



Webinar Captioning Script
Bridging the Gap Between Afterschool and Workforce
March 20, 2018

Hello, and welcome to today's webinar, bridging the gap between afterschool and workforce. I am Betsy Brand, executive director of the American Youth Policy Forum. I will be serving as the moderator of today's webinar. We are really excited to be cosponsoring this webinar with the Afterschool Alliance. I want to thank everybody at the Afterschool Alliance for your help in organizing and holding this event. For those of you attending your first AYPF event, AYPF is nonpartisan and brings policymakers, educators, and researchers together in order to facilitate dialogue that can lead to more informed policy to improve the lives of America's youth and particularly those who are traditionally underserved. If you're under -- unfamiliar with the Afterschool Alliance, that organization is dedicated to raising awareness of the importance of afterschool programs and advocating for more afterschool investments to ensure that all children have access to affordable, quality afterschool programs. Before we begin, I will quickly run through a few logistical points. In the event of any technical difficulties, you may dial 1-800-263-6317 to reach the technical support line. If you just happen to lose conductivity at any point during the webinar, please just go ahead and use the same link that you used to log in and log back into the webinar. Throughout the webinar, we encourage you to type your questions for our presenters in the questions box on your screen. We will have a couple of scheduled breaks for Q&A. We will try to get to all of your questions throughout the presentation, but if we don't, we will also try to follow up after the webinar. Upon the completion of the webinar, the slides and the recording will be posted on our website and on Afterschool Alliance's website. AYPF will post links to all of the resources mentioned today on the event resource page at AYPF.org and also at Afterschool Alliance's website.

Moving to today's webinar, I would like to acknowledge The Wallace Foundation, whose generous funding and support makes this event possible. The topic of today's webinar is bridging the gap between afterschool and workforce and it provides us with an opportunity to see how afterschool can align with skill development both at a systems level and at a program level. Two recently reports -- police reports provide the context for this webinar. AYPF's report, afterschool and workforce opportunities for system-level alignment, released in January, focuses on how workforce systems can more strategically and intentionally aligned their work on helping young people 60. It creates strategies and includes case studies of four communities working to build closer ties between afterschool and workforce. The other report, Building Workforce Skills in Afterschool , released in November 2017, combines -- provides a companion view of how afterschool programs can help students build foundational skills and competencies, introduce skills to potential career pathways, and provide real world work experiences. Program profiles describe how afterschool programs are creating partnerships with employers and schools, how they are helping students explore careers, how they provide age-appropriate activities, and how to give students opportunities for work experiences.



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Our panelists today will provide a great mix of policy and practice advice. I'm going to be introducing the speakers and the order that they will be presenting. First, Carinne Deeds, a former senior policy associate at AYPF and co-author of the paper. She will provide an overview of the paper, discuss why we should consider systems alignment between afterschool and workforce, and provide considerations for future work. She is currently the director of to Jan and financial stability with the United Way in greater Austin, Texas. We are happy she is back with us today. He is followed by caramel -- Carl Dasse. He works with the community system administrator of Children's Services Council of Broward County floor. -- Broward County, Florida. Next, we will hear with Nikki Yamashiro, the director of research at the Afterschool Alliance. She will summarize their paper, talk about skills but employers want, and talk about how afterschool programs can provide a letter of support that helps students -- students reach their career aspirations. Then we will hear from Hayley Tompkins who works with the Minneapolis Beacons Network. That is one of the programs that was included in the Afterschool Alliance report. She will describe the beacons model and tell us how the system help students develop age-appropriate skills. We will pause intermittently for questions, and we will also reserve sometime at the end for Q&A. Please be sure to send your questions through the chat box. For the social media enthusiast among us today, we will be live tweeting today's webinar. We encourage you to join the conversation, using #AfterschoolWorks . Also listed on the screen now are the Twitter handles of our presenters and their organizations. Without further ado, I would like to invite Carinne Deeds to the virtual podium.

Thanks, Betsy. I am excited to be a part of this webinar today and talk about one of my favorite topics. I was a co-author on AYPF's white paper about aligning afterschool and workforce systems. On today's webinar, I will give a high-level overview of what we explored in the paper. This paper was truly an exploratory paper, in which we looked at the potential for alliance systems and the truly innovative work that is being done in this regard by community leaders across the country. You will hear from a few later today on the webinar.

On the next light, this is an overview and outline of the paper. It outlines much of why will -- what I will be discussing on today's paper. I will give definitions to make sure everyone has a common understanding. I will describe how afterschool can support employability. Then I will present the argument for alignment of the systems level. I will provide four case studies. I will not go into detail on these, since Carl will provide a deeper look into the Broward County example just a moment. I will briefly discuss some considerations for the future..

When we say system in this paper, we mean any sort of collective effort that is working to coordinate programs and services, usually at the community level, so either city, regional, or state right. When I preview the case studies in just a moment, you can see that systems can be coordinated in a variety of different ways. When I say afterschool throughout the presentation, I am referring to any learning activity that occurs outside of the school day, including activities in the summer, weekends, or before or



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after school. The definition of workforce in the paper refers to more than just the formal workforce development boards. We take a pretty broad approach to the system, including employers to direct providers of employer training -- employment training.

The rationale behind his exploratory paper stems from the data that many employers surveyed indicated gap in what they called soft skills, which I will talk more about Shirley. 90% of CEOs in the most recent Business Roundtable survey indicated that employers are not as skilled in things like communication and critical thinking as they should be. We also know there is a changing labor market context. That rings about many skills that may not be taught in schools. If we can do a couple of clicks, the side-by-side boxes on the slide demonstrate a complementary goal of these two sectors. We see the workforce sector working to develop a better prepared and skilled workforce. The afterschool sector works to prepare young people for many aspects of life, including their careers. The opportunity for alignment that we see and that several communities have taken advantage of is the opportunity to leverage the shared goals and the complementary expertise of the sectors in order to address the skills gap.

