

Increasing College & Career Readiness through Afterschool & Competency-Based Learning

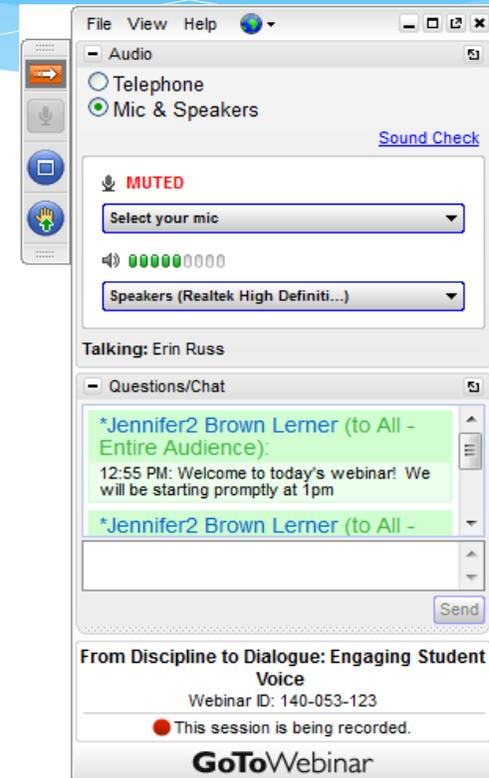
Monday, December 14, 2015



American Youth
Policy Forum

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Today's Presenters



Jenna Tomasello
*Program Associate,
American Youth
Policy Forum*



Marcia Dvorak, Ph.D.
*Director, Kansas
Enrichment Network*



Dan Tsin
*Director of Data &
Accountability, Urban
Alliance*



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*President, Center for
Secondary School
Redesign*

College and Career Readiness and the Intersection of Afterschool and Competency-Based Learning

Jenna Tomasello

Monday, December 14, 2015



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Why This Topic?

- * College and career readiness (CCR) is more than academic preparation for postsecondary education or work
- * Young people need a range of knowledge, skills, abilities, and dispositions in order to be successful
- * Schools cannot do this work alone
- * CCR requires support from a variety of providers and programs

Role of Afterschool

- * High-quality afterschool providers help contribute to a student's CCR through:
 - * College and career exploration
 - * Social and emotional learning
 - * Life skills development
 - * Enrichment activities



Image: Our Piece of the Pie

Role of Competency-Based Learning

- * Competency-based learning (CBL) contributes to a student's CCR by giving them engaging, learner-centered opportunities to develop and master important skills



Image: Joe Quint/LAYC

The Intersection of Afterschool and CBL

- * Both fields emphasize preparing all students for CCR
- * Logical intersection to investigate anytime, anywhere, any pace learning



Image: Our Piece of the Pie

Emerging Trends

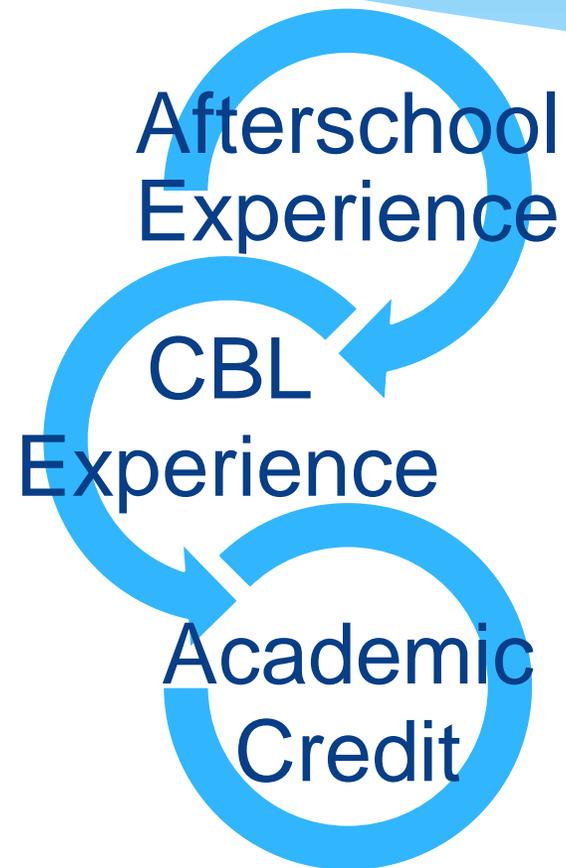
- * Understanding and Defining Competencies
- * Competencies as Currency for Course Credit
- * Badges as Translators of Competencies

