The Intersection of Afterschool and Competency-Based Education

An AYPF Discussion Group

Thursday, October 1, 2015
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?
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 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

Knowledge, Skills, Abilities
- Academic Knowledge
- Academic Success Behaviors
- Technical Knowledge and Skills
- Communication Skills
- Problem-Solving
- Critical Thinking Skills
- Social Skills and Teamwork
- Goal-Setting
- College Knowledge
- Career Knowledge
- Self-Advocacy Skills

Personal Resources
- Physical/Mental Health and Welfare
- Resilience
- Self-Esteem
- Motivation
- Independence
- Personal and Civic Responsibility
- Financial Resources for Postsecondary Education

Short-Term Outcomes: Secondary Level

Academic Outcomes
- School Performance/Achievement
- Progression
- Advanced Course-Taking; College Admissions Testing
- High School Diploma or GED

Planning for College and Careers
- Applications and Financial Aid Process
- College and Career Knowledge
- Aspirations

Personal Resources
- Health/Wellness
- Student Engagement
- Reduced Risky Behaviors
- Self-Efficacy
- Leadership and Recognition

Intermediate Outcomes: Postsecondary Level

Academic Outcomes
- Enrollment in Postsecondary Education
- Achievement
- Progression
- Persistence
- Degree Completion

Career-Related Outcomes
- Employment Status
- Earnings
- Occupational Degree/Industry Credential

Personal Resources
- Health/Wellness
- Student Engagement
- Reduced Risky Behaviors
- Self-Efficacy
- Independence
- Financial Responsibility

Long-Term Outcomes

Career Success
- Family-Sustaining Wage
- Career Ladders and Opportunities for Growth

Civic Engagement
- Connection to Social Fabric
- Responsibility to Others
- Participation in Democratic Process

Capacity for Lifelong Learning
- Ability to Return to Education/Training for Professional Advancement
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
- advancement upon mastery

- diverse instructional approaches that address the learning needs, interests, or cultural backgrounds of individual students
- students advance based upon mastery of essential skills and knowledge, regardless of time spent in classroom

- authentic assessments
- transparency for all

- students demonstrate what they have learned through a variety of assessments, both student and teacher-driven
- the skills and knowledge necessary for students to master are clear, and progress is visible for teachers, students, and families

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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?

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Next Steps

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