How does afterschool support employability? Despite that context that I just gave, and their apparent school -- shared interest, they often operate in isolation from one another. There are many reasons that these two systems might work together. The premise for our paper and discussion today is that the systems but prioritizes common skill set -- prioritize a common skill set. We look for employees -- employability skills, though they may not lucidly be referred to as that. On the next light, you will see the Department of Education's employability skills framer, which outlines the knowledge, workplace skills, and relational competencies needed for a young person to be employable. These were developed jointly with many employees -- employers and workforce professionals affecting them.. It reflects the need for soft skills like communication and other interpersonal skills. This is an interactive framework that you can find on the departments website. Just to give you a preview, I have a screenshot on the next light. This is what happens when you click on one of these areas. For example, affective relationships. You can see here the breakdown of the two primary skills under this category. You see interpersonal skills and personal qualities. I put blue boxes around some of the skills that are explicitly called out, which are also key social and emotional competencies. Many of you are likely familiar with SCL and hopefully have a basic understanding of SCL -- asked E L -- SEL.

You can see various skills in the blue boxes here, such as self-discipline, teamwork, communication, and affective relationships. We need to be clear that the goal of this is not exclusively to provide -- how people prepare for the workforce. There are many holistic benefits to this. As many scholars have noted, social emotional competencies are very closely aligned with employability skills.. After school leaders agree with this notion, as you can see on the next slide.



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This shows results from a survey of statewide afterschool networks, who reported that afterschool programs cultivate self-confidence, medication, problem-solving, teamwork, and vertical thinking. We know from research from folks like Durlak and Weissberg that afterschool programs have demonstrated success in cultivating these skills for a long time. They do so in an fun and engaging environment. Before I go to the next light, I want to quickly point out that STEM skills are also on this list. Research shows that STEM learning activities and active school -- afterschool programs can complement math and science skills that young people learn in school. These are also particularly important in many tech based workplace environments.

Y systems alignment? -- Why systems alignment? The alignment between afterschool and workforce at the systems level can promote better access to high-quality learning opportunities, improve program quality, and provide a more efficient use of resources. This graphic was produced by The Wallace Foundation. It is a great illustration of the ways in which coordination at the community level can improve the functioning of the various entities involved, and can also -- ultimately benefit young people by improving access to and the quality of programs. On the left, you can see what happens without coordination. On the right side, you can see the benefits of coordination. This graphic was designed to show the benefits of coordination within afterschool systems, but it can also be applied across systems. That is particularly through the blending of funds. We can see many communities make their investments go further and increase impact in a way that could not have had their funding streams been kept in isolation. In addition to the more efficient use of funds, it is important to note that equity across communities is at stake here as well. We have learned through various examples that sharing data on neighborhoods and service areas most in need has really helped to ensure that every young person has the opportunity to be served by the systems that are working to support and prepare them into adulthood.

There are a few case studies. I will not go too far into these. We want to observe these ideas and practice a little bit. In the paper, we go into a little bit more detail and describe four different examples of what system-level alignment can look like at the community level. You will hear from Carl in a moment. That is a deep dive on one of those examples. To provide a quick overview, Broward what -- Broward County is coordinated through the children's services of Broward County. The alignment efforts in Philadelphia, which primarily focus on afterschool and youth employment, having coordinator by multiple intermediary organizations. In 2017, the mayor launched the Philadelphia Out-of-School Time Initiative. That initiative is still housed in the mayor's office. Pittsburgh's Remake Learning network is a great example of a regional public-private partnership. This effort consists of over 500 organizations, including the regional afterschool intermediary, dozens of afterschool providers, the leader of the public workforce development system for Pittsburgh and Allegheny County, and employers. And lastly, the efforts in Chicago are coordinated by After School Matters, the afterschool intermediary and the largest afterschool provider for teens. Lots more information can be found in the white paper on these case studies, which you should have received a link to in the chat box.



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Lastly, just wrap up, there are a few considerations for further exploration of this topic. First, youth development is not separate from, but central to employability skill building. Afterschool programs, emphasis on development appropriate skill building, career expiration, and the youth development lens on action and reflection are directly tied to the development of skills that will make a young person employable. Second, affective alignment between afterschool and workforce systems does not happen in isolation from other systems. The case studies in this paper all show that school districts and other community initiatives must also be a part of whatever efforts communities make to align their afterschool and workforce systems. Three, these two systems may have common goals, but in order to succeed, they need common language. We started at the beginning of this webinar with definitions. Hopefully, you can see through the various frameworks that people call these essential skills a variety of different things. The most important thing is that, within a community, efforts to cultivate the skills are recognized and leveraged across sectors. Next, the system level is where you can really leverage funding and data to me common goals. Better use of data and dollars is important because it allows community leaders to know what and where their communities leads are. They can more efficiently use money to insure those needs are met. Finally, system alignment can further expand access to high-quality programs and services. As we explore in the paper, alignment can be beneficial both within and across systems to allow leaders to place service priorities where they are needed. That way, more people can have access to those resources. That concludes my portion of the webinar. More information on these topics, as well as the full case studies, can be found in the white paper. I will turn it back over to Betsy.

Okay, Carinne, thank you so much. That was a super overview. In a few minutes, and I really appreciate you highlighting some of the key issues that afterschool policymakers and practitioners should be considering, as well. Following on that, we will go to Carl Dasse, who is this the assistant -- the assistant director on one of the organizations that is pulling these different types of services together. Carl, we are excited to hear about your work in Broward County.