Understanding & Defining Competencies

Afterschool
Providers

CBL
Educators

Competencies as Currency for Course Credit



Badges as Translators of Competencies



mozilla

badges = visual representations
of a **skill** or **achievement**

Image: openmatt.org

Considerations Moving Forward

- * Lack of Clarity with Field-Specific Language
- * Policy Environments to Support CBL and Afterschool

Considerations Moving Forward

- * Cross-Sector Coordination and Building Partnerships
- * Policy to Practice v. Practice to Policy

Stay Tuned

AYPF's white paper, "***The Intersection of Afterschool and Competency-Based Learning: Emerging Trends, Policy Considerations, and Questions for the Future***" will be released in January 2015.



Thank You



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EPIC:

IGNITING 21ST CENTURY SKILLS, INTERESTS
AND COMMUNITY CONNECTIONS IN
ADOLESCENTS



AYPF December 2015

Marcia Dvorak, Ph.D





Adolescence— Second most critical period of brain development

Dr. David Hansen, University of Kansas, Educational Psychology

Adolescent Development



Adolescent: Why do I need to know this?

Adults: Adolescents are unmotivated.

Adolescent: When will I ever use this?

Adults: They just don't get it.

Adolescent: How is this relevant?

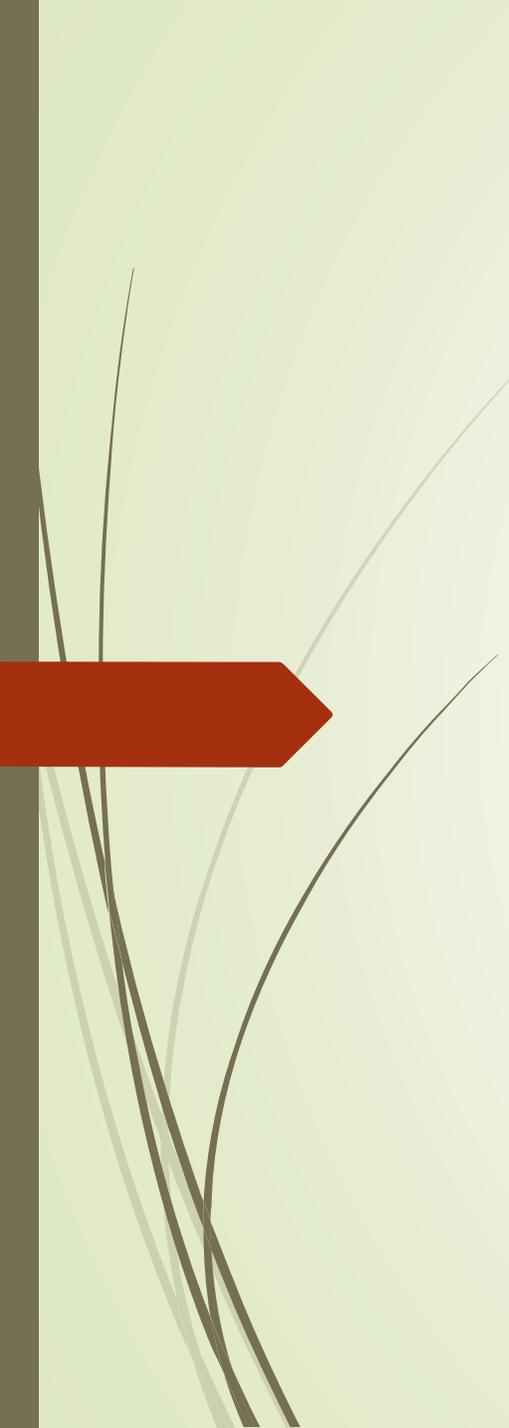
Adults: Trust me. You will need it when you get older.



