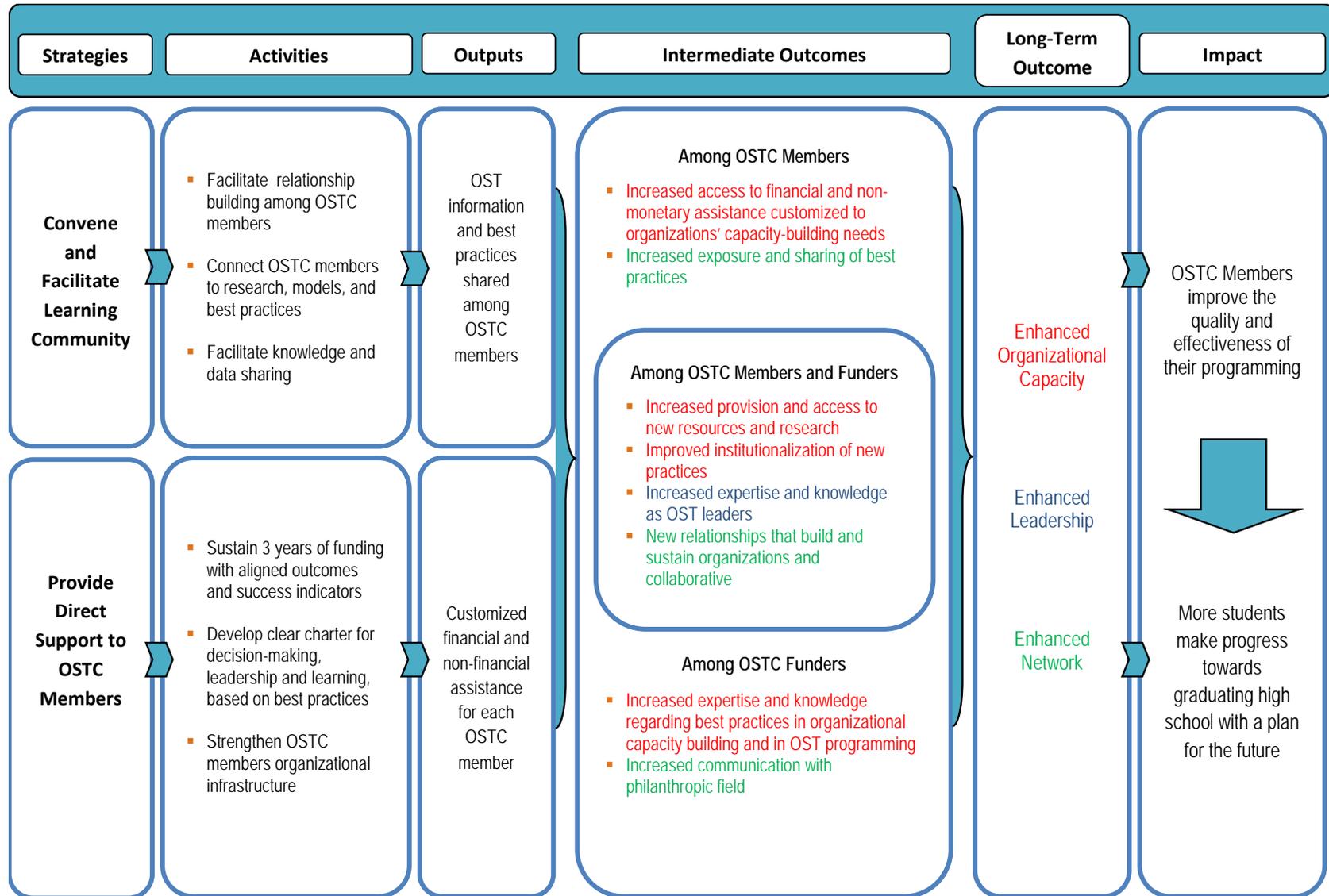
| | |
|---------------|--|
| January 2012 | <ul style="list-style-type: none"> ▪ 7th cohort meeting: case study presentations from all cohort members to establish familiarity and fluency with peers' programs across the learning community; shared reflection on individual and shared strengths, weaknesses, gaps, and needs for professional development (both access to professional development, and opportunities to contribute to professional development); and direction to funders and facilitator for future convenings' focus ▪ Executive Director discretionary grant of \$5,000 per organization announced |
| February 2012 | <ul style="list-style-type: none"> ▪ Theory of Change/Logic Model/Evaluation Plan finalized by LFA Group ▪ Literature review completed to inform evaluation data collection tool to be utilized |
| April 2012 | <ul style="list-style-type: none"> ▪ 8th cohort meeting: session devoted to program-level evaluation with a focus on pre- and post-assessment with guest speakers Newhouse, Public Profit; Melanie Moore, See Change; Janet Wheeler, Northwest Evaluation Association; and Pilar O'Cadiz, UC Irvine/California Afterschool Outcomes Measures Project |
| May 2012 | <ul style="list-style-type: none"> ▪ OSTC Seminar: focus on Scaling with Tiffany Gueye, Chief Executive Officer of BELL; Elizabeth Cushing, President and Chief Operating Officer of Playworks; and Jehan Velji, Portfolio Manager, The Edna McConnell Clark Foundation. ▪ Final report requirements disseminated to grantees |
| June 2012 | <ul style="list-style-type: none"> ▪ Grantee year 2 final reports due and year 3 MOUs ▪ Funders Meeting – recap year 2 results and make grant decisions <ul style="list-style-type: none"> ○ Grant renewal process (year 2 final reports and year 3 MOUs due) ○ Grant checks distributed by June 30 for year 3 ○ Evaluation tables, MOUs and reports posted online for evaluation team, funders to access |
| July 2012 | <ul style="list-style-type: none"> ▪ 9th cohort meeting: further reflection on program-level evaluation and scaling sessions becomes primarily a discussion of the OSTC initiative evaluation process & data collection required of grantees. ▪ Grantee data collection completed and returned to LFA; interviews conducted with each ED. |
| Oct 2012 | <ul style="list-style-type: none"> ▪ 10th cohort meeting with three-part focus: 2011 evaluation results, discussion of potential innovation grant(s) available to cohort members, and panel discussion with funders probing the funder's side of the philanthropic table. ▪ Joe Ross and Ash present OST Collaborative at ASF National Conference on leveraging small assets for big impact through collaboratives. |
| Nov 2012 | <ul style="list-style-type: none"> ▪ Grantees organize meeting to discuss use of \$25,000 innovation grant funding. ▪ Collaborative members read "How Children Succeed" by Paul Tough. |
| Dec 2012 | <ul style="list-style-type: none"> ▪ Funders' Retreat: assimilate the accomplishments of the OSTC to date, plan for strong close to Phase 1 in 2013, and confirm plans for Phase 2 in 2014. Phase 2 will be project-based, focused on the topic of non-cognitive skill development with a strong, customized evaluation component for participating organizations. Sand Hill, Packard and Sobrato offer continued funding. ▪ Innovation grant funding will be used as a planning grant for Phase 2. EDs to select consultant. ▪ Lindsay Louie announces her departure from SV2. |

