

The Intersection of Afterschool and Competency-Based Education

An AYPF Discussion Group

Thursday, October 1, 2015



American Youth
Policy Forum

Rules of Engagement

- * Off the record discussion
- * Listen, learn, engage
- * Ask questions, share ideas

Introductions

- * Name
- * Organization
- * Related work
- * What questions you are bringing to today's discussion?

Poll

- 1) What words come to mind when you think of competency-based education?
- 2) What words come to mind when you think of afterschool?

Why the intersection of competency-based education (CBE) and afterschool?

- * Critical strategy for college and career readiness (CCR)
- * Logical intersection to investigate anytime, anywhere, any pace learning

AYPF Definition of CCR

AYPF believes that the ultimate goal of any effort to help students become college- and career-ready is to develop economically independent adults, who are involved in their communities and civic life, and who value and participate in continuous learning.

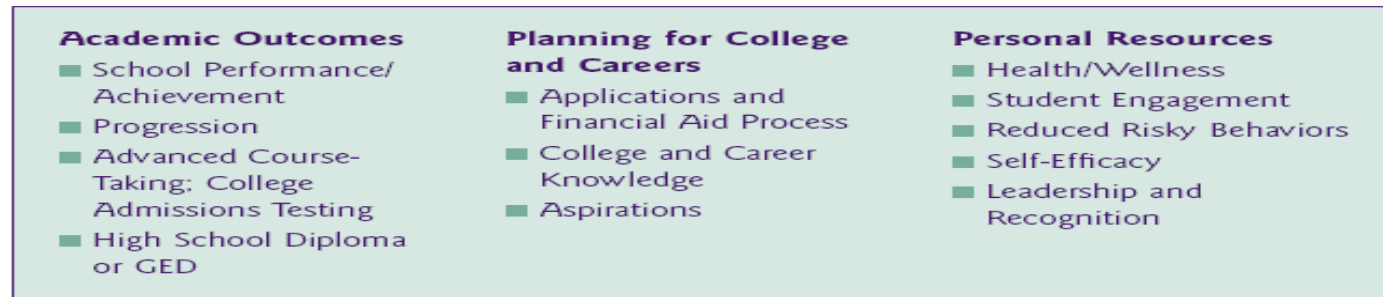
– Success at Every Step

Figure 1: AYPF Logic Model for College- and Career-Readiness and Success

Foundation for Learning and Growth



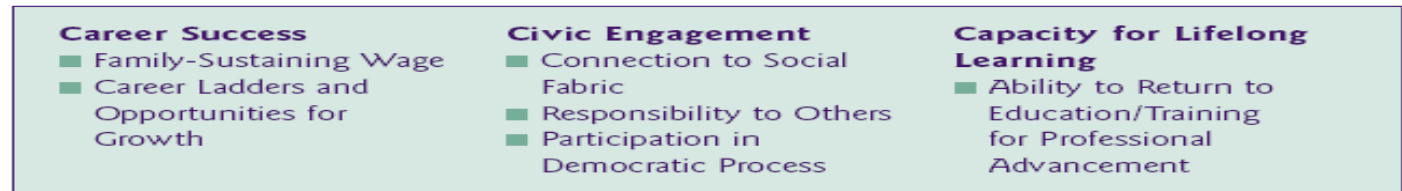
Short-Term Outcomes: Secondary Level



Intermediate Outcomes: Postsecondary Level



Long-Term Outcomes



COMMON TYPES OF PROVIDERS



**Families and
Caregivers**

Schools

**Social/Medical
Service
Providers**

**Community-
Based
Organizations**

**Private
Providers of
Academic
Support**

Employers

**Institutions
of Higher
Education**

EXAMPLES OF SUPPORTS AND PROGRAMS

Caring Role Models;
Academic Support;
Setting High Expectations;
Financial Support for College

Rigorous Curriculum;
Applied Curriculum;
Smaller Learning Communities;
College/Career Counseling

Comprehensive Social Support Services for Physical and Mental Health and Welfare;
Advocacy Systems

Mentoring;
Expanded Learning Opportunities;
Community Service;
Cultural Awareness;
Project-Based Learning

Tutoring;
Test Preparation;
Instruction in Academic Success Behaviors

Work-Based Learning;
Employment/ Internships;
Mentoring;
Career Counseling

Early College Exposure;
Dual Enrollment;
Mentoring;
Scholarships;
Academic Support Services

**Short-Term Outcomes:
Secondary Level**

**Intermediate Outcomes:
Postsecondary Level**

**Long-Term
Outcomes**

AYPF Definition of Afterschool

Expanded learning opportunities (ELOs) draw upon the resources of the community, blur the lines between schools and other valuable resources...and incorporate virtual learning when appropriate. ELOs include traditional afterschool activities with an academic focus, but also incorporate activities such as internships with employers, independent study in alternative settings, classes on college campuses for high school students, and wraparound support services.

– Learning Around the Clock

Value of Afterschool for Youth

- * Preparation for postsecondary education
- * First-hand career experience
- * Puts academic studies into real-world context
- * 21st Century Skills

Definition of CBE

- * Advancement upon mastery
- * Explicit, measurable, transferable learning objectives
- * Meaningful assessment
- * Timely, differentiated support
- * Application and creation of knowledge
- * Development of skills and dispositions

<https://www.youtube.com/watch?v=w2dXUMHb0j0>

Value of CBE to Students

CBE promotes:

student-centered learning



diverse instructional approaches that address the learning needs, interests, or cultural backgrounds of individual students

authentic assessments



students demonstrate what they have learned through a variety of assessments, both student and teacher-driven

advancement upon mastery



students advance based upon mastery of essential skills and knowledge, regardless of time spent in classroom

transparency for all



the skills and knowledge necessary for students to master are clear, and progress is visible for teachers, students, and families

AYPF Identified Trends

- * Defining, understanding, and measuring competencies
- * Awarding academic credit
- * Credentialing employability skills

First Panel

- * **Marcia Dvorak**, Director, Kansas Enrichment Network
- * **Beth Unverzagt**, Director, OregonASK
- * **Dan Tsin**, Director of Data and Accountability, Urban Alliance

Questions for Small Groups

- 1) **Eliminating in-school vs. afterschool:** How do you shift perspective to anytime, anywhere, any pace learning?

- 2) **Employer perspective/engagement:**
 - * Are we creating opportunities for students to gain employability skills?
 - * If so, how are we communicating this to employers?
 - * How are credentials/badges/experiences perceived by employers?

- 3) **Policy as enabler or inhibitor:**
 - * What is the role of state and/or district policy?
 - * What are the policy barriers (actual and perceived) at these levels?

Second Panel

- * **Lynn Stanley**, Lead, New Hampshire Afterschool Network
- * **Joe DiMartino**, President, Center for Secondary School Redesign, Inc.
- * **Caitlin Johnson**, Co-Founder and Managing Editor, SparkAction, Forum for Youth Investment

Closing Thoughts

- * What did you hear today?
- * What surprised you?
- * What are your burning questions moving forward?

Next Steps

- * Summary document
- * Share resources
- * AYPF forthcoming paper and webinar
- * Look forward to continued conversations