EPIC—

Education, Practice, & Immersion for Credit

- Middle school youth
- High poverty, rural communities
- Potential dropouts, “in-place dropouts”, disengaged youth
- Will most likely remain in the communities
- Employers need work-ready, essential skills ready applicants



Strong Community Involvement

- Collective impact model
- Targeting sustainable plan and strong collaboration
- Career exploration matched to community need



EPIC Experience Framework

- **Career exploration** (technical and employer-recognized skills)
- **Field Learning Experiences (FLE)**
- **Engaging online experiences** (reflection and relevancy)

High school elective credit – in planning stage



Validation

Cross-walked by independent contractor

- Rose Standards (Common Core)
- Next Generation Science Standards,
- P21

Competencies 'baked' into the digital badges



Targeted Soft/Essential Skills

- Conscientiousness/work ethic
- Positive core self-evaluation
- Social skills
- Cognitive processes

Blended with assessment instrument language



Career Exploration, Technical and Employer-Recognized Skills

Conscientiousness and Grit

Small engine repair

FLE with Midwest Ford

Digital badge requirements:

- Successful completion of content/application
- Participation in FLE with Midwest Ford
- Reflection responses (<https://www.youtube.com/watch?v=72khNZhm2U>)



Lessons Learned to Date

- Data sharing
- Collaboration = time, commitment, structuring and restructuring
- Businesses as youth-ready

They don't know what they don't know.

Next Steps



- Bringing project to scale
- High school credit for internship work
- More flexible scheduling
- Potential badging around 'work keys'
- Youth-ready businesses

Thank You!

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Kansas Department for Children and Families
Charles Stewart Mott Foundation
The Noyce Foundation



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Audience Q&A



Image: Joe Quint/LAYC

Employing Youth. Inspiring Excellence.



A large field of empty yellow school desks and chairs, symbolizing youth out of school and work. The desks are arranged in neat rows on a grassy field, stretching far into the distance. The lighting is bright, suggesting a sunny day.

6.7 million young people are out of work and out of school.

A perspective view of a long, empty school hallway. On both sides of the hallway are rows of blue lockers. The floor is light-colored and polished. At the end of the hallway, there is a set of double doors. The ceiling has several rectangular light fixtures. The overall atmosphere is quiet and somewhat desolate.

**Each
“disconnected
youth” costs
society over
\$700,000.**

Youth Employment Matters



KEY ELEMENTS OF YOUTH EMPLOYMENT

Skills



Mentors



Internships



Urban Alliance youth face a number of challenges during their high school years:



90%

qualify for Free and Reduced Meals (FARMs)



80%

use earnings to contribute to family/household expenses



53%

live with parents who never attended college



25%

live with a guardian who is unemployed

Urban Alliance provides professional development to under-resourced youth through a **10-month paid internship**.



I THOUGHT I WAS
PROVIDING REAL-
LIFE EXPERIENCES

BUT I LEARNED ALONG THE
WAY AS WELL!

UA MENTOR (2014-15)

To better fulfill its mission, Urban Alliance uses program evaluation, data analysis, and performance management strategies to **understand impact, highlight strengths, and target areas needing improvement.**

