

Bridging the Gap Between Afterschool and Workforce

March 20, 2018



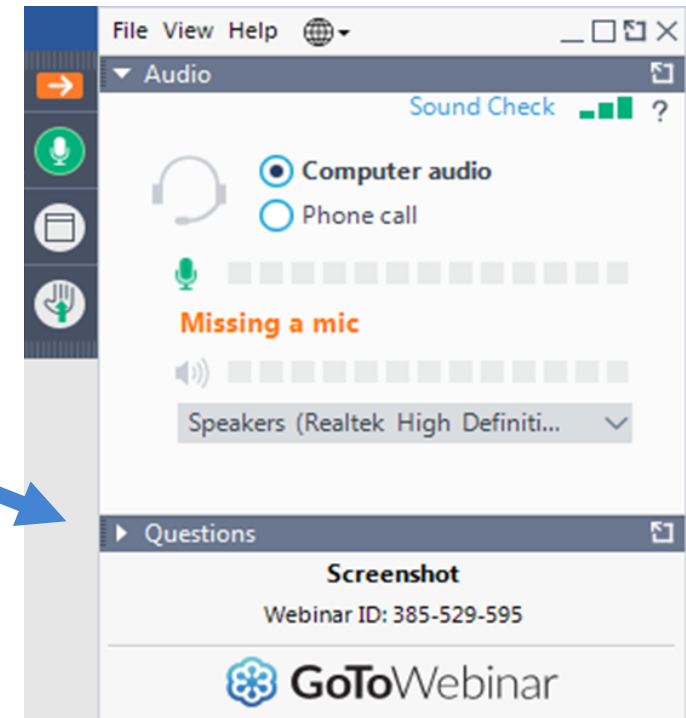
American Youth
Policy Forum



Afterschool
Alliance

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- **A recording of the webinar and other resources will be available at www.aypf.org**



Two New Papers



Afterschool and Workforce: Opportunities for System-Level Alignment

http://www.aypf.org/resources/publication_afterschool-and-workforce/



Building Workforce Skills in Afterschool

http://afterschoolalliance.org/documents/issue_briefs/issue_workforce_readiness_70.pdf

Today's Presenters



Carinne Deeds
Co-author of *Afterschool and Workforce: Opportunities for System-level Alignment*
@CarinneDeeds



Carl Dasse
Community System Administrator
Children's Services Council of
Broward County, FL
@CSCBroward



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#AfterschoolWorks

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- * @afterschool4all
- * @CarinneDeeds
- * @CSCBroward
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Afterschool and Workforce: *Opportunities for System-Level Alignment*

Carinne Deeds, White Paper Co-author
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Overview

- Definitions
- How Afterschool Supports Employability
- Why Systems Alignment?
- Case Studies
- Considerations for Future Exploration

Definitions

- System: Collective effort, working to coordinate programs and services
- Afterschool: Any learning activity that occurs outside the school day
- Workforce: Any program or service related to workforce development

Context

Employers indicate a gap in employability skills such as effective communication, critical thinking, teamwork, and problem-solving (Business Roundtable, 2017)

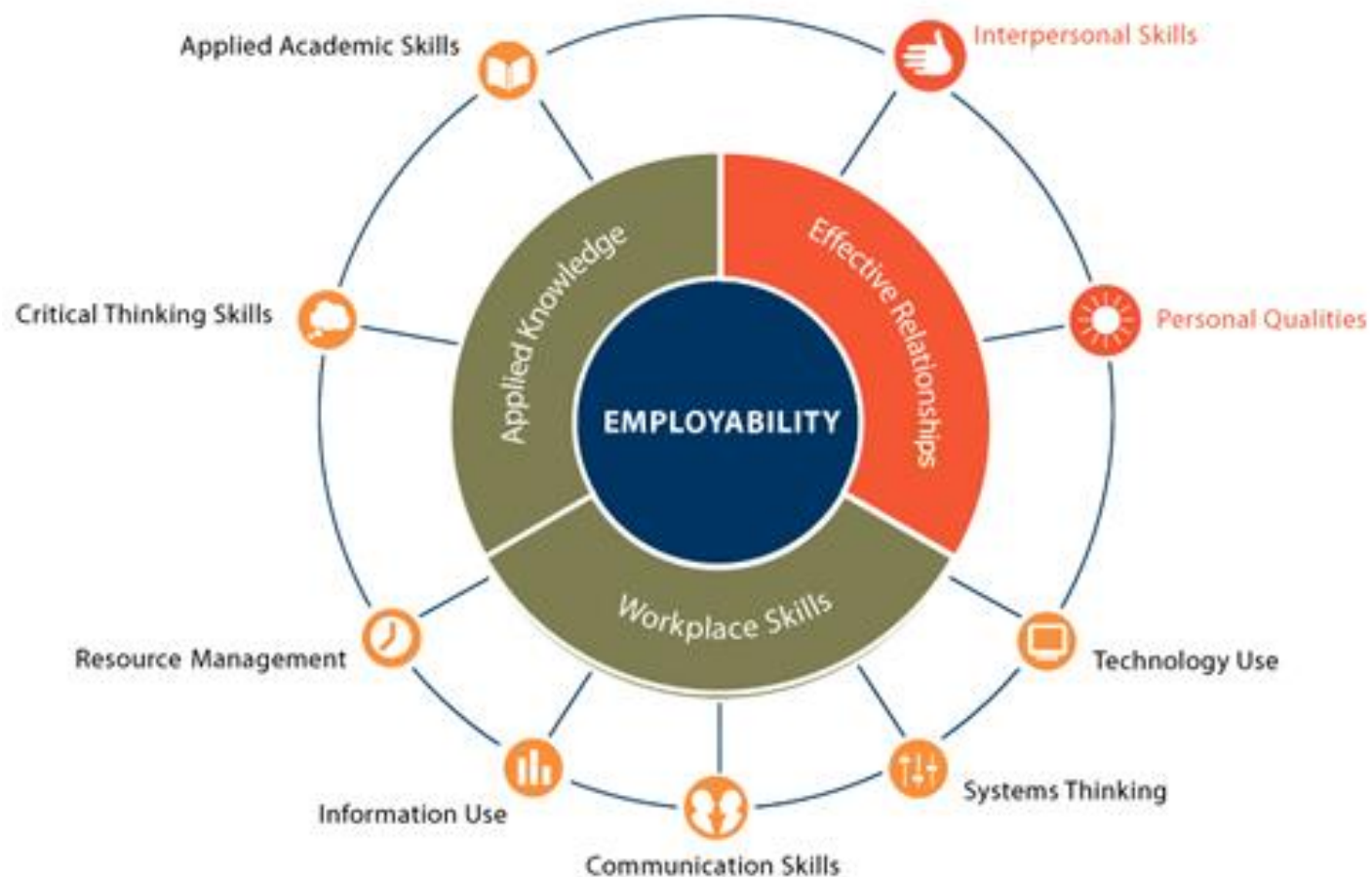
Workforce: Develop a better prepared and highly skilled workforce to meet needs of 21st century labor market