Thank you very much, Betsy. I appreciate the introduction. As I was introduced, I work for the Children's Services Council of Broward County. If you look at our next slide, you will see that our mission here is to provide 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 CSC is an ad valorem tax agency at the county level.

We have over 150,000 children that we serve through 150 programs managed by a network of over 100 different providers. That includes not-for-profit organizations like ARC Broward, the YMCA of South Florida, the Crocket foundation, the Boys and Girls Club, as well as various faith-based organizations and other was I government organizations.



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If you go to our next slide, what you will see is that we have roughly a \$70 million budget. 19% goes to delinquency prevention and diversion. 18% goes to out of school time. 17% goes to special needs. That makes up about 55% of the councils budget. That is roughly about \$39 million. That is our entire commitment to various out of school time programs that occur here in Broward County. If you go to our next slide, we'll begin to talk about some of those specific programs.

The first program is that we are maximizing out of school time. It serves about 4500 kids in elementary school, basically ages four to 12. Many locations are school sites. Also, some of those locations are community-based organizations, as well. This commitment is year-round, both summer and afterschool. In addition to that, we put a large sum of money into special needs for children and youth ages 4 through 22. They get the skill set they need to successfully transition to independence. That commitment is actually on its own another \$14 million included in that \$59 million -- excuse me, \$39 million. That is from the ages of 4 through 22. -- Two through 22 -- to 22. We also have the youth sports program, which serves -- serves over 1300 youth.. It helps people set academic and personal goals for improvement.. It also transitions from aftercare program as a focus to giving children an opportunity to work on interpersonal skills, as well as academic homework and remediation type skills. The youth force puts academic focus to youth development focus. We begin working on soft job skills, such as proper communication, how you interpret information, as well as other interpersonal skills.

We begin to talk about our commitment to actual youth. We have our 21st Century Community Learning Centers dollars. That comes from the federal government. We also have leadership enhancement -- leadership, enrichment, and academic pursuits program. Around 2000 youth are served. We have successfully sustained basically eight different 21st century programs. The last three sunsets in July 2019. It can also sustain, as well. We have fully sustained our high school program. Our high school programming is really focused on academic remediation, academic enrichment, skill building, and giving youth the opportunity to be engaged in critical thinking. If you know anything about the YMCA's youth and government program, or the top program, they are all aspects of our high school programming. We have a strong focus on career and college readiness, and vocational training. We have a big component with culinary arts. We do a whole process with helping youth begin to use the district system and helping them navigate the process to go through from the beginning to the end to transition to a postsecondary institution. We also have very specific workplace skills programs. We have a Summer Youth Employment Program, the SYEP. That program was designed for general population youth ages 16 through 19. In partnership with CareerSource Broward, the CSC has about a \$1.75 million commitment to provide 600 slots for promise youth that come from our communities. In essence, what happens is that those youth, they go through the process of applying for the program by filling out a job application. If it's accepted -- excepted, they go through a skills boot camp. We learn how to properly fill out timesheets and other things. CareerSource Broward will place them into eight weeks, 30 hours a week of paid summer employment.. There is actually a job coach that follows the kids around and meets them at least once a week to make sure they are actually being successful and thriving in an employment opportunity. And then we have our supported training and employment program. This is for youth with



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intellectual and or physical disabilities. That program actually helps these young people be able to plan for the transition from student to employee. In our step program, we provide transition skills and deep and workforce development employability skills, including working with actual coaches, placement in private sector employment for an extended period of time, and other things.

What we realized in Broward County is that we had all of these different out of school time programs, predominately funded by the CSC or parent paid or through the school system. We also had workforce programs that were being passed through WIOA. We had situations where we had some of our schools, where he had existing school time programs over there. We also had WIOA programs over there. We had youth you need to make a choice between enrolling in out of school time programs for academic support and personal skills or sign up for the school district implemented career source WIOA programs that were about career exploration.. These kids had so many different opportunities, but because of various issues, they could not do both programs. What we did was, in partnership with other entities, we developed a program called the best opportunities to shine. That is our P3 program. Using that grant, we can blend various systems of funding and also, through flexibility waivers, waive eligibility requirements.

What you will notice is that our boss program -- BOSS program helps 420 promise youth attending high schools. They come from schools that have a high -- a free or reduced lunch. They score below 40% of various standardized test. They are deficient in school engagement. Any concordant scores on the S.A.T. or A.C.T. to graduate, because they can replace their failing Florida standard assessment scores so they can graduate on time. Our BOSS program provides various services, including tiered case management, evidence-based services, including academic support, credit recovery, and other things. What I really want to point out is that the BOSS program allows us to merge the workforce system, as well as the out of school time system so these youth get the benefit of the soft skills and applied knowledge that our out of school time program provides. That combines it with school time programs. Kids that participate in our BOSS program are given presence into the summer youth programs. They can get practical work experience working with BOSS case managers to plan their post secondary transition to employment, applying for college, or the military. There is our twitter feed and also our Facebook feed. I look -- I encourage you to look at those resources. With that, I would like to thank you all for listening to me.

Thank you so much, Carl, for your presentation. I am really impressed by all of the collaboration that exists in your community. I like how you are focused on skill development for the young people. The BOSS program is really exciting. I'll be checking it out a little bit more. We have a couple of questions. Carinne, I will start with you. You mentioned in one of the case studies, I think it was Philadelphia, that the mayor has been involved in this effort to bring these two sectors together. When you are doing some of the work and looking at case studies, did you see a role for the mayor or other elected officials at the city level to promote this type of system building?

