PREPARING CHILDREN FOR GREAT LIVES
It's 3:45 when you walk into the school. You hear the lively sounds of kids talking and interacting with their friends and you follow the sound to Clayton's after-school program.

As you round the corner, you see kids actively engaging in different activities. The robotics team is testing their creations in the corner while the sewing club is planning a quilt together. Another group is rehearsing a song for the upcoming parent night. As you tune into the lively conversations, you hear excitement, respect, and cooperation as teams work together on their activity.

Clayton's adult staff is guiding the children to fair and respectful solutions when a conflict arises or a frustrated child needs help managing their emotions. Staff models active listening as they help the children make mindful choices, set goals and plan the steps needed to achieve them.

Through the social and emotional skills learned in afterschool, the Clayton Kids of today are preparing to become the competent, confident and caring adults who will be successful in life. Clayton Youth Enrichment is preparing them to live great lives.
Children face choices every day. They run up against a challenging math problem and consider cheating as an easy solution. Homework seems overwhelming and procrastinating with video games becomes a way to distract from the pressure without thought about the resulting consequences. They see friends teasing a classmate and find it easier to join the bullies instead of standing up for the victim. Impulsive decisions are made and sometimes these decisions have life-long ramifications.

In spring 2016, Clayton’s leadership consulted with area teachers, principals, parents and school administrators. These educators were asked to share what they saw as the most significant contribution after-school programs could make for students and schools. Repeatedly, they responded that our children are struggling with the critical social and emotional skills they need to succeed academically and in life.

Dr. Tony Wagner of Harvard’s Change Leadership Group calls the “gap” between what is being taught in schools and the skills young people need to succeed the “global achievement gap”. Focusing on the shift from an industrial economy to a knowledge economy, Wagner has identified core competencies every child needs to survive and thrive in the future world of work. His list echoes the social skills teachers and parents shared with Clayton: effective communication, teamwork, critical and analytical thinking, adaptability, creativity, and initiative.

“As a public school, we are witnessing an increasing number of students who are struggling with stress, anxiety, and depression. We believe it has never been more important to build self-awareness and social awareness within our students; equip them with effective coping skills, teach them how to develop healthy relationships, and grow their ability to problem solve.”

Brad Tyler, Intermediate School Principal

**THE NEED**

**IMPACT IN THE WORKPLACE**

Today’s schools are dealing with multiple, often competing realities. High-stakes accountability tests and tight school budgets make it difficult to devote the time and consistency that social and emotional learning requires. This is despite the evidence that social and emotional health is a prerequisite for student achievement both in school and in their future careers.

- 75% of long-term job success depends on people skills, while only 25% is dependent on technical knowledge (Klaus, 2010)
- Employment GROWTH has been especially strong in jobs requiring both cognitive and soft skills at all levels of the wage scale (Deming, 2015)
- 92% of nearly 900 executives in a Wall Street Journal survey said that social skills were equally or more important than technical skills.
- 89% of executives say they have a “very” or “somewhat difficult” time finding people that demonstrate those skills.
“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

— Collaborative for Academic, Social, and Emotional Learning (CASEL)

THE SOLUTION

Social and emotional skills can be taught and research tells us that there are both short and long term benefits to teaching them to young children. These benefits are substantial and supported by extensive research. A meta-analysis of 213 SEL programs (Durlak and colleagues, 2011, 2017) illustrated that students receiving quality SEL instruction demonstrated:

- **Better academic performance:** achievement scores 11-13% higher than students who did not receive SEL instruction
- **Improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, better classroom behavior
- **Fewer negative behaviors:** decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals
- **Reduced emotional distress:** fewer reports of student depression, anxiety, stress, and social withdrawal

![Social & Emotional Learning Diagram]