Afterschool/Youth Development: Prepare young people for success in the 21st century (college, career, life)

How Afterschool Supports Employability

- Despite shared interests, afterschool and workforce often operate in isolation
- Skills employers demand which are necessary for the labor market = employability skills
- Employability skills: prioritized and cultivated in afterschool settings (may be called something different)

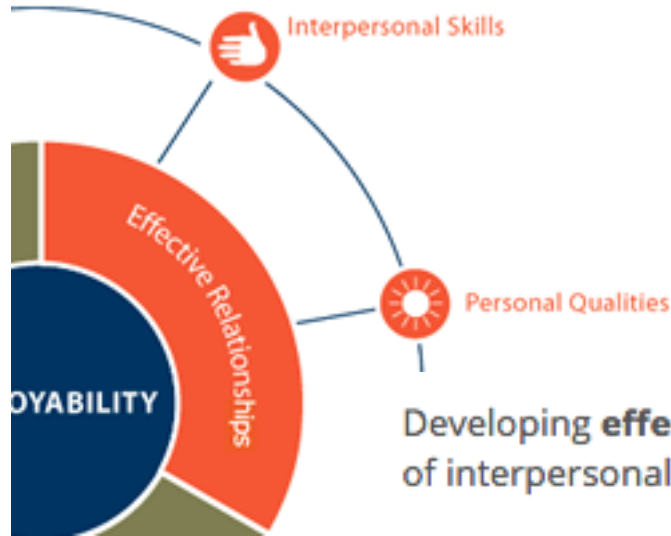
Employability Skills Framework



Source: U.S. Department of Education

<http://cte.ed.gov/initiatives/employability-skills-framework>

Employability Skills Framework



Developing **effective relationships** in the workplace requires a combination of interpersonal skills and personal qualities.



Interpersonal skills include the ability to collaborate as a member of a team or work independently, as appropriate; communicate effectively; maintain a positive attitude; and contribute to the overarching goals of the workplace.



Personal qualities that contribute to effective relationships include responsibility, self-discipline, flexibility, integrity, and initiative. Other essential qualities are a sense of professionalism and self-worth; willingness to learn; and acceptance of responsibility for one's own personal growth.

Core Social and Emotional Competencies

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK



Top 5 Employability Skills Cultivated in Afterschool

SELF-CONFIDENCE

Programs that allow choice
STEM/Robotics
Student Leadership/Government



COMMUNICATION

Arts Performances
Public speaking
Clubs - Theater
- Debate
- Technology
- Book



PROBLEM SOLVING

STEM/Robotics
Clubs - Adventure
- Photography
- Cooking
- Gardening

TEAMWORK

Robotics
Sports
STEM

CRITICAL THINKING

Argumentative essays
Reflection
Discussion



*Top five skills identified by leaders of the statewide afterschool networks in 2016.

furman.edu/afterschool/skills

Source: The Riley Institute for Education Policy,
<https://riley.furman.edu/education/projects/white-riley-peterson-policy-fellowship/workforce-skills>

Why Systems Alignment?

Access, Quality, Efficiency

BEFORE...

- Waste of city resources
- Uneven program quality
- Fewer children participate
- Public skepticism
- Children lose



CITYWIDE COORDINATION THROUGH AN AFTERSCHOOL SYSTEM

AFTER...

- Smarter use of city resources
- Program quality improves
- More children participate
- Public support
- Children gain



Source: The Wallace Foundation <http://www.wallacefoundation.org/knowledge-center/Documents/Wallace-Foundation-OST-system-graphic.pdf>

Case Studies

- **Broward County, FL:** Children's Services Council of Broward County
- **Philadelphia, PA:** Multiple intermediary organizations; Philadelphia OST Initiative (2017) launched by Mayor
- **Pittsburgh, PA:** Remake Learning Network, public-private partnership
- **Chicago, IL:** After School Matters, OST intermediary

Considerations for Future Exploration

- Youth development is not separate from, but *central to* employability skill building.
- Effective alignment between afterschool and workforce systems does not happen in isolation from other systems.
- Afterschool and workforce systems may have common goals but in order to succeed they need common language.
- Systems can leverage funding and data to meet common goals.
- System alignment can further expand access to high quality programs and services.



Presenter: Dr. Carl M. Dasse
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(Webinar cohosted by the American Youth Policy Forum & Afterschool Alliance)

March 20, 2018

Mission

The Children's Services Council of Broward County provides the leadership, advocacy and resources necessary to enhance the lives of the children of Broward and empower them to become responsible, productive adults through collaborative planning and funding of a continuum of quality care.

The Children's Services Council of Broward County helps over 150,000 children served through approximately 150 programs managed by a network of 100 providers such as Arc Broward, KID, Inc., YMCA of South Florida, Urban League of Broward County, Crocket Foundation, Hispanic Unity of Florida, Boys and Girls Club and many more.