Yes. That is a great question. We definitely saw across many communities the mayor or other city or county elected officials playing an important role in serving as a champion for this type of work. Specifically, there are mayors across the country, notably the Fort Worth mayor, Betsy Price, as well as St. Paul, Minnesota, and Nashville, Tennessee, where the mayors were critical in getting these initiatives off the ground. Sometimes, it is just a matter of a community leader or an intermediary organization being really strategic and how they are communicating their alignment of their programs and services with the priorities of the mayor. Maybe that mayor has a priority on summer youth employment or STEM related jobs. These two systems work together to communicate how this initiative is already in line with the mayor's priorities. Other times, the mayor or elected officials will really champion afterschool programs and saw the inherent value of developing these skills in young people. They see the natural connections. Sometimes, you can see this incentivized alignment through city funding decisions, too. Local leaders have been really crucial in helping further a lot of these efforts.

Thank you for that information, Carinne. Carl, a question has come in regarding some of the partners. You mentioned a few of the partners that you have worked with on the P3 grant. Justin the overall afterschool and skill building work, who are your key partners? How have you been able to create these powerful partnerships?

Our key partners start with our strategic plan of Broward County. This Children's Services Council is a background organization for the strategic planning process in Broward County. There are over 50 different committees that deal with different aspects of the entire child family human services that are provided throughout the county. One of our partners is the school system. We work very closely and very intensely. We share data, access to resources. We also take part in their before and after school childcare committee. We share data back and forth. We both scholarship children and youth for our programs. We both use our own and a joint quality assessment tools to assess the out of school time. Also, in our high school program, to make the BOSS accessible -- successful, we have a Children's Services Council along with the school administrator, where we allow the school ministry at her to pick the lead for the program. The third leg is the service providers like the YMCA and Hispanic youth of Florida. The next partner that has been critical has been the CareerSource Broward, and also the business community, such as the greater Fort Lauderdale alliance, which is a really strong version of our community foundation here, as well. They bring some business perspective and also the philanthropic organizations that support various services in Broward County.

That is great. You guys are really reaching across a lot of sectors to provide services for the kids. Thank you. I think we are going to move along now. Thanks to Carinne and Carl. Will here now from Nikki Yamashiro from the Afterschool Alliance. She will tell us about the paper that they have written on how afterschool programs are helping children and youth learn valuable skills. Nikki, you are up.



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Hello, everyone. I want to start off by saying that we are also really glad to be partnering with AYA -- everyone on this. I am out in Georgia right now. A lot of providers had a session this morning to focus on workforce and the connections between afterschool. Based on the turnout during the session and the engagement, it is a topic that is really relevant. I am glad that we are focusing on this. On the next slide, Tre talked a little bit about who we are. We are a national advocacy organization. We do this through skill building, research policy, and advocacy and communications. We carry out our mission to make sure all students have the opportunity to participate in quality out of school programs. We do all this work to highlight the afterschool programs that are helping students succeed. As part of that work, as Betsy mentioned, we released a brief on building skills to the workforce late last year. We frame the workforce issue in very similar ways to AYPF.

What we did is highlighted skills and expenses that are most needed for a stronger workforce. Employers are saying that they are missing certain skills. Specifically, they are missing social and emotional skills. We call them foundational skills. They are missing technical skills and experience, as well. We wanted to outline the ways that afterschool and summer learning programs are helping build the skills that are going to make them work. We want them to be good employees, being able to get that first job. We want to make them ready for the world. We want them to develop the skills that make them succeed as adults.

We are talking about the skills that we are looking at. We took these different terminologies that are out there. Employability skills, social and emotional skills and competencies, and then the foundations for the younger adult success. We put together this diagram that puts together skills and competencies included in each of those segments. We really wanted to highlight the overlap between all of them. There is no direct one-to-one match for all them. There is a lot of alignment. Under employability skills, you can see the light blue boxes. You can see that list includes things like communication skills and interpersonal skills. You can see relationship skills, responsible decision-making, and social awareness in the green boxes. Talking about very similar things, we are using different words to describe them. For us, this was an important point to make, because when we conducted research late last summer, what we heard consistently when we asked people and interviewed parents and educational leaders, business leaders, education influentials, when we asked them what you need out of those afterschool programs and workforce development, what they thought of, as you can see in the next slide is older youth. They want to see them participating in internships. We asked them, who are afterschool programs primarily serving, what we heard is that they see after school as a place for elementary schoolers. We saw already that there is this disconnect that exists between what happens in afterschool that supports workforce development and who the public sees as afterschool programs primarily serving. There is not this the connection -- connection that is made between foundational's -- foundational skills at a younger age and getting kids ready for the workforce. That is why, in this next lie, you can see that we wanted to show afterschool programs as providing a lot of support for building work for skills. It is not just giving students these real world work experiences. Yes, afterschool programs and do provide internships and apprenticeships. It is really about exposing students to new interests,



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potential career pathways, opening their eyes to other opportunities that are out there for them. We build foundational skills that help them do well in future jobs and help them grow up and face the world. They can make tough choices and overcome challenges.

We pulled out some of the key points around foundational skills. We highlighted afterschool and summer learning programs that are helping students from a young age really practice their communication skills, practice working in teams, teaching them about empathy. We talked about afterschool programs that are serving older youth. They are focusing on more specific interpersonal skills. We are talking about conflict resolution, talking about the value of diversity, and providing safe spaces. We want students to explore who they are and figure out what they want to do. We want to give students opportunities for leadership in the program. This is what a leader is, we will tell them. We let them be that leader and step into that role.