- **Self-Awareness:** Accurately recognize one’s own emotions, thoughts, and values and how they influence behavior with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- **Self-Management:** Successfully regulate one’s emotions and behaviors, manage stress, control impulses, and motivate oneself; the ability to set and work toward personal and academic goals.
- **Social Awareness:** Take the perspective of and empathize with others, including those from diverse backgrounds and cultures and understand social and ethical norms for behavior.
- **Relationship Skills:** Communicate clearly, listen well, cooperate with others, maintain healthy and rewarding relationships, negotiate conflict constructively, and seek and offer help when needed.
- **Responsible Decision-Making:** Make constructive choices about personal behavior and social interactions based on ethical standards, social norms and realistic evaluation of consequences of actions.
Clayton's after-school programs are a golden opportunity to impact more than 7,500 children annually. Our low 1:15 ratio of adults to children allows staff to provide rich guidance, role modeling and support for students. No other setting during the school year provides this opportunity to develop social and emotional skills and then practice these skills with children and caring adults.

Clayton has partnered with Sendero Consulting, a North Texas firm that specializes in intentional corporate culture change. Generous support from The Rainwater Foundation allowed Clayton and Sendero to collaborate in creating a detailed action plan that embeds appreciation and practice of SEL skills into Clayton's organizational culture.

An outcomes-based evaluation plan, created in partnership with the Center for Nonprofit Management, has been developed which includes our theory of change, logic models, and a detailed evaluation plan. The evaluation plan will appropriately measure student and staff progress through each phase as we move to full-scale implementation. Staff development and program quality will be assessed both internally and by outside evaluators according to a custom-designed matrix of SEL integration and modeling.

Impact measurements, including student grades and discipline referrals, will be available through district data sharing agreements. This information, along with nationally-normed Devereux Students Strengths Assessment (DESSA), will be used to measure student progress toward desired outcomes.

<table>
<thead>
<tr>
<th>SOCIAL &amp; EMOTIONAL LEARNING INITIATIVE</th>
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<tbody>
<tr>
<td><strong>Pilot Launched in 2017</strong></td>
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<td>1,100 students on 14 Campuses to create a successful model for integrating SEL into Clayton's after-school programs.</td>
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WE INVITE YOU TO JOIN US

Clayton Youth Enrichment has believed since 1975 that Tarrant County children and families deserve the best. We are dedicated to preparing each of our students to live their greatest life.

As Tarrant County’s largest provider of on-site after-school programs, Clayton offers each of the 7500+ children we serve every year a powerful 400 - 700 hours of enrichment.

With your help, we can use that time to prepare Tarrant County’s future business and community leaders with the social and emotional skills they need to succeed and thrive.

The retooling of Clayton’s training and program content to support social and emotional learning is a foundational investment that will position Clayton for measurable impact, sustainability, and growth long into the future. We are built on the human capital of more than 350 devoted employees who mentor and teach our children every day.

Your investment in the creation of an organizational culture where social and emotional skills are prioritized, trained and rewarded at all levels will position Clayton to fully launch SEL into all 84 of our after-school enrichment programs in the 2019 - 2020 school year.

Clayton must start now. We hope you will join us.

SEL FUNDING AND TIMELINE

<table>
<thead>
<tr>
<th>DESIGN</th>
<th>DEVELOP</th>
<th>DEPLOY</th>
<th>ASSESS &amp; IMPROVE</th>
<th>KEY DATES</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>$241,935</td>
<td>$577,029</td>
<td>$447,155</td>
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<td>8/2019 SEL is launched in all Clayton programs</td>
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CLAYTON FINANCIALS

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<thead>
<tr>
<th>REVENUE BY FUNDING SOURCE</th>
<th>FUNCTIONAL EXPENSES</th>
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<tbody>
<tr>
<td>Government Grants</td>
<td>Program</td>
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<tr>
<td>Fee Programs</td>
<td>Administrative</td>
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<tr>
<td>Donations/Other</td>
<td>Fundraising</td>
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TOTAL REVENUE $15,323,244
TOTAL EXPENSES $15,030,540

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