Prepping the Pathway

Connections between afterschool and workforce development
The 21st Century Community Learning Centers’ 2016 Summer Institute has been funded in part with Federal funds from the U.S. Department of Education. Any products mentioned are only examples and do not constitute endorsement by the U.S. Government.
Warming up

Who works for school districts? Who works for non-profits? Community providers?

What types of things does your programming focus on? Arts? Sports? STEM?

Think and share: who is a superstar in the world of work, what kind of skills do they have?

Now, think about your program – what things does your program already do that give your youth the traits and skills of a superstar?

What could you do?
1. Part 1: Thinking about Workforce Development
2. Part 2: Voices from the Field
3. Part 3: Provide some examples of federal opportunities
4. Part 4: Time to think and plan
Part I:

- What do we mean by workforce development in afterschool?
What is workforce readiness?

- Technical skills
- Basic Skills (writing, math)
- Interpersonal skills (Communication, teamwork)
- Professionalism Skills (Punctuality, dress)
- Problem solving skills
- Interest
- Experience
If you are working on any of these...

- College and career
- STEM (or STEAM)
- Making and tinkering
- Digital literacy
- Social-emotional learning/character
- Team building skills
- Digital badges
- My Brother’s and Sister’s Keeper
- Summer employment
- Service learning
- Mentorships/chronic absence
- Violence prevention
- Teacher pathways
- Applied mathematics
- Pre-apprenticeship training
- Youth development

You are already helping with workforce development
Tomorrow’s workforce looks different from today’s
Forbes Top 10 of Skills Employers Seek Today

- 1. Ability to work in a team
- 2. Ability to make decisions and solve problems
- 3. Ability to plan, organize and prioritize work
- 4. Ability to communicate verbally with people inside and outside an organization
- 5. Ability to obtain and process information
- 6. Ability to analyze quantitative data
- 7. Technical knowledge related to the job
- 8. Proficiency with computer software programs
- 9. Ability to create and/or edit written reports
- 10. Ability to sell and influence others

The workplace requires a different set of skills

Trends from the 1960’s forward document the decline in the demand for motor skills and increased demands for interpersonal skills, yet...

From the Financial Times 1/29/14

- 60 percent of employers in a Workforce survey said applicants lacked “communication and interpersonal skills” — an increase of about 10 percentage points in just two years. Critical and creative thinking, problem solving and writing skills were also listed as common concerns.

- From the Small Business Optimism Survey (National Federation of Independent Businesses):
  - 48 percent of respondents reported few or no qualified applicants for the positions they were trying to fill. (Skills gap vacancies)
  - 13 percent of owners cited the difficulty of finding qualified workers as their Single Most Important Business Problem

https://www.dol.gov/dol/aboutdol/history/herman/reports/futurework/conference/trends/trendsVII.htm
The careers of tomorrow require more training than the jobs of today.

Georgetown’s Center for Education and the Workforce\(^1\) anticipates that by 2020:

- 65% of jobs (or about 2 in every 3 students) will be expected to have education beyond high school (35% BA or higher)
- Currently (2012), about 45% of 25 to 64 year olds have any post-secondary education.
Lost Opportunities and Untapped Potential in our youth:

- Unemployment rates for youth on the rise (2015):
  - 16.9% (1 in 6) for 16-19 year olds
  - 9.7% (1 in 10) for 20-24 year olds
  - 4.5% (less than 1 in 20) for 25-54 year olds

- Opportunity Youth
  - 5.5 million youth ages 16-24 are NOT in school or working known as “Opportunity”/“Disconnected” youth
  - $93 billion -Estimated annual costs attributed to social services needed by these youth as well as taxes lost from not being in jobs are an estimated
  - Focus on getting these youth experience and entry into careers
Career interest and exploration

- Increased exposure to STEM opportunities increases science interest scores as well as skills like critical thinking

- TeenReach in WA
  - 62% of student increased interest in technology careers
  - 49% increased interest in computer science careers and high school math classes

- 64% of youth make their career choices based on their own experience and interests

- 75% of Nobel Prize winners report their interests in science were first sparked in out of school environments
Afterschool is a great place to build opportunities – In life skills and 21st Century skills

- Life skills, 21st Century and employability skills
  - Behavior management – 2004 evaluation of TASC -now ExpandED
    - staff, students and parents attributed student improvements to the afterschool program
    - most common improvements: social skills, self-control, ability to make constructive choices and avoid fights

- Responsibility
  - Teachers of students participating in 21st CCLC reported improvements in class participation (66%), homework completion (66%), motivation to learn (58%), attentiveness in class (58%), and volunteering for extra credit or responsibility (46%).
Demand for afterschool programs is HIGH

Parents agree that afterschool programs can help children gain workforce skills (such as teamwork, leadership, and critical thinking).