Program

90% College Acceptance Rate

80% College Persistence Rate

80% 1-Year Connectedness Rate

Job Partners

80% Job Partner Retention Rate

215 Unique job partners across 4 regions

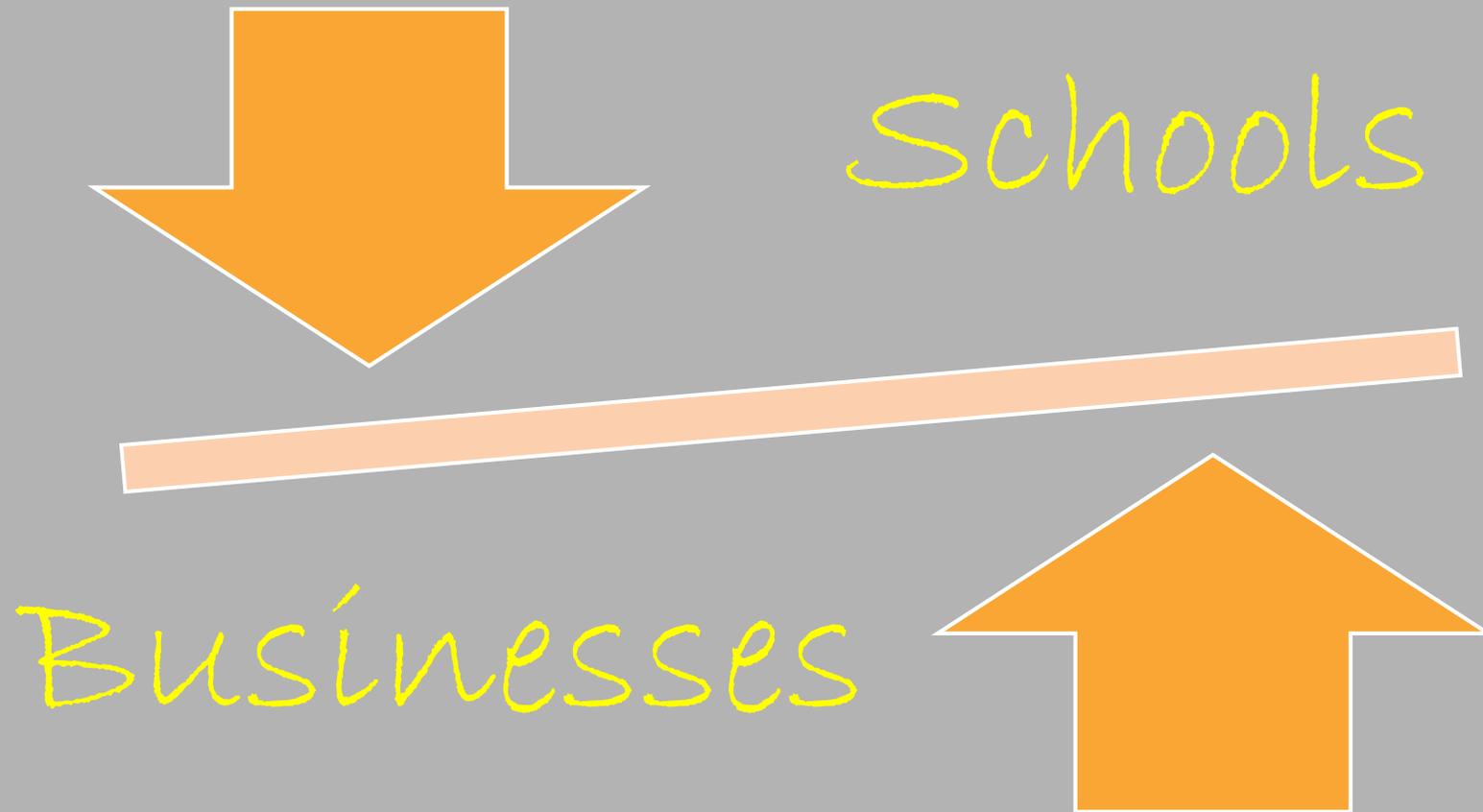
90% Mentors who would recommend being a UA mentor to their peers



**There should be programs like [Urban Alliance] in every corner of this country.—
*Michelle Obama***



Running programs like Urban Alliance means clearing **two unique hurdles**.





Should schools and districts
view employment
opportunities as learning
opportunities?