I just wanted to pull this out really quickly, because I thought it was interesting. There is a CareerBuilder survey. They found that about one in four high school scores -- students want to do what they want to do as an adult based on what they saw on TV or in a movie. About one third of full-time workers regarded their choice of a college major. On the next slide, what this tells us is that afterschool is really another integral way that programs are helping students get ready for the workforce. Is exposing them to new subject areas that might spark their interest or passions. It can turn into a future career. It is showing students the vast number of opportunities out there for them today.

I pulled one of the examples that we have highlighted in the issue brief. It is a program, EPIC, in Salina, Kansas. They teamed up with the local Chamber of Commerce to create this cradle to career continuum. The partnership is really interesting. It started because the Chamber of Commerce conducted a survey of local businesses. It recognized an existing need to fill certain jobs in the community. They had this long-term goal to support and sustain the workforce in that area. Decide to make building the skills of the city area students a priority for them. The EPIC program stands for Education Practice and Immersion for Credit. What it does is it shows students professions in the community that are in the man. Every unit of that program focuses on an industry in the area that was identified by the Chamber of Commerce survey as an industry of growth. It is a rural community. Is important for the Chamber of Commerce and that afterschool program to show kids that they did not leave to leave the area to find jobs.

Another example is MEDTwo. This is a high school program. It serves five high schools. Is a partnership between the South Carolina afterschool program, the Richmond County school district, the South Carolina Department of Education, and the Richmond County library. It introduces students to the wide range of medical careers available. This is another program that we found that was formed to meet demand. There was an increase student interest in health science careers. They had a hard time



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balancing the available classes in health sciences with the classes that students needed to meet for graduation requirements. This is another example of a program that really wanted to show students that, if you are interested in the health sciences field, there is more to it than nurse practitioners and medical assistance. You can become a pathologist, a pharmacist, an occupational therapist, and so on. What they do is they bring in speakers to talk about what the job looks like, so the day-to-day responsibilities, the steps students need to take to land that job, and what students need to start thinking about if they really are interested in pursuing that career pathway. It is helping students to make more informed decisions about what their career path will look like. It helps them understand what they need to start doing.

We also wanted to highlight the programs that are providing real-world experience for students. What this looks like, it really varies from program to program. Some focus on preparing students for their job search, whether that is working on resumes or mock interviews or dressing professionally. Others connect students with mentorships. That is something that we talked about earlier. Yale University's Peabody Museum of Natural History has a program where students have a chance to work in the museum. They are out front, talking to the public about natural history. They can in turn at Yale research labs.. It is another program that connect students to what employers want. It deals with social media marketing to the restaurant industry.

I am happy that we have one of the programs that we've featured. Hayley Tompkins will speak about a perfect program to feature, as it serves K-12 students. She can really speak to the different aspects of workforce readiness that we have highlighted, starting from building students foundational skills all the way up to opportunities for workforce experience.

Great. Thank you, Nikki. That was a wonderful overview of your paper. It really helps the audience understand how afterschool can help develop these important employability and workforce skills. Thank you for your time. We are going to hear from our last presenter, Hayley Tompkins, who is with the Minneapolis Beacons. She has a great example of how the Beacons is working with children of all ages and stages to help them gain the skills. Hayley, you are up.

Hello, everybody. I am Hayley Tompkins. I am excited to share with you how we do college career and life readiness work with an emphasis on leadership development with young people in grades K-12 in the Minneapolis Beacons Network. Just a little bit about Beacons, it began in New York City in the early 1990s. It came to Minneapolis in 1997 through a partnership with four lead agencies, being the YMCA of the greater Twin Cities, which is the lead agent of the Beacon network. The W -- the YWCA, the Boys and Girls Clubs of Minneapolis, and Minneapolis Public Schools. Each of our lead agencies runs multiple Beacons centers. A Beacons center transforms the school into a community center when the bell rings. One of those lead youth development agencies works with their school partner to deliver high quality



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programs for young people after school and in the summer. Today, Beacons are in New York City, Minneapolis, Denver, San Francisco, and San Pablo, California.

There is a little bit about our network. A little bit our context and Minneapolis. Last year, we offered free, high quality programs to almost 4000 young people in grades K-12 in Minneapolis after school and in the summer. We currently have 12 Beacons. We work with young people most in need in our city. You will see some demographic information on our participants here. You will also see one of our key strategies that work here, too. Young people grow up in our Beacons centers. You will see one in five of our Beacons staff is an alumni of our program. 91% of the staff have been promoted inside of Beacons, myself included. I started as a youth worker. Now, I am running the network. 85% of full-time and 75% of part-time youth workers are people of color. Our staff really flex the part of our communities.

In Beacons, young people learn and practice all types of skills through these scaffolded leadership development opportunities. As time progresses, so today, taking on more roles and responsibility's in their centers and across the network, all the while building the skills that will help them succeed in college, work, and life. This picture perfectly sums up our ladder of leadership. When you are a kindergartner, you should be looking at a third grader and saying that you will do that one. When you're in third grade, you're watching a six grader. The sixth-graders looking at a ninth grader. What you see in this picture is a group of young people walking behind this guy, who is one of our high school leaders. This is our fall leadership retreat. He is looking forward to that staff person. We really intentionally build these ladders for young people to see where their next move is. In terms of workforce developing, we focus on skill development and welding real-world experiences.

You can see a little bit about our elementary work. In elementary, this K through five grades, we focus on exploring your values and skills. Young people participate in programs and events that challenge them to participate, to practice, and to build their confidence and competence in leadership. They are discovering at this age. They are discovering themselves. Their discovery more about their community, what is happening, what you like about it, what might you upgrade. They are also discovering some of the skills and interests. Are you good at? What you like to do? These are photos of some of our leadership activities. You have a group of young people who decided that they wanted to address some issues of homelessness. They wrote notes to people. They distributed those. That is one example of people doing that at that age.