More than 2 in 3 parents agree that afterschool programs can help children gain workforce skills such as teamwork, leadership and critical thinking.

Children who would be enrolled in an afterschool program:

- 2014: 41%
- 2009: 38%
- 2004: 30%

The unmet demand for afterschool — parents who want to enroll their child in a program but say they don’t have one available — has increased over the last decade. The parents of a projected 19.4 million children now say they would enroll their child in a program if one were available to them.
PART II

• Voices from the field
Afterschool Programs can help these efforts

- California Afterschool Network
  Jeff Davis
Positive Youth Development & Career skill development

Environmental Inputs
- developmental supports & opportunities
  - Protective Factors:
    - Caring Relationships
    - High Expectations
    - Meaningful Participation

Personal Inputs
- that meet developmental needs
  - Safety
  - Love & Belonging
  - Respect
  - Power
  - Challenge
  - Mastery

Personal Outputs
- promoting developmental strengths & outcomes
  - Personal Resilience
  - Strengths:
    - Social
    - Emotional
    - Cognitive
    - Moral-spiritual
Career / workforce skill development is a perfect fit for expanded learning

Five Core Learning Principles:
• Active
• Collaborative
• Meaningful
• Supports Mastery
• Expands Horizons

www.learninginafterschool.org
Expanded Learning supports pillars of linked learning

A successful approach to education
Linked Learning integrates four core components that research shows improve student outcomes.

Rigorous academics
Career-technical education courses in sequence

Work-based learning in real-world workplaces
Comprehensive support services
After School Quality and high quality CTE

<table>
<thead>
<tr>
<th>CA Quality Standards</th>
<th>Elements of CTE Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Engaged Learning</td>
<td>• High-quality curriculum and instruction</td>
</tr>
<tr>
<td>Skill Building</td>
<td>• Career exploration and guidance</td>
</tr>
<tr>
<td>Youth Voice and Leadership</td>
<td>• Student support and leadership development</td>
</tr>
<tr>
<td>Quality Staff</td>
<td>• System alignment and coherence</td>
</tr>
<tr>
<td>Collaborative Partnerships</td>
<td>• Industry partnerships</td>
</tr>
<tr>
<td>Continuous Quality Improvement</td>
<td>• Skilled faculty and professional development</td>
</tr>
<tr>
<td>Program Management</td>
<td>• Evaluation, accountability, and continuous quality improvement</td>
</tr>
</tbody>
</table>
Expanded learning provides the spark

Interest and engagement are key to student motivation to pursue studies or careers in STEM.

Staff can facilitate processes of STEM learning resulting in engagement / efficacy.

Partnerships (community, school), professional development, intentionality are key.

powerofdiscovery.org

stemecosystems.org
Change Agent Productions is a social enterprise comprised of professional digital media artists who work alongside urban youth to create professional video productions, graphic design projects and digital media trainings.

changeagentproductions.org
GO SOMEWHERE DIFFERENT THIS SUMMER.

The World’s First Robotics Competition in Space

ZER
ROBOTICS
ISS PROGRAMING CHALLENGE

Zero Robotics is a computer programming competition for middle school students. Learn to control satellites aboard the International Space Station this summer.

All you need to participate is a team, a mentor and access to the internet.

Finalists go head-to-head against teams from across the country and astronauts referee the competition live from space.

zerorobotics.mit.edu
uscyberpatriots.org
Creating pathways to teaching

CTFF prepares students to graduate high school with over 100 hours of expanded learning program experience in preparation for an education career pathway.

ctff.us
Foster local business and industry partnerships

Promotes CA High School ASSETs programs as essential linked learning / CTE partner.

Provides an employability skills program after school to develop employability skills.

Placed over 300 high school youth in local businesses for work-based learning internships and provided stipends to participating youth.

Has assisted students in dual enrollment to get community college credits prior to H.S. graduation.