Internship programs as distinct learning opportunities

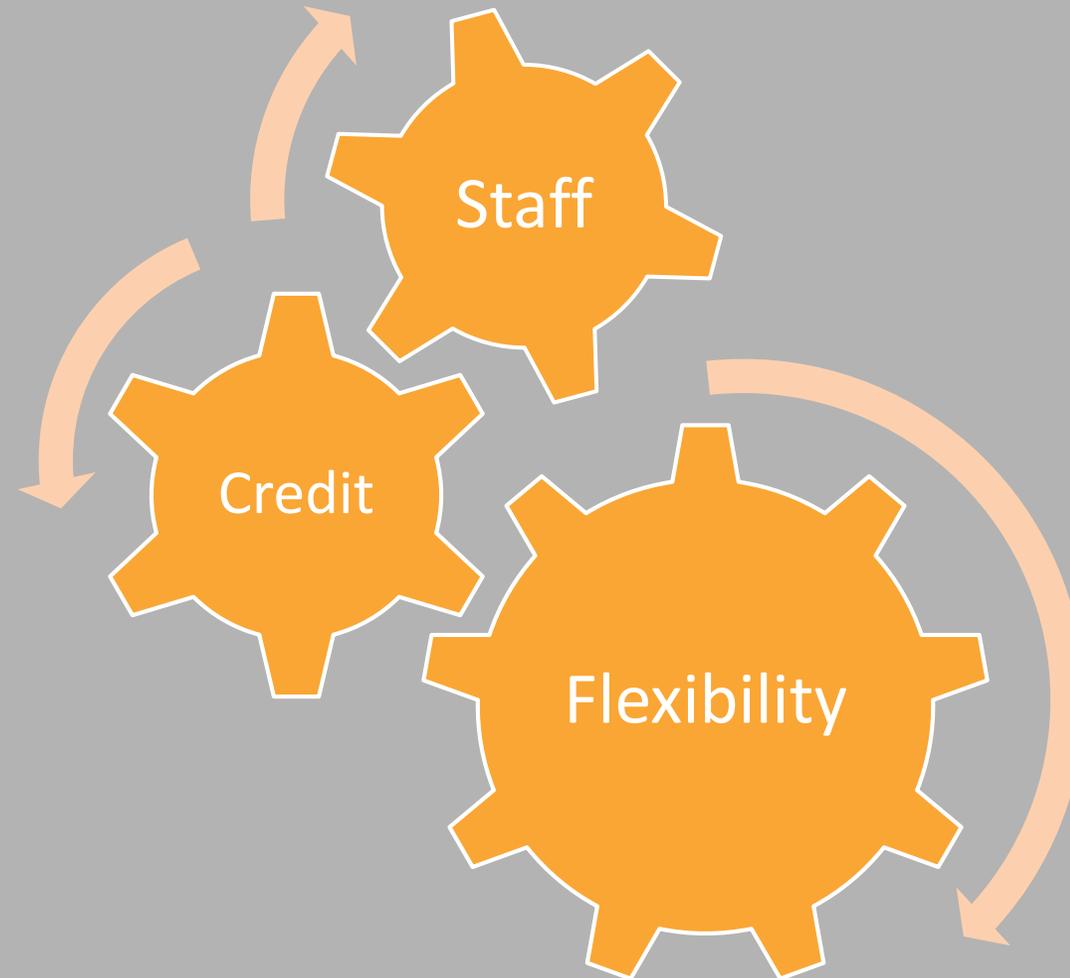


Soft skills improve classroom performance



Student retention strategies

Schools should encourage career training and job experiences by **linking students to employers.**