In middle school, we take more as a participatory action research approach. Young people identify key issues in their communities and schools. They conduct research or evaluation and design and implement some type of project to impact that issue. One example is choosing bullying as a key issue in their neighborhood. They dug into the research. They did surveys. They work together to use that data and develop training for young people, staff, and families to use their individual positions to and bullying in



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schools and neighborhoods. That is one of many exciting examples of ways that young people are making a difference while learning these essential skills and building those foundational workforce skills. We are trying to take it to a different level, having young people think more about their communication, teamwork, problem solving, critical thinking all these leadership programs. We also offer real-world work experience in a variety of ways, both paid and unpaid opportunities, as well as internships, volunteer opportunities, and sitting on a board. We have short-term opportunities and things that go over more time. They are also building relationships and networks with each other and with adults from across the city.

The next slide is a little thing that we made that we think is funny. If you run a leadership team, you will get this. This is the truth about the different ways that people perceive leadership teams. In reality, what we end up doing is having a lot of thoughtful discussions, sometimes in the school library. We think and plan and work to tackle issues while building our skills.

In high school, young people are really starting to create their goals, thinking about what they want for their future and what it will take to get there. They are also working to create change and make an impact in their world. You will see some photos of young people talking to policymakers about issues that they decided on and researched and created the resources to share. You can also see on the left this young woman who is super grown. I have known her since fifth grade. She was facilitating at our annual principal breakfast. We bring together policymakers from across the city to this breakfast. One of our key lessons and learning with high schoolers is that flexibility is key. They have a lot of commitment. We have lots of different opportunities so that as many young people can access these experiences as possible. We work hard to partner with the existing college and career readiness programs to amplify and support their work while adding our work for young people who either, for whatever reason, are not involved in those.

The next slide is an example of how we approach Beacons sponsored college and career readiness. This is a photo of the workshops from our first ever college work -- knowledge they. It was planted partnership between youth and adults to help people prepare for the years following high school. We have since changed it to be more focused on key skills and information and resources that young people will need after high school. We create this list through meetings with young people, adults, and Beacons alumni to find out what young people need to know. This event is still really evolving. This year will be our first ever overnight summit. We are calling it grow up and the glow up. Is an overnight retreat to goal keeper -- deeper -- go deeper into content.

This shows a picture of some alumni and some staff. It is a reminder that we also know that not everyone's journey ends at graduation. As I said, one in five Beacons staff is an alumni. Most part-time staff is under the age of 25. We do a lot of work with our young staff on building professional skills and



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experiences. We work with our teams of young staff to think about what they are interested in doing and work with them to build those skills necessary for their futures.

This is one of the key focus areas in Minneapolis Beacons. I want to share with you how we take multiple data sets and use them for program improvement. It is called making meaning of multiple data sets, or and three -- M3. These areas drive impact for young people. We look for convergent issues and themes across the area.. We go into action planning. If you want to learn more, check out ignite afterschool. They run this program. This is an example of the way that we use data to inform our practices and our work in Beacons. We do this with young people, as well.

I just have to share some results from our work. These numbers come from a longitudinal study recently completed by Minneapolis Public Schools Department of research, evaluation, assessment, and accountability. It shows that beacons kids K-12 attend school for one week more than other students. It is super exciting that young people are more likely to graduate. 90% of Beacons participants were on track to graduate last year. This is compared to 73% across the district. You will see 91% of our seniors graduated on time last year compared to 74% total and 58% across the district. This shows that focusing on the specific skills and leadership development can have academic effects, as well.

Finally, I just wanted to show you guys, we asked over 1000 Beacons participants what is something you learned from Beacons this year. This is just a word cloud of their responses. You will see that, even though many of these young people are participating in things like cooking clubs, soccer, dance, book clubs, things like that, through this really intentional scaffolding, most of them are still learning these same key skills. Their learning people skills, how to make stuff, and how to help. These are all things they will need to be successful in the workforce and in life. Thank you for listening. I'll pass it back to Betsy.

Okay. Hayley, thank you. I bet your kids love to come to your program. It sounds really engaging and so relevant to what they need at the right age. I think the developmental aspect is great. First, I have to thank all of our presenters for staying within their time and leaving us enough Q&A time. We are getting quite a few questions. I'm going to start with one that I think probably maybe Hayley, you can start with, and Carl can jump and. We have some questions about how do you measure your success or your impact. Are you collecting survey data from the youth? Do you do some other citywide or regional wide data collection? If so, what kind? Hayley, would you start that off?

We use a variety of things. We use the -- youth program quality assessment. We go through that process annually at each of our centers. We also use a survey on afterschool youth outcomes. We do youth advisories at each of our centers, as well. They give us information to make sure we are on track. We have a really close partnership with our school district and their department of accountability. We work



really closely with them to have access to some of their information, as well. That is where we get information on school attendance and graduation, things like that. We have a partnership with them, as well.

Great. Carl, could you respond to that?

Yes. We have very different ways that we assess the impact of our program. The first thing we do, we have a memorandum of understanding with the school system through our integrated data system. We get grade and truancy information directly from the district to assess those outcomes. We also have an independent evaluator who goes out and does focus groups, as well as in-depth interviews with the youth. We also work with case managers and service provider staff. We also have triannual stop and check meetings where I and our contract managers meet with the school, as well as provider agency that the school, to get the informal anecdotal walk-throughs, as well as adjusted programs based on that. We also have our own monitoring process, where we not only look at the actual outcomes of the youth, but we also look at the ministry to fiscal monitoring, as well. We have an intense process. We are actually going to be shifting towards something that Hayley had said, which is going to a community reaction approach, as well.