FINANCIAL REPORT

Fiscal Year 2016/2017

BUDGET FOR PROGRAM SERVICES BY GOAL



Total Program Budget
\$70,272,877

GENERAL FUND

REVENUES:	FY 2016/17 Actual	FY 2015/16 Actual
Property Taxes	\$75,990,468	\$70,246,887
Federal Grant Income	\$ 189,655	\$ 261,131
Local Foundations/ Miscellaneous	\$ 1,618,951	\$ 1,007,919
Total Revenues	\$77,799,074	\$71,515,937

EXPENDITURES:	FY 2016/17 Actual	FY 2015/16 Actual
Program Services/ Support	\$70,062,520	\$65,669,800
General Administration	\$ 2,644,427	\$ 2,366,509
Capital Outlay	\$ 218,861	\$ 123,753
Non-Operating Expenditures	\$ 2,782,039	\$ 2,393,301
Total Expenditures	\$75,707,847	\$70,553,363

CSC's Out-of-School Time Commitments

Maximizing Out-of-School Time

FY 16/17 90 + Locations & 4,500 children

General Population – Elementary School

- 78% of children improved math skills
- 84% of children improved reading skills
- 100% of children remained safe

Special Needs – 4 – 22 years old

- 84% improved reading and language development
- 100% remained safe

Youth FORCE

FY 16/17 26 Sites & 1,336 youth

Middle School Youth

- 99% of youth did not obtain new law violations during program participation
- 82% of youth improved school grades or attendance
- 100% of female youth did not become pregnant and male youth did not cause a pregnancy

CSC's Out-of-School Time Commitments

21st Century Community Learning Center Leadership, Enrichment & Academic Pursuits High (LEAP HIGH)

FY 16/17 11 Sites & 1,973 youth

High School Youth

- 99.5% improved day school behavior
- 81% improved science grades
- 86% of youth improved reading grades
- 82% of youth improved math grades

Summer Youth Employment Program (SYEP) & Supported Training & Employment Program (STEP)

FY 16/17 600 SYEP & 183 STEP

SYEP – General Population Youth

- 99% of youth successfully completed the program
- 98% of employers reported satisfaction with the program

STEP – Youth w/ Special Needs

- 92% of youth acquired measurable skills in Work Required Behavior
- 86% of youth acquired measurable skills in Daily Living Activities

Combine Out of School Time and Workforce Development

Derek is interested in computers, but he's struggling with algebra and not sure if he has the skills set for an IT career.

Choice:

- Enroll in Piper's 21st CCLC program to receive math tutoring and credit recovery (U.S. ED).
- Sign up for School Districts WIOA program for career exploration and employability skills training (DOL).

Problem

He is unable to be "dually enrolled" due to each programs' competing eligibility and service delivery requirements.

He needs day school services funded by WIOA (i.e. case management and post-secondary transition services) as well as the 21st CCLC OST academic and personal enrichments services.

Best Opportunities to Shine & Succeed

B.O.S.S.

- Federal Performance Partnership Grant
- Blended and Braided Funding
- Flexibility Waivers

Best Opportunities to Shine & Succeed B.O.S.S.

420 Promise Youth Attending 6 Title 1 H.S.

- Credit deficiency
- Behavioral problems
- Scoring below 40% on state tests
- Deficient in school engagement
- Needing concordant scores to graduate high school

<https://twitter.com/cscbroward>

<https://www.facebook.com/cscbroward>

Services Provided

- Tiered case management
- Evidence-based/evidence-informed services
 - Academics (e.g. credit recovery, EOC prep)
 - employability skills training, career exploration, work experience
 - personal enrichment
 - parent engagement

Contact Us

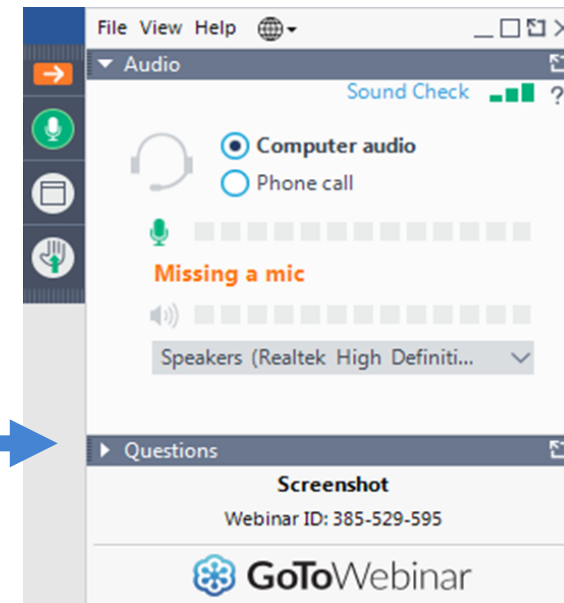
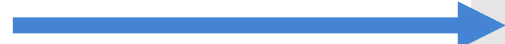
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Visit us online www.cscbroward.org
Follow us on social media [@cscbroward](https://www.instagram.com/cscbroward)



Audience Q&A

To submit live questions,
please use the “Questions”
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Building Workforce Skills in Afterschool



Afterschool Alliance

What We Do



Field building



Research



Policy



Advocacy & communications

Framing the Issue

What's missing?