Blog - Preparing Youth For Work and Career Success Is The Right Role For Expanded Learning Programs”
learinginafterschool.org
A resource

Lesson plans to support career exploration

californiacareers.info
About State Afterschool Networks

Now reaching 50 states, the statewide afterschool networks cultivate partnerships and initiatives that develop and support quality afterschool and summer learning opportunities for young people.

statewideafterschoollnetworks.net
Thank you for all you do

For youth
For families
For schools
For communities

And thank you for getting better all the time

Jeff Davis
California AfterSchool Network
jdavis@afterschoolnetwork.org
Afterschool All-Stars CEO Program Example

- After-school All-stars

  Dax-Devlon Ross
After-School All-Stars
MISSION

Provide comprehensive after-school programs that keep children safe and help them succeed in school and in life.
Our vision is for our All-Stars to be safe and healthy, to graduate high school and go on to college, to find careers they love and to give back to their communities.
OUR STUDENTS

70,316 STUDENTS

FEMALE 52% | MALE 48%

ELEMENTARY 18% | MIDDLE & K-8 81%

FREE & REDUCED LUNCH PROGRAM 85%

YOUTH OF COLOR 91%

SCHOOLS & SITES 353
Our Initiatives
Preparing Our Kids For Present and Future Success

- Safety and Health
- Graduation
- Career Success
- Serving Others
2014-2015 Results

Sports as a Hook
✓ Participants report engaging in 1 hour or more of physical activity an average of 4.6 days per week, a full day more than non-participants.

✓ 80% of participants report eating more fruits and vegetables, compared to 58% of non-participants.

We Are Ready
✓ 92% of participants say that they try harder in their classes because of ASAS, compared to 76% of non-participants.
2014-2015 Results

Career Exploration Opportunities
✓ 92% of participants report that they have a better understanding of the jobs they might like to have when they are older, compared to 68% of non-participants.

Life Service Action
✓ 90% of participants say that ASAS made them more confident in their ability to make a difference in their community, compared to 68% of non-participants.

Socio-emotional Learning
✓ 85% of ASAS students report feeling more in control of their life and future because of ASAS.
✓ 88% agreed with the statement, “When I fail at something, I am more willing to try again.”
## Career Explorations and Opportunities

Because of ASAS ...

<table>
<thead>
<tr>
<th>Item</th>
<th>Students who did CEO</th>
<th>Students who didn’t do CEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I better understand about jobs or careers I might like to have when I’m older</td>
<td>92%</td>
<td>66%</td>
</tr>
<tr>
<td>I better understand how to interview for a job</td>
<td>81%</td>
<td>44%</td>
</tr>
<tr>
<td>I better understand how to prepare a resume</td>
<td>81%</td>
<td>47%</td>
</tr>
<tr>
<td>ASAS has made me more confident in my ability to get a good job</td>
<td>92%</td>
<td>74%</td>
</tr>
<tr>
<td>ASAS has made me more confident in my ability to make smart decisions about saving and spending money</td>
<td>90%</td>
<td>66%</td>
</tr>
</tbody>
</table>
PART III

- Advocating for opportunities to build workforce development and employability skills in your program
Federal Funding Sources and Opportunities

Congress
- ESSA
  - Workforce development added as allowable uses in the law including 21st CCLC
  - Form relationships with the State 21st CCLC office as they rewrite RFPs under ESSA
  - Work with Afterschool State Networks
- Perkins CTE
  - Career pathway opportunities
  - Reauthorization may explicitly include CBOs, 5th grade and shared use
  - Identify your Advisory Council
- WIOA
  - Reauthorized in 2014, plans being drafted and enacted.
  - 70% of youth funding focused on opportunity youth with 20% set aside for apprenticeships/work experience.
  - 30% available for 14-21 year old in-school youth.
  - Identify your Workforce Board
- AmeriCorps (CNCS)
  - Funds students (such as opportunity youth) for work, provides an education stipend, often placed as tutors in schools
  - See how you can get volunteers for your programs
  - Help students get connected with summer work

We will look at these one at a time on the next slides

Website links are on the handout
ESSA

What:
• Workforce development added as allowable uses in the law including in 21st CCLC

How:
• Form relationships with the State 21st CCLC office – as they rewrite RFPs under ESSA
• Work with Afterschool State Networks
Perkins CTE

What:
• Career pathway opportunities
• Reauthorization may explicitly include CBOs, 5th grade and shared use

How:
• Identify/form relationships with your Advisory Council
• Keep aware of reauthorization activities
Workforce

WIOA

What:
• Reauthorized in 2014, plans being drafted and enacted.
• 70% of youth funding focused on opportunity youth with 20% set aside for apprenticeships/work experience.
• 30% available for 14-21 year old in-school youth.