Think you for sharing that. We are getting lots of questions. I think I'm going to post this to Nikki and Carinne , if you have an interest in responding to this as well. There is a question about how we connect the work that is being done at the local level with some of the national leadership efforts, talking about workforce. Any thoughts, Nikki, on how we can bridge this gap between what is happening on the ground and some of the national conversation?

That is a really great question. That is a lot of the work that we are doing right now. It is elevating the issue of workforce and helping reach -- make that connection, especially for audiences who are not as familiar with what afterschool programs are doing. We can communicate in words that resonate with those audiences. If you are speaking to a business leader and you're talking about social and emotional learning, some of them may not know what you're talking about. Instead of talking and leading with that language, we talk about when kids are in afterschool programs, they are not only building skills that will make them better employees, so they can build a better workforce, but we are giving working care -- parents peace of mind. The kids are safe and supportive. We help employers focus on what they are doing today. When you're talking to policymakers, we elevate the statistics around it. Anything around return on investment is really great. There are national studies out there that say that for every one dollar invested in afterschool, there are three dollars returned. It really resonates with policymakers. The fact that the research shows that afterschool programs are making a difference and that there are positive outcomes associated with participation, we lead with statistics and with numbers. We bring our



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personal stories to the table, too. Is one thing to have the number. Is another to be able to tie it to a face and to make it more relatable.

Those are great suggestions. I know you guys are very busy at the Afterschool Alliance doing a lot of that work. Carinne, do you want to add any thoughts?

Yes, I think Nikki covered a lot of it. It is a lot about language and messaging. There are a lot of national resources available to help with that at the local level. You might use different language to describe the benefits and research supporting afterschool and workforce development in different contexts. AYPF and Afterschool Alliance are also really great resources. The other thing I would add is that there is a national movement that focuses a lot on upscaling or developing the workforce for the big gap that we have in middle skills jobs. I think the role that local environments can play to connect with that is leveraging the workforce resources that exist and using labor market analysis at the local level to determine what skills are most useful for young people in that specific community. We have seen a lot of communities doing this already. I think that is really great way to stay abreast and relevant and tie it to the work that is happening at the national level.

Thank you. This is a question that probably would be best directed to Hayley and Carl. If others have ideas, feel free. Basically, how do you help the afterschool programs or the providers prepare their staff to do this type of work in terms of workforce preparation and development? How do you get the staff ready to change some of the traditional work they have been doing in the afterschool world to know about what new careers are emerging? Hayley, do you want to start off with that?

Sure. I talk a little bit about that. There are a couple of things that we do. One is that we are reflecting our communities. That allows them to interpret a lot of other college and career information that is out there and make sure that it is relevant and accessible to young people. That is one. Another one is that ongoing professional development is a big part of our work in Beacons. We learn from each other inside of our network, as well as from each of our agencies in the work that they are doing in those areas. We are lucky in that way. If you work for the YMCA running afterschool programs, you can also get trained by the YWCA and the Boys and Girls Clubs and the school district all about the things that they are doing. We have a lot of cross-pollination that happens. Finally, we work closely with any of our partners, those external partners that are doing that great work. We work with them to make sure that we are bringing that information and resources to our staff team.

Thank you. Carl, how are you dealing with that in Broward County?



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We do many different things. One of them is that we have intensive professional development for an astral case managers. We work with the youth. That includes monthly professional development learning communities, where they work with district staff. Is basically the people responsible for that college application process. We also go through in-depth training where we have trainers come in to talk to them about various aspects of interpersonal skills and workforce development skills. We also have trainings where we actually have sat down and taught them how to use an audience platform, which was what the school district uses for college readiness for all the youth in the schools. We also require our provider staff to participate in strategic committees. One of them is called Broward bridge for life. It deals with this whole post secondary aspiration and transition process. We have also had our providers and share with them our recent reports that came out of greater Fort Lauderdale alliance it talks about the high need middle skills jobs in Broward County. We talk about the aviation industry and healthcare. We bring in specialized programming directly to the youth that provides exposure to these various high need middle skill jobs. For example, we work with the Marine industries cares foundation. What they do is they have a three week summer camp component for these BOSS youth. They will take the youth to various things and show them that this is how you do this. This is got to school training if you want to work for a cruise boat. This is how you become a marine electrician. We take them to the sites and show them these workers and these employees that work in these skilled positions what these jobs are. They have the opportunity to learn about the greatest demands in Broward County. We also have our staff who work in these agencies go to various trainings. One of them is called my next move. The employees come to the campuses and actually work with the youth and interview them for entry-level jobs. Our staff works in the planning and preparation for this, so they are interacting with the employees that will be there. That includes many private-sector employers. It also includes the various unions in Broward County that are trying to get young people to join the imprint the ship office. It is an ongoing process. Is tying it to all different aspects of the economy here.

Ray. You said the magic word, apprenticeship. We had a question come in about that. I'll start off with Nikki. I will see if Carl or Hayley, you want to pick up. The question is, Nikki, from your perspective a doing the overview of programs, how are afterschool programs linking to apprenticeship with area employers? How are they providing paid internships?

That is a really good question. I think it varies from community to community. A lot of it is networking and reaching out to employers. We see if those are opportunities that are available for students in the program. It is also about finding employers who provide good experiences for your students. It will also be their first time in the workforce. You do not want to create something that might be offputting for them. You have to find the right fit. A lot of times, some programs think about what their youth one. They are thinking about what they are interested in. They get more students to buy him. Hayley and Carl will be able to give more concrete answers. I just have anecdotal stories from the programs that we interviewed.