Foundational skills



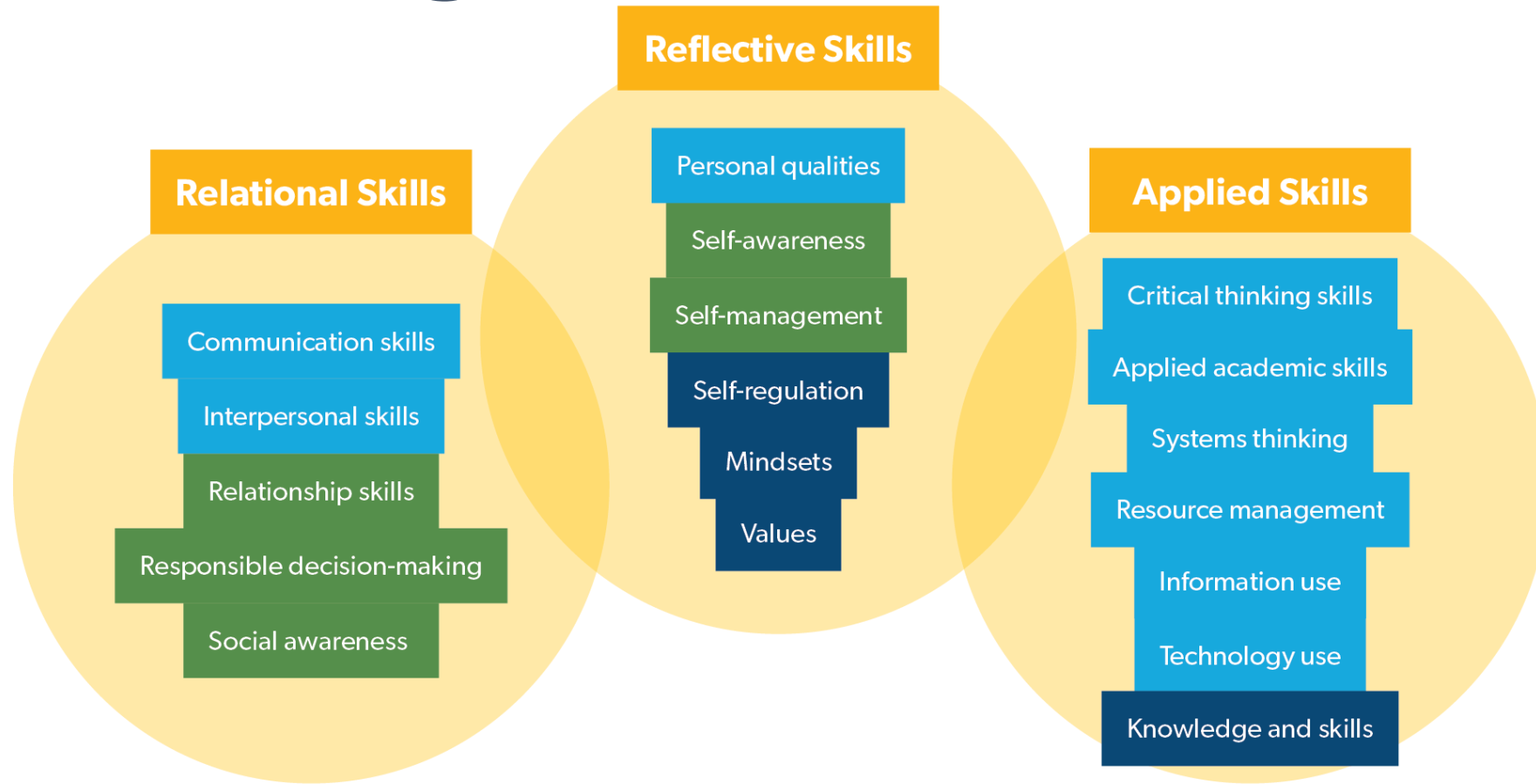
Technical skills



Experience



What Skills are We Talking About?

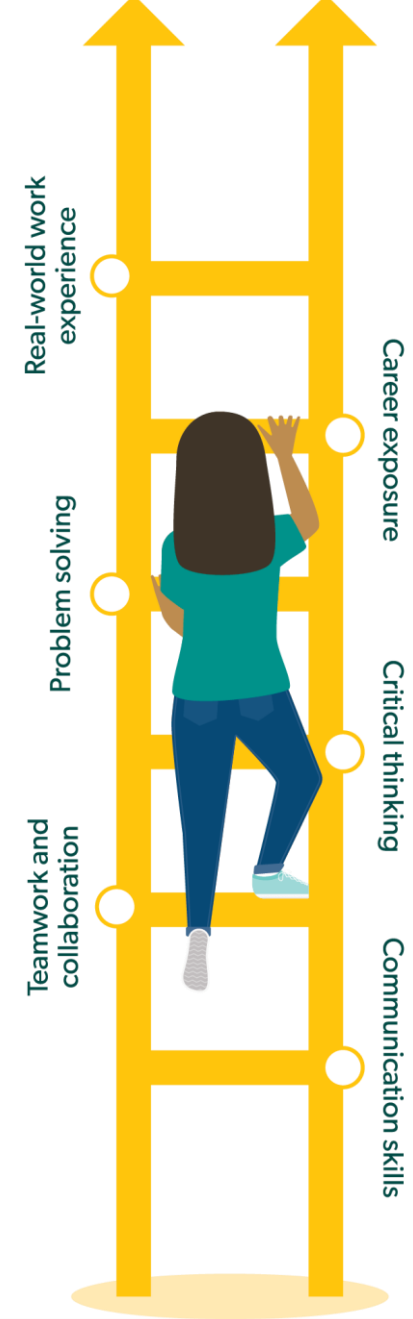






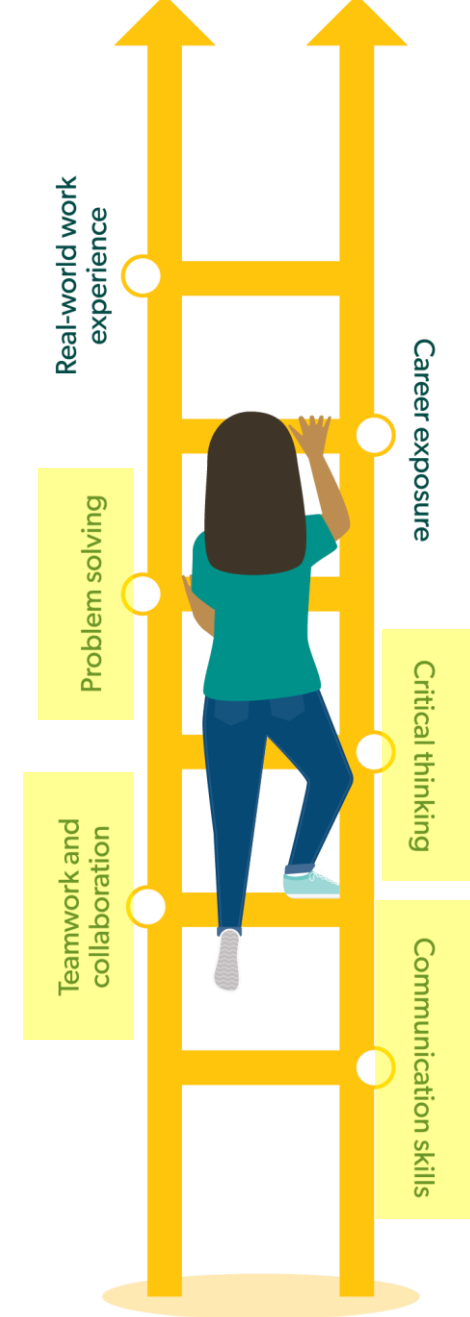
Why Afterschool?