Dan Tsin

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Audience Q&A

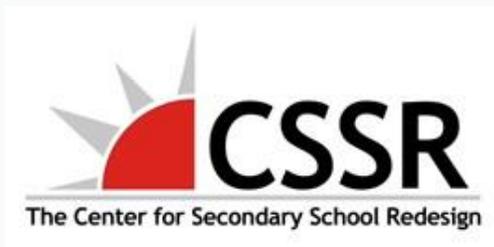


Image: Joe Quint/LAYC



Redesigning Schools for the 21st Century

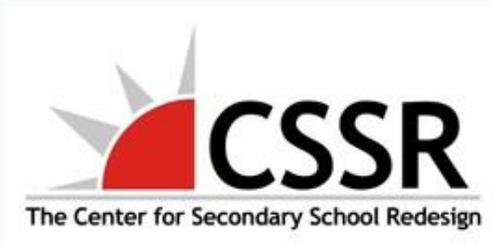
Joe DiMartino— *President*



About Us

- Builds on work started at Brown University by key players on the CSSR Team
- Emphasis on supporting schools to implement major changes to become student centered learning environments.
- Supports strong leadership for PERSONALIZED LEARNING

CSSR works to create a richer secondary school experience for each and every student.



Investing in Innovation Grant

- CSSR and our partners: Plymouth Public Schools, UCLA Center X, and the New Hampshire Department of Education
- Provide design and implementation support to a network of 13 schools
- Emphasis on more personalized approach grounded in a competency based approach to learning that includes demonstrating mastery through performance assessment

A continuum of assessments in a balanced system to assess student mastery along learning progressions

1

Examples

Traditional Tests

CCSS Assessments (SBAC & PARCC)

Common Performance Tasks (Ohio, New York)

C-PAS College Ready Assessments

Student-Designed Projects (Envision, NY Performance Standards Consortium, Singapore, IB)

Narrow Assessment

Assessments of Deeper Learning

Descriptions

Standardized, multiple-choice tests of routine skills

Standardized tests with m-c & open-ended items + short (1-2 day) performance tasks of some applied skills

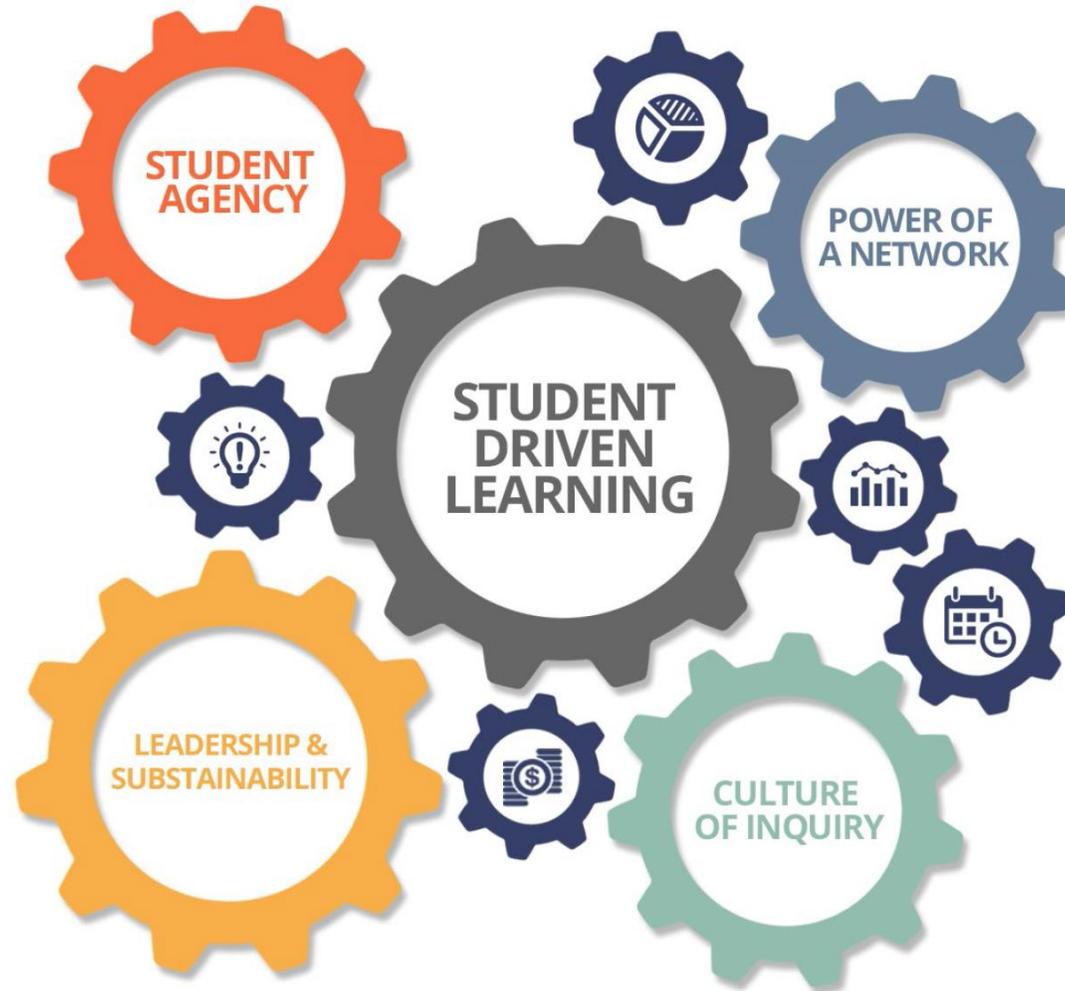
Standardized performance tasks (1-2 weeks) that include structured inquiry and demand more integrated skills, including collaboration

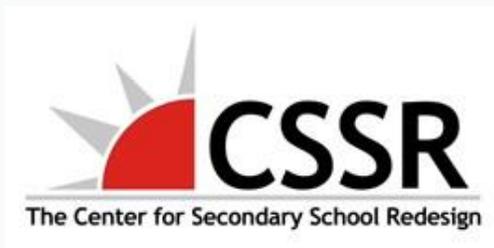
Performance tasks that require students to formulate and carry out their own inquiries, analyze & present findings, and (sometimes) revise in response to feedback

Longer, deeper investigations, (2-3 months) & exhibitions, including graduation portfolios, requiring students to initiate, design, conduct, analyze, revise, and present their work in multiple modalities



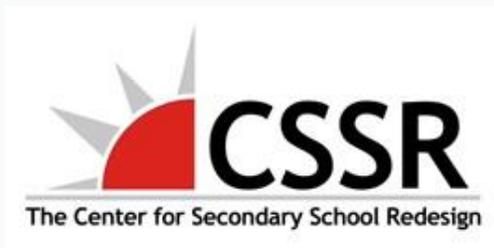
The Power of a Network





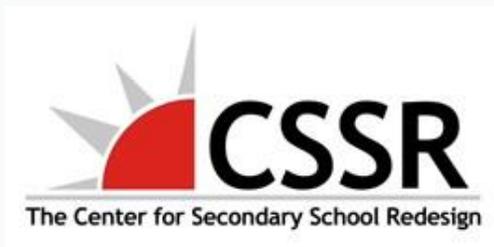
Guiding Principles of Student-Driven Learning

1. The learning and teaching is structured around the concept that students bring into the learning environment their unique experiences (tangible and intangible) and strengths to build upon and contribute to their own learning.



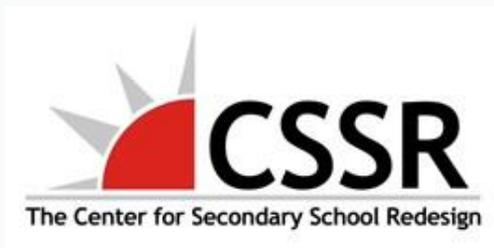
Guiding Principles of Student-Driven Learning

2. Each student has the opportunity to learn through flexible times and opportunities; the development of extended learning opportunities (ELO) begins with student passions and desires.



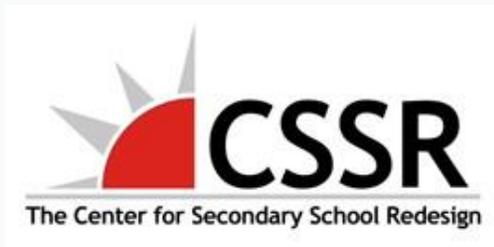
Guiding Principles of Student-Driven Learning

3. Performance assessments are at the core of putting students at the center of their own learning. At the heart of this work are projects that are student-generated.
4. The learning in and out of the classroom is collaborative in nature and includes regularly structured opportunities for reflection, feedback, and refinement.



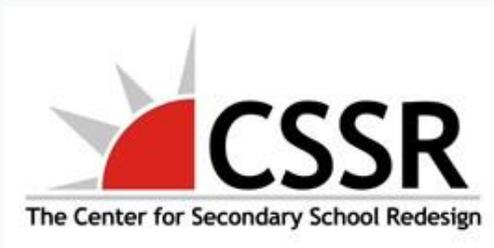
Guiding Principles of Student-Driven Learning

5. Moderation of student scores is the vehicle to insure that the deepest learning possible is occurring; a vehicle for demonstration of knowledge.



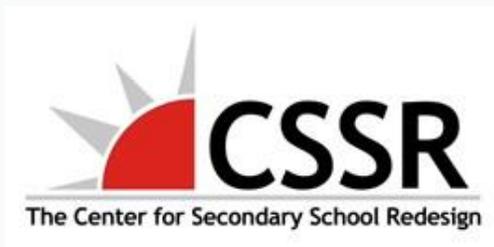
Guiding Principles of Student-Driven Learning

6. The learning is deeper, as students demonstrate mastery through a competency-based approach. Personalized exhibitions, portfolios, and other gateways require students to initiate, design, conduct, analyze, revise and present their work in multiple ways; there is common scoring for uncommon learning tasks.



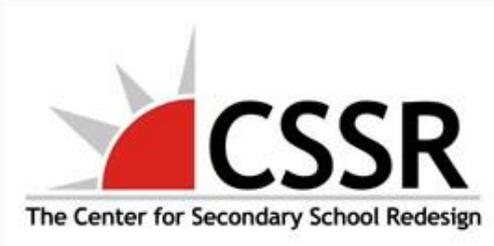
Policy Audit

- 7 school districts across five New England States
- District-level systems change to create student centered learning environments in their high schools
- Audit process designed to connect policies against existing school practices as well as new initiatives



What we've learned about policy:

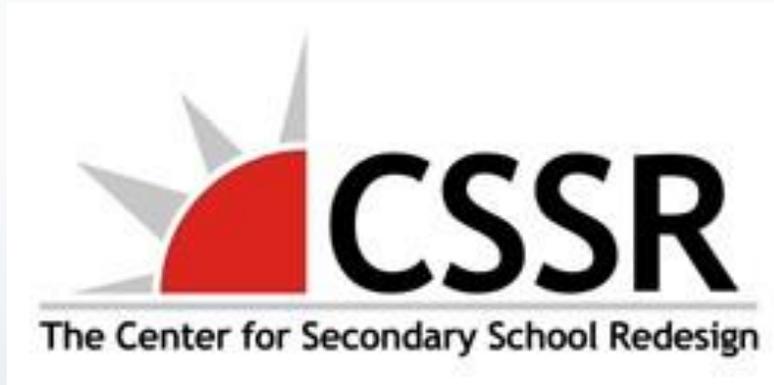
- On a day-to-day basis, people don't spend much if any time thinking about policies, and do not find policy work particularly interesting.
- Typically, people understand better other levers that shape, guide, and motivate thoughts and behavior in the service of improving SCL practice implementation.
- What is front of mind are the typical daily challenges, and focusing on efforts to better implement high-priority SCL practices – which does not include policy considerations.



What we've learned about policy, con't:

- Policies (with a big "P") are appreciated when it comes to those that create change opportunities and have a major impact at the state or district level that allow for adoption of high-impact practices.
- For example, the seat-time waiver (state level policy) and flexible scheduling (district level policy) to allow for any time, any place, any pace learning are major policies that everyone is tuned into and whose value is recognized.
- However, these policies are often misunderstood.

To be effective, policies need to be very clearly communicated to all stakeholders.



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Audience Q&A



Image: Joe Quint/LAYC

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