Hayley? Do you have any comments?

Sure. I think we do a lot of ours within our agencies. Again, it is similar to what Nikki was just saying. That is one of the things that we want to make sure that we are sending our young people into a space where they will have a good experience. We do not just want to give them a tough love experience of stepping into a work environment that is not right for them. We want to make sure that we are sending our young people into spaces where they are going to be successful, where folks are ready to receive them. That is one of the big challenges that we have.

Thank you. Carl, any other thoughts about apprenticeship or paid internships?

First off, true apprenticeships in skill trade areas are very difficult to do in out of school time. Anyone set says differently has a magic wand that I would love to have. Here's what I have seen done. The first thing is pseudo-internships where we will bring people into the spring -- in the skilled trades to our programs. It is a minor thing, but we do some wonderful things. We have a group that is actually called Bill's propeller shot. As crazy as it sounds, they taught kids how to work with propellers at their site. They came back to the school locations, had the kids make propellers out of pieces of copper sheeting, and installed them on motorboats and raced the motorboats. It gives him a first-hand experience. Another thing that I have seen is our school district realized that many of the skilled trades are lacking serious employees, particularly in maintenance area of electricians and HVAC for air-conditioning stuff. What they did is, they took kids that were in the community education program and they school, as well as many kids that were in our programs, and they arranged for these kids during the summer time to work as actual apprentices, paid, with various school district staff that were doing electrical work, HVAC work, and I.T. work. That actually worked out really well. Another thing, in terms of apprenticeships that we have seen, has been the opportunity to connect youth to people who are actually in the skilled fields. What we try to do is we try to expose the youth to the actual union pain jobs that provide apprenticeships in Broward County.

Those are wonderful examples. I also do want to mention that, in the AYPF paper, there are some other case studies that include some examples of apprenticeships and paid internships. Specifically Philadelphia and Chicago are examples. Check those out. We do not have a whole lot more time, but there is one more pressing question that everybody always asks about. That is sustainability. It sounds like a lot of these programs are based on grants that may be time-limited. I would just like to go down the line. We will start with Hayley and go down the line, finishing up with Carinne. How can this work be sustained over a longer period of time?



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Some of the ways that we can sustain college and career readiness work -- our big strategy is to think about it across the whole timeline that we are with people, both when they are young and when they are adults working with us -- one of -- that is one of the key things we are thinking about. We want to make sure we are not just looking in one area. We want to build skills all of the way.

Thank you. Nikki?

Sure. That is a really great question. I think that a lot of it has to do with partnerships. We want to get out there and get the word out about what your program does, being able to communicate the benefits that your program is bringing to a specific area for students. If you're talking about sustainability in terms of funding, that is a big challenge. We did field surveys earlier this year. Funding came in as the number one challenge. That is something that everyone is struggling with. We need to find people who believe in what we are doing and are willing to invest for many years. Is about long-term investment -- it is about long-term investment. We want to invest for three years, five years, a long-term partnership. I talked to the programs that have been very successful in finding funding. What they always talk about is about building relationships. You might start with the coffee. It does not have to lead to funding right away. Take small steps to build partnerships in the community that can turn into something later on down the line.

Carl, a couple of quick thoughts?

Sustainability, we are fortunate in that will sustain our own program, because we have government funds. There are issues about sustainability that are more than just funding. You have to think about ensuring the quality of the staff that you have. In the after school field, the youth development workers are some of the least paid and most underappreciated people in the country. Thankfully, in places like Palm Beach County, which is just north of your, they worked with their Children's Services Council, along with PrimeTime of Palm Beach, to create a process, a formal education process through Palm Beach State College that will allow youth workers to get increases in salaries. If you're going to talk about sustainability, there are dollars, sustainability of the staff. The third issue of sustainability is the value of partnerships. I had talked earlier about our Summer Youth Employment Program, where we fund 600 slots. An additional 100 slots are funded through other government agencies in the private sector. They actually give money to us to increase from 600 to 700 slots for summer youth employment. We focus on community need for a skilled workforce. That is where the additional dollars come from. We get partners to give money for slots to scholarship kids to get hands-on experience based, paid work experience. You have to tie into existing afterschool programs.

Thank you, call. Carinne, in 20 seconds?



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The worst thing about going last is that the great answers have already been said. Just a couple of notes that I think can be helpful. One thing that we noticed in working with communities and writing this paper is that most of the time, the key to sustainability is leveraging policies or funding that already existed, rather than finding ways to bring in new money. That might be 21st-century or workforce dollars. It might be a school district or workforce investment Board that gets those dollars. Working together as a system, I think after school has been able to position itself as a really critical partner in service delivery. It has really been helpful for sustainability that way. In a way, aligning afterschool and workforce as a sustainability strategy serves for itself. They can prove indispensable to each other. The last thing I'll say is just that mayors and elected officials are getting city buy-in. This is critical to make sure that this work remains a priority locally.

Thank you. Before I think the speakers, I just want to mention to everybody that there will be a Twitter chat this Friday, March 23, from 11:00 to 12:00 on this topic. AYPF will hosted through @AYPF Tweets. We will send information out to everybody. Please join us for that conversation. I want to thank all of our presenters. They are fabulous group of people who work throughout the country. You will get a quick survey when you leave the webinar.. Please complete. We really you -- to use this information. All materials and recording will be posted on both of our websites and the next day or so. Thank you to our speakers. Thank you to all of us for joining us on this webinar today. Goodbye.