- Real-world experience
- Connections to new interests and career pathways
- Building foundational skills

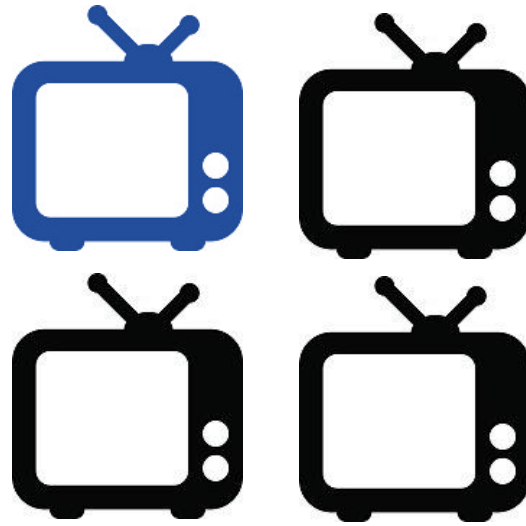


Foundational Skills

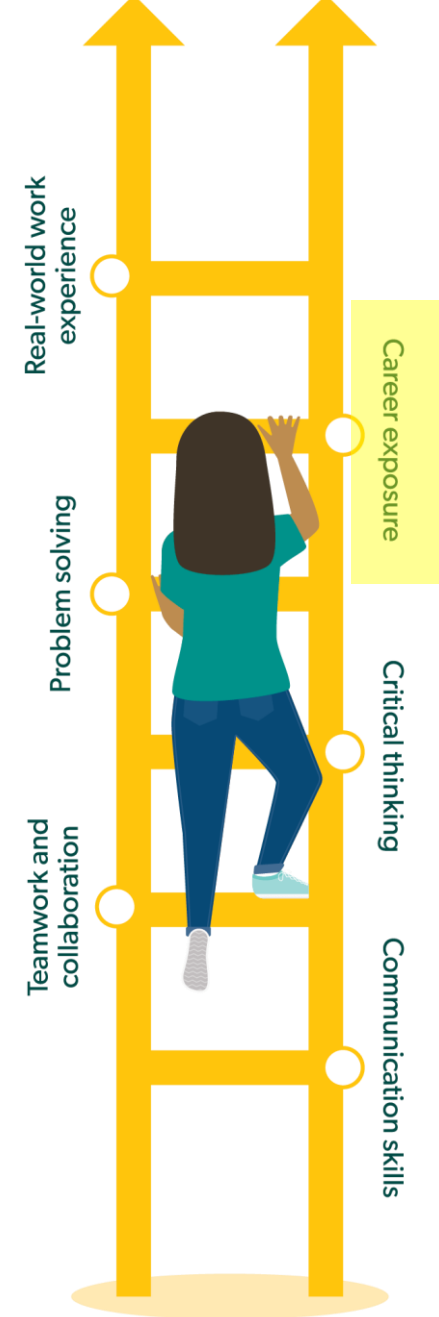
- Collaboration
- Listening & reflecting
- Appreciating diversity
- Identifying problems & analyzing situations
- Leadership



New Interests & Career Exposure

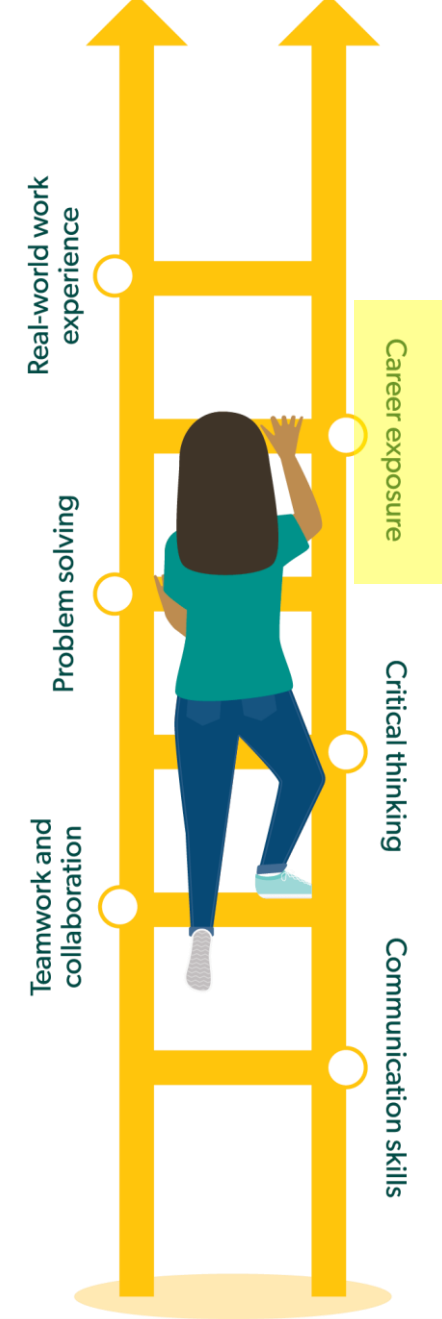


1 in 4 high schoolers' career choice was based on something they saw on TV or in a movie