How:
• Identify/form relationships your Workforce Board
AmeriCorps (CNCS)

What:
• Funds students (such as opportunity youth) for work, provides an education stipend, often placed as tutors in schools

How:
• See how you can get volunteers for your programs
• Help students get connected with summer work and transition to workforce opportunities
Federal Funding Sources and Opportunities

Administration
- Pathways for youth employment- Federal Resources Guide
- President’s Budget
  - Apprenticeships
    - $200 million for youth apprenticeships and pre-apprenticeships
  - Summer Jobs
    - $5.5 billion to help young people find their first job
- Performance Partnership Pilots
  - Provide waivers to blend federal funds in order to better serve opportunity youth
- CTE Makeover Challenge
  - Trained hundreds of schools and selected 10 for grants to provide in-house Makerspaces for students
Chambers of Commerce, Local Business, Big business (JP Morgan Chase, IBM, Lumina)

What:
- Local business can provide career exposure, mentorship and partnership opportunities
- Larger business may offer grants and programs to support workforce development

How:
- Meet with local businesses, listen to their needs, form relationships
- Contact your local chambers of commerce
When you advocate and when you as a program work to integrate workforce skills into your curriculum – there are resources to help!

Use rubrics and resources available on workforce/employability skills development.
<table>
<thead>
<tr>
<th>Applied Knowledge</th>
<th>Effective Relationships</th>
<th>Workplace Skills</th>
</tr>
</thead>
</table>
| **Applied Academic Skills**  
(read ing, writing, math and science) | **Interpersonal Skills**  
(leadership, conflict resolution, respect, teamwork) | **Resource Management**  
(including time, money, materials and personnel) |
| **Critical Thinking Skills**  
(problem solving, rational decision making, planning and organization) | **Personal Qualities**  
(self discipline, initiative, responsibility, flexibility/adaptability, willingness to learn) | **Information Use**  
(ability to locate, organize, use, analyze and communicate information) |
| | **Communication Skills**  
(communicates verbally and in writing, reads, observes, and listens actively) | **Systems Thinking**  
(understands, monitors and improves systems) |
| | | **Technology**  
(Understands and uses technology) |
Preliminary Checklist

- Practices interpersonal skills:
  - Practices sensitivity regarding nonverbal cues, e.g., eye contact, gestures, and personal space
  - Gauges listener’s understanding by observing verbal/nonverbal cues
  - Responds to feedback, questions, critique, and praise in a positive manner
  - Balances assertiveness with active listening skills

Standards of Performance

<table>
<thead>
<tr>
<th>2.0</th>
<th>COLLABORATION: Collaborates, in person and virtually, to complete tasks aimed at organizational goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A</td>
<td>Commits to achieving collective goals.</td>
</tr>
<tr>
<td></td>
<td>• Contributes personal strengths</td>
</tr>
<tr>
<td></td>
<td>• Respects contributions of others</td>
</tr>
<tr>
<td></td>
<td>• Contributes to an environment of collaboration</td>
</tr>
<tr>
<td></td>
<td>• Ensures diversity in collaboration</td>
</tr>
<tr>
<td>2.B</td>
<td>Promotes an environment of trust.</td>
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</table>

PART IV

• Thinking about your opportunities and next steps
What you can do (5 Early Ideas)

1. Information Gather: Look up the workforce needs and projections in your state/area to think about lessons/ways to engage

2. Call/visit your Schools, CTE and Workforce Boards: Let them know you’re around and happy to connect. Brainstorm possible resources to share, activities, and goals for student certifications and credentials, digital badging etc

3. Reach out to the business community: The Chamber of Commerce, Local Employers, individuals for tours, talks, and interaction, they will appreciate it!

4. Involve all stakeholders: Continue to communicate closely with parents, schools, youth, service organizations and other partners to coordinate resources

5. Integrate Employability Skills: Familiarize yourself and program staff with employability skills to be more intentional about preparing your students

What will you do?
Time to think

- Use the brainstorm worksheet as a tool for your program
- Anything to share out- things you learned- support you need
Career Pathway Afterschool Action Planning Chart for ____________

Vision for afterschool workforce education in your program:

What has happened/is happening? → What do we want to accomplish? → Action steps to get there:

Barriers and challenges:

Current opportunities/resources:
THANK YOU!

• Please fill out an evaluation and come by and see us after if you’d like!
The Afterschool Alliance

Wide & deep reach at the grassroots & grasstop
• National Partners
• More than 25,000 program providers
• 50 statewide afterschool networks
• 200 Afterschool Ambassadors at the local level
• Dozens of Vistas embedded to build state and local infrastructure

Systems-building approach:
1. Field-Building
2. Research
3. Policy, Advocacy & Communications
Signature research programs

Research
Reports, Surveys, Data Collection, Best Practices

  - National household survey of 30,000 parents and guardians
  - Gives the most comprehensive & accurate picture to date of what our nation’s youth are doing each day after school.

- **Issue Briefs**
  - Illustrate key connections between afterschool and pressing topics and issues in education and youth development.
  - Demonstrate afterschool’s positive impact by presenting the most current research and featuring best practices.