




All youth ready for
college, work & life.

the
forum
FOR YOUTH INVESTMENT

A decorative horizontal band featuring a repeating pattern of white interlocking circles on a blue background.

THE INTERSECTION OF AFTERSCHOOL AND SEL FOR 21ST CENTURY READINESS

October 11, 2017

PLEASE JOIN US IN

Palm Beach County



Ready by 21

2018 NATIONAL MEETING
PALM BEACH COUNTY

Save the date

April 18-20, 2018

TODAY'S PRESENTERS

Carinne Deeds, American Youth Policy Forum

Erica Curry VanEe, Urban Curry Consulting

Dan Tsin, Urban Alliance

*Moderator: Jennifer Brown Lerner, National Commission on
Social, Emotional, and Academic Development, Aspen Institute*



AMERICAN YOUTH POLICY FORUM

- Mission of AYPF is to provide a forum to connect research, practice and policy to improve outcomes for all youth. Particular focus on vulnerable, traditionally underserved populations.
- Share research-based best practices as a mechanism for facilitating conversations about the role of policy.
- Guiding Principles:
 - Student-Centered Learning
 - Advancement Upon Mastery
 - Multiple Pathways to Success
 - Creating Collaborative Systems that Support Youth

THE PREMISE

Afterschool, or out-of-school time (OST), is a critical component of the ecosystem of services for young people that is uniquely positioned to ensure 21st century readiness.

IQ

EQ

XQ

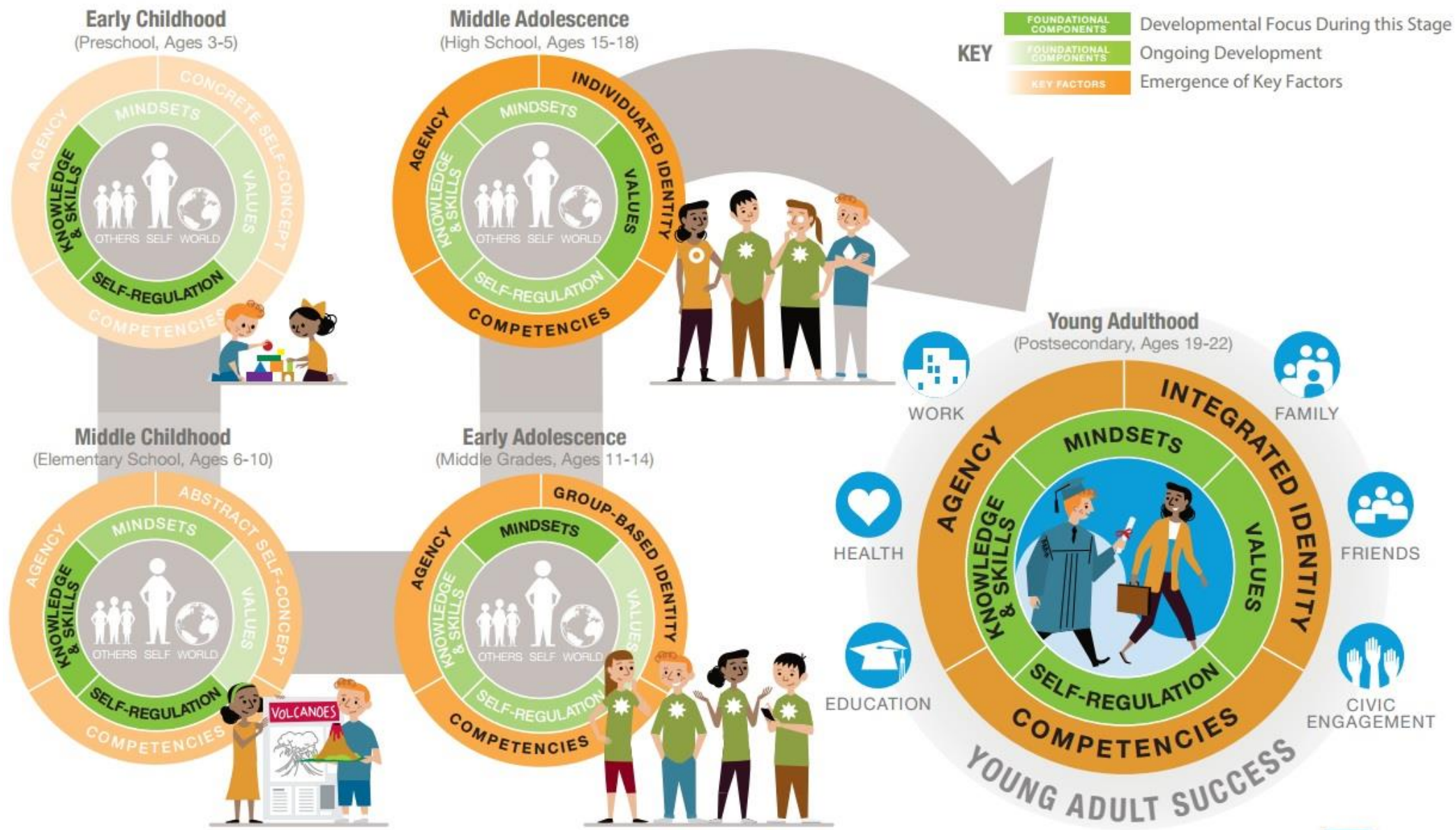
21ST CENTURY READINESS: EMPLOYER PERSPECTIVE



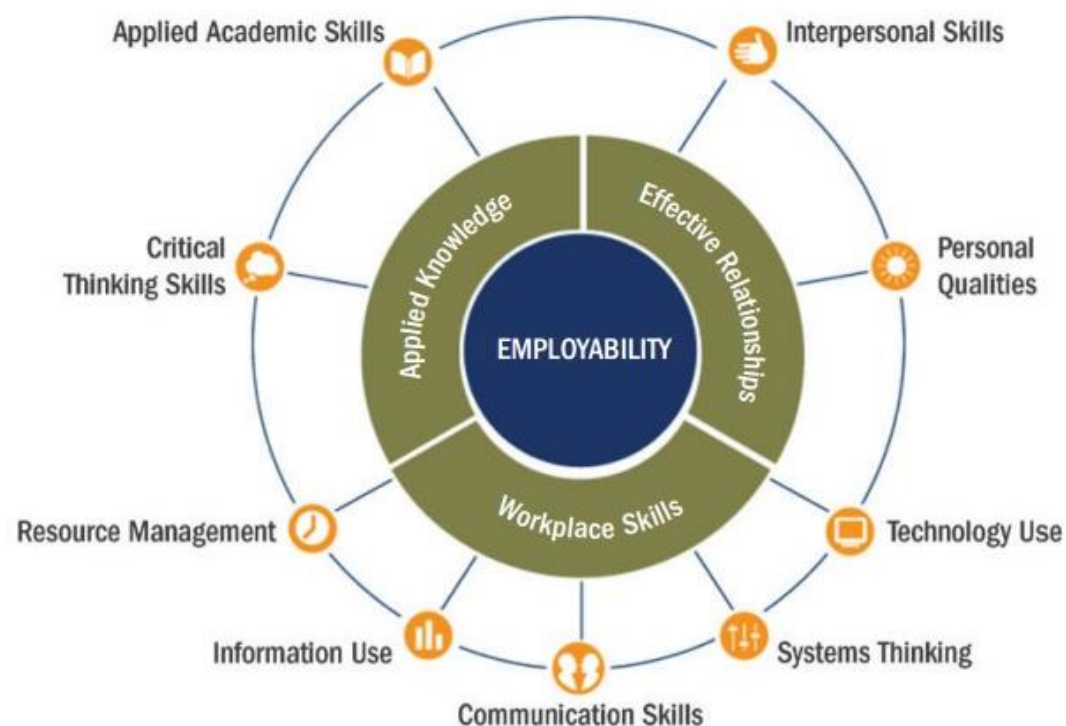
SOCIAL AND EMOTIONAL LEARNING FRAMEWORK



Source: Collaborative for Academic, Social, and Emotional Learning (2015)



EMPLOYABILITY SKILLS FRAMEWORK

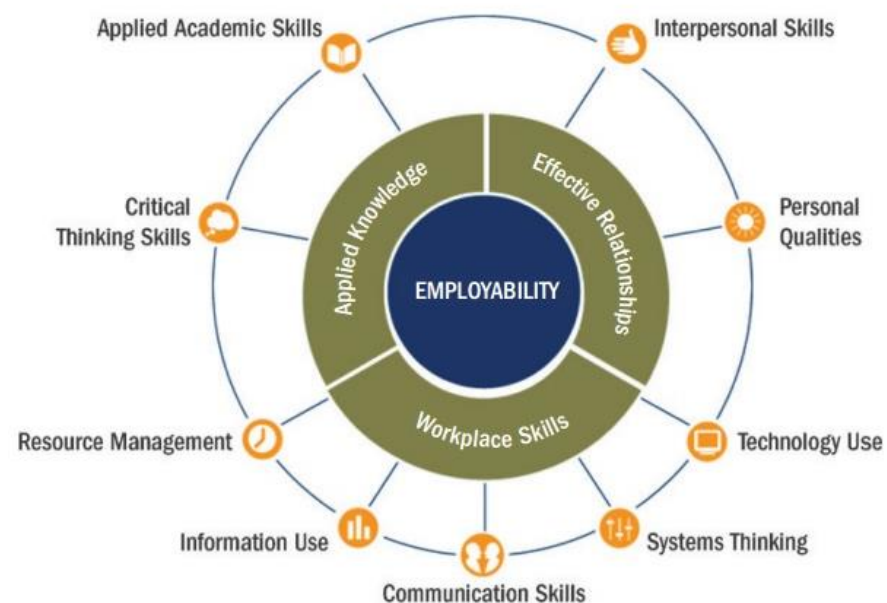


Source: U.S. Department of Education, Office of Career, Technical, and Adult Education

FOUNDATIONS



EMPLOYABILITY



SEL

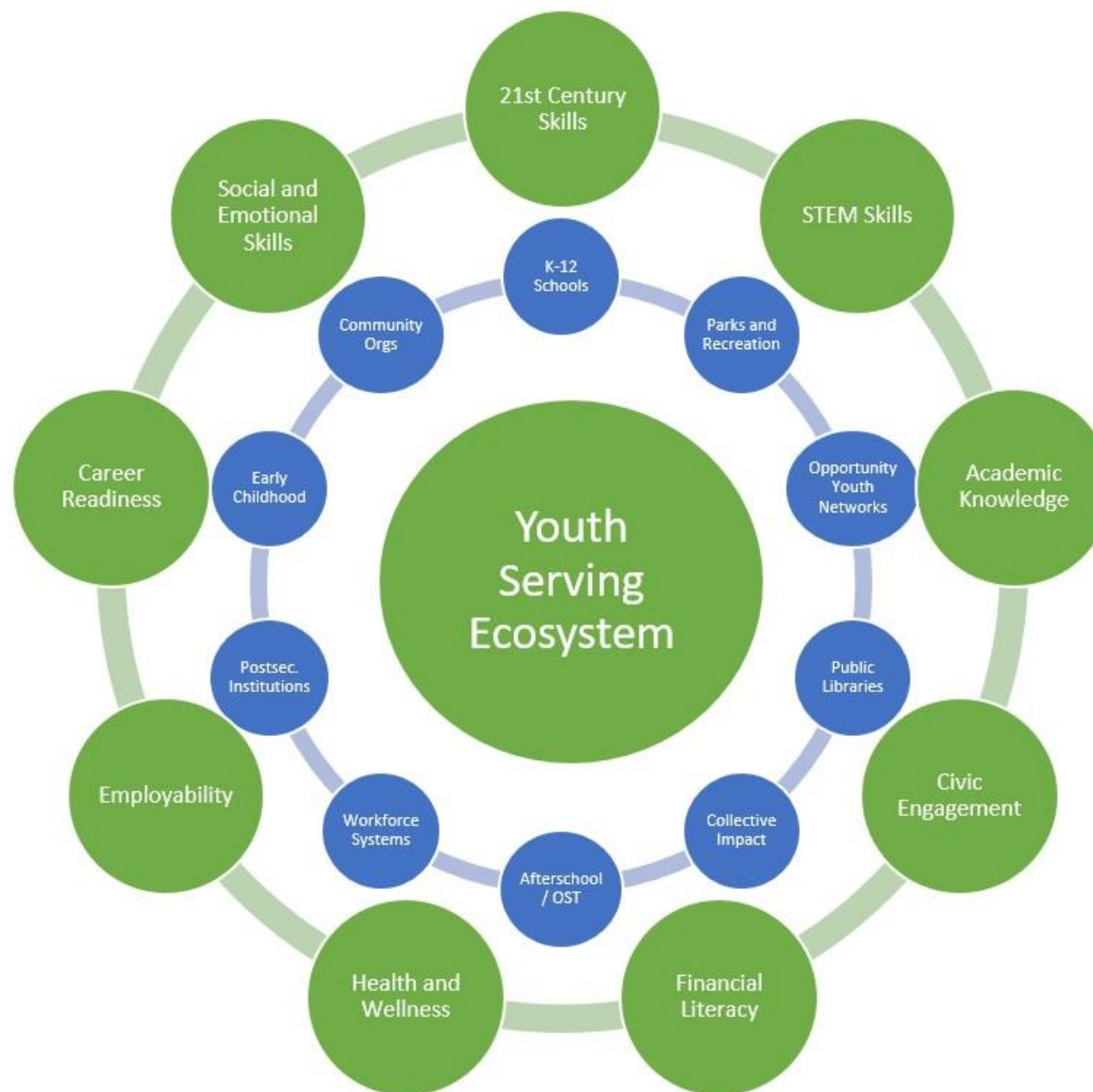


THE IMPACT OF AFTERSCHOOL

Positive impact on personal and social skills, including:

- Problem-solving
- Conflict resolution
- Self-control
- Leadership
- Responsible decision-making
- Self-esteem

Source: "The Impact of Afterschool Programs that Promote Personal and Social Skills," Durlak & Weissberg (2007)