New Interests & Career Exposure

- Introduction to new subjects
- Mentors & guest speakers
- Goal setting



Career Exposure: EPIC

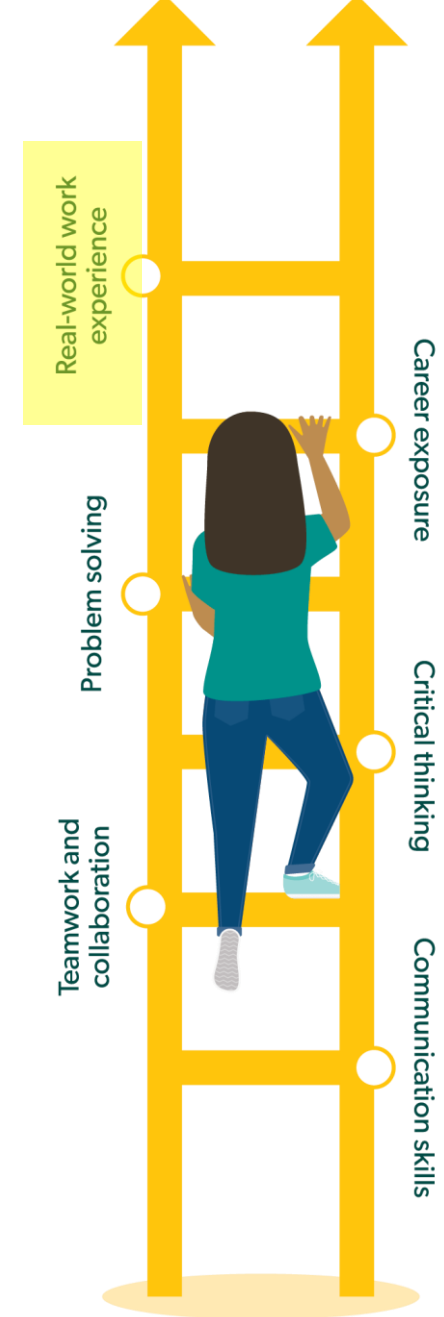


Career Exposure: MedTWO



Real-World Experience

- Mock interviews & resume support
- Career-themed clubs
- Apprenticeships
- Paid internships





Minneapolis Beacons Network





Minneapolis Beacons Profile

- Minneapolis Beacons engaged **over 3,500 youth**
- Providing access to **high quality** afterschool and summer learning opportunities **free of charge** in 12 MPS schools serving K-12th grades
- 91% of Beacons participants are **students of color**
- 84% **receive free or reduced lunch**, an indicator of poverty
- 19 full time and 178 part time **youth development staff**
 - 1 in 5 is a Beacons alumni
 - 91% full time staff have been promoted inside Beacons
 - 85% full time, 75% part time youth workers are people of color

Ladders of Leadership



Elementary

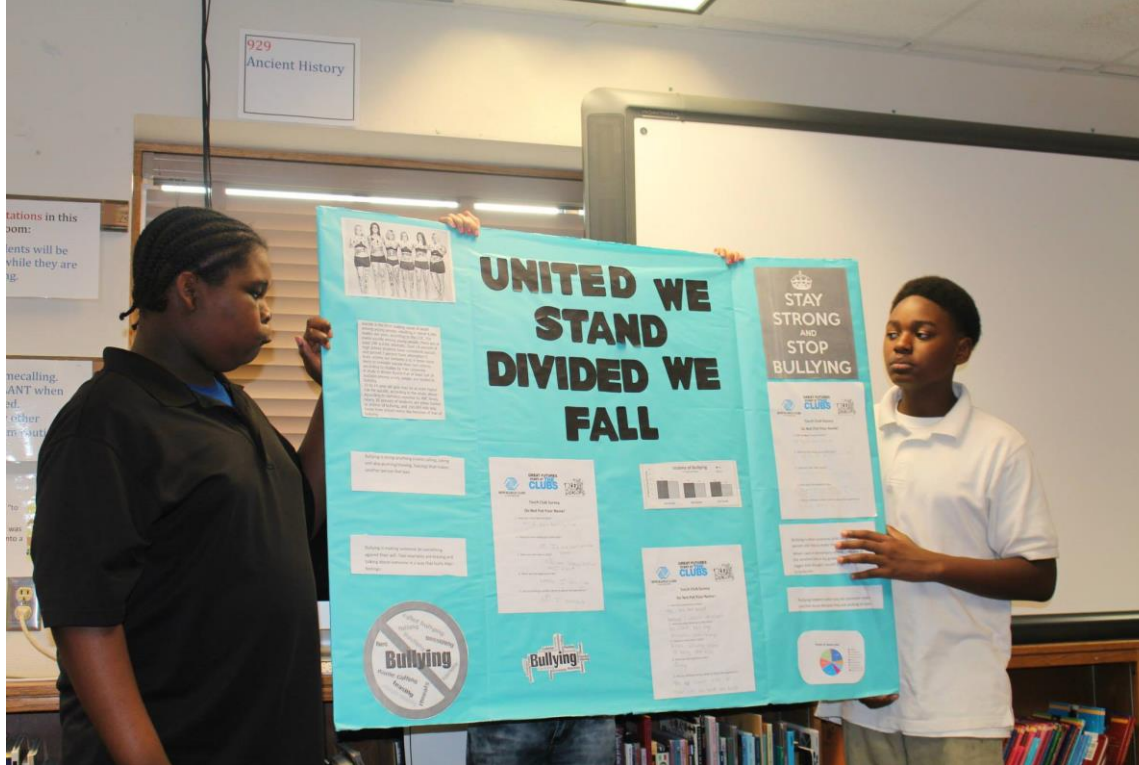
*Discover and explore your leadership style, skills,
and vision*

Build relationships across the city

Through...

- Beacons Leadership Retreats 3x per year
- Team work, SEL, problem solving
- Service learning projects





Middle School

Build leadership and 21st Century skills like communication, growth mindset, and team work

Reflect upon and learn about what matters to you

Make a difference in your school and community



Through...

- Beacons Leadership Retreat in October
- Beacons Leadership Team monthly meetings
- Quality Action Teams
- Youth Advisory groups
- Junior Staff/Leaders in Training

Leadership Teams



What our friends think we do



What the staff think we do



What the teachers think we do



What the janitors think we do



What we think we do



What we actually do

High School

Lead and train others: young people, staff, teachers, and partners

Build and refine your “Adulthood” skills (resume building, job applications and interviews, financial management, navigation of systems)

Use your voice to advocate for yourself and your community

Use your skills to make change in your school and community (verbal and written communication, growth mindset, relationship building, self-advocacy)



9:10-10:00 AM

College Knowledge Day! North Community Center

Financial Aid Letters 101: Confused about what your college financial aid letters are really saying? How much will it really cost you? Come figure out what it all means by talking with a college financial aid officer.