2013

| | |
|----------|---|
| Jan 2013 | <ul style="list-style-type: none"> ▪ SV2 members Lucy Donovan and Allison Elliott compile Achievement Character Research Brief to inform the goals of the innovation grant. ▪ Diane Parnes steps in as SV2 liaison. ▪ Ash presents OST Collaborative at COF Family Philanthropy Conference in session focused on risk-taking, San Jose |
| Feb 2013 | <ul style="list-style-type: none"> • 11th cohort meeting: finalize plans for innovation grant funding; guest speakers Erin Kahn, ED of the Raikes Foundation and Brittany Butler, Chief Strategy and Operations Officer of the Character Lab on the topic of "grit." Presentation by Lucy Donovan of SV2 research. • Ash presents OST Collaborative as a case study at Scaling What Works: GEO's Strategic Co-Funding Convening, Washington, D.C. |
| March | <ul style="list-style-type: none"> ▪ Peninsula Bridge coordinates RFP for innovation grant to be used as a planning grant for Phase 2. |

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| 2013 | A consultant RFP is prepared and distributed with proposals due April 30. |
| April 2013 | <ul style="list-style-type: none"> OSTC Seminar: focus on HR with James Shepard and James Weinberg from AchieveMission; cohort members bring chief HR staff and/or board member. EDs get two hours of coaching in May and June for personalized follow up. |
| May 2013 | <ul style="list-style-type: none"> 12th cohort meeting; focus on financial management with Hilda Polanco of Fiscal Management Associates, lead author of content in the newly launched www.strongnonprofits.org commissioned by the Wallace Foundation to include strong OST toolkit. OST Collaborative video is filmed May-July. Taryn Ishida announces her departure from the Packard Foundation. Ellen Clear steps in as liaison. |
| June 2013 | <ul style="list-style-type: none"> Phase 2 leadership team (Elise, Deirdre, Peter, Greg, Ash) interview and select planning grant consultant Corey Newhouse, Public Profit for July-Dec 2013. Silicon Valley Children's Fund acts as fiscal agent. Year 3 final reports due. End of original three-year initiative. |
| Sept 2013 | <ul style="list-style-type: none"> OST Collaborative meets with PublicProfit to finalize non-cognitive skill focus areas for Phase 2. |
| Oct 2013 | <ul style="list-style-type: none"> Elise Cutini and Ash present OST Collaborative at GFE Annual Conference re. OST capacity building, Houston. Sutherland-Edwards Phase 1 facilitation contract complete. LFA Group Phase 1 final evaluation complete. Celebration Dinner for close of Phase 1 at home of Susan Ford Dorsey. |
| Nov 2013 | <ul style="list-style-type: none"> PublicProfit's Phase 2 plan complete. |
| Dec 2013 | <ul style="list-style-type: none"> Phase 2 opt-out deadline for OST Collaborative members. Funders' Retreat: presentation of 2010-2013 Phase 1 final evaluation by LFA Group and 2014-15 Phase 2 plan by PublicProfit. Confirm Phase 2 nonprofit and funder participants. |
| 2014 | |
| Jan 2014 | <ul style="list-style-type: none"> Launch Phase 2 with new fiscal sponsor and increased nonprofit leadership of all Collaborative activities. |

Appendix E: Silicon Valley Out-of-School-Time Collaborative Logic Model



Appendix F: Silicon Valley Out-of-School-Time Collaborative Theory of Change