Cooking In Dorm Rooms: Going to college means figuring out how to feed yourself – without having a kitchen (or any microwave) on a budget and cook meals with just a microwave!

ProFRESHional Dress: Whether you are going to college or jumping into a job, your success will depend on how you present yourself. Get tips on dressing proFRESHional (professional + fresh)!!!

Healthy Relationships: College is about forming new relationships. Learn what it means to be in a healthy relationship and discuss strategies for assessing if the relationships you have are healthy.

College Housing: Learn about different living options in college and how to create a home in a new space.

What NOT To Do In College: You will make mistakes in college...but this session will stop you from making some common ones.

Session 2 10:10-11:00 AM

Workshop

Rock Star Essays: Want free money!!!! Learn to write a scholarship essay that will get you MONEY for college!

Finances 101: Need a bank account? Need a credit card? How do you budget? Learn the basics of money management with a representative from Wells Fargo Bank.

Scholarship: Page Grants are awarded to Minnesota students of color and Minnesota post-secondary schools and agree to complete annual projects with young children. Meet with a Page Scholar.

College Classes: College requires you to be a self-directed learner. What if it takes to be a Page Scholar.

College Possible Coaches: College requires you to be a self-directed learner. What if it takes to be a Page Scholar.

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Where

Garage 1

Garage 2

Garage 3

Learning Center

Nutrition Center

X-arcade

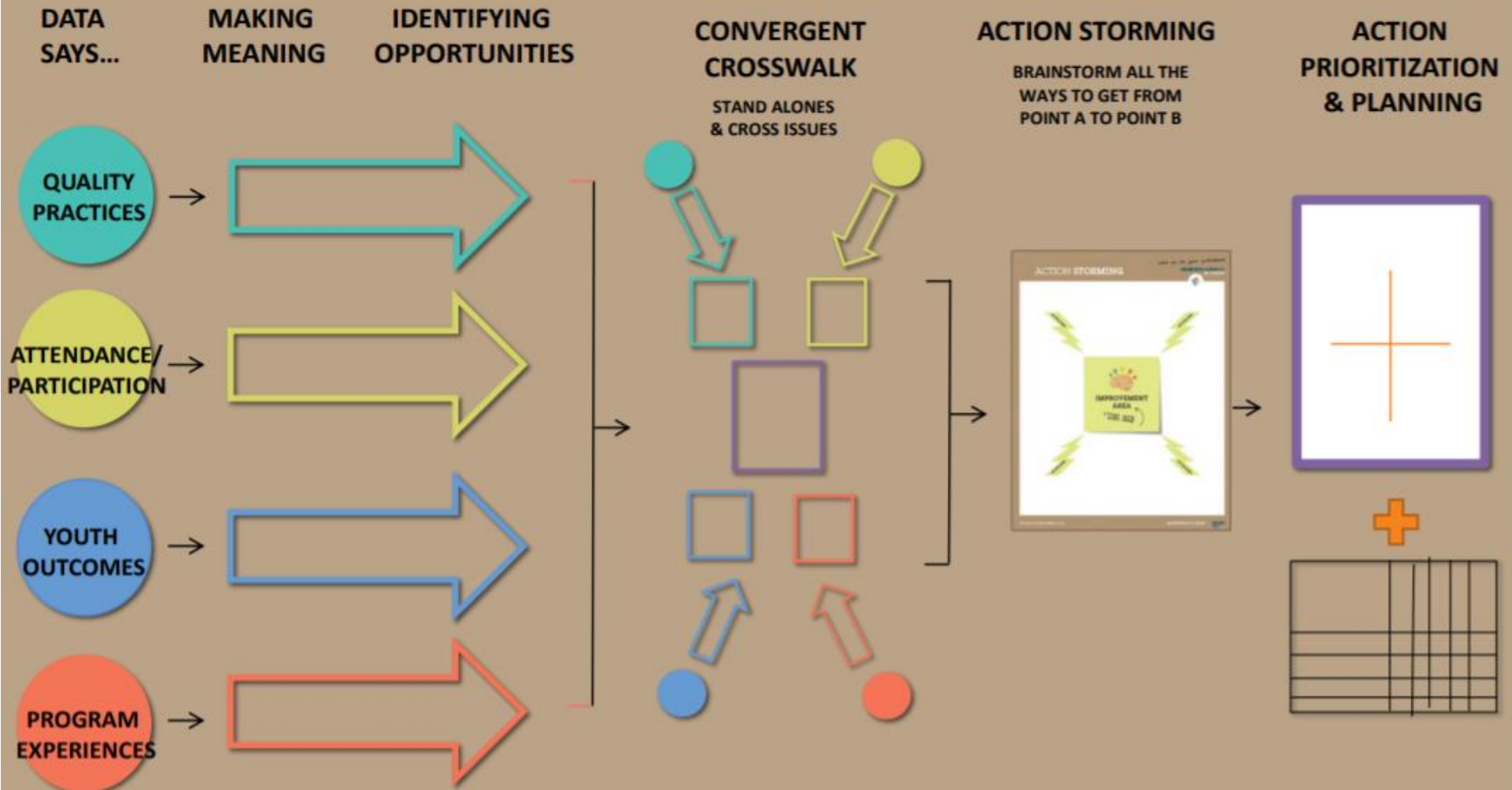
Garage 3

Garage 1

BEACONS TODAY
LEADERS FOREVER



M³ PROCESS

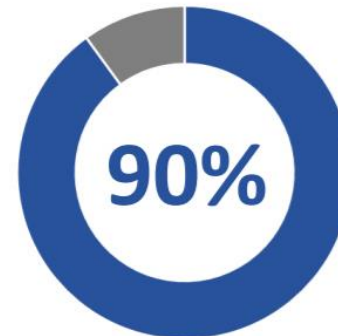


Beacons Results

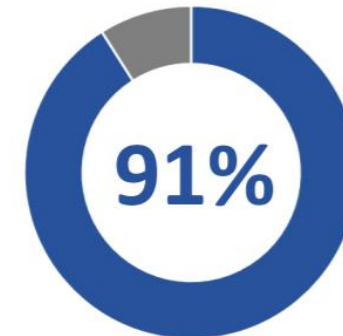
Beacons participants are **more likely to attend school**



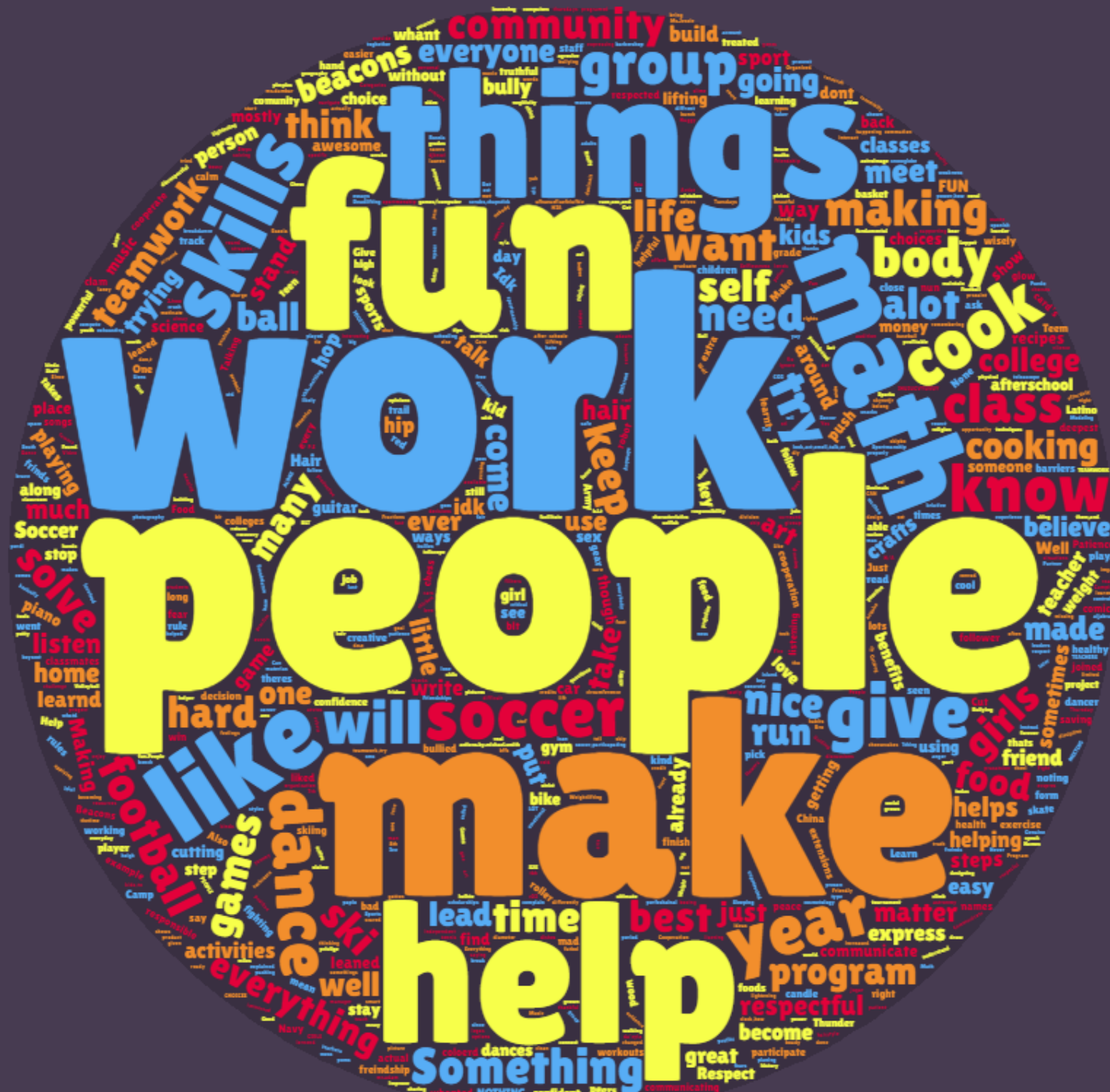
Beacons participants are **more likely to graduate**



of Beacons high school students
were **on-track to graduate**
in 2016-17

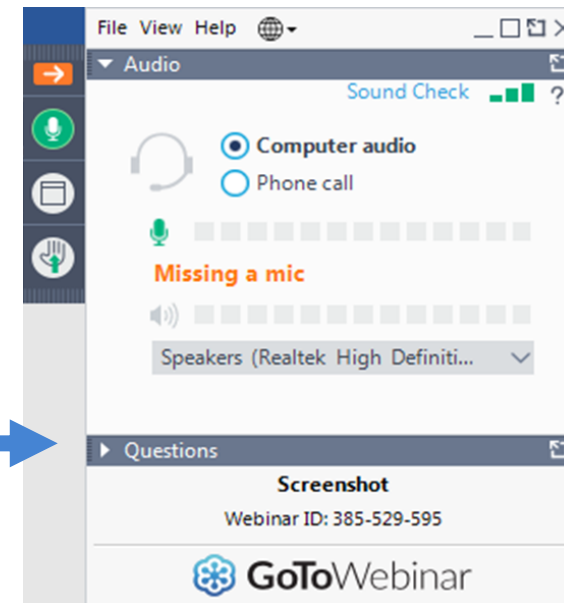


of Beacons seniors in 2016-17
graduated on-time



Discussion

To submit live questions,
please use the “Questions”
box on the control panel



Join us for a Twitter Chat this Friday!

Friday, March 23rd from 11-12pm ET

Follow @AYPF_Tweets and @afterschool4all on Twitter and use #AfterschoolWorks to engage in further conversation!

 **@AYPF_Tweets**

Thanks for Attending!

- Please fill out the survey upon exiting the webinar
- Materials and recording will be posted on both of our websites:
www.aypf.org and <http://www.afterschoolalliance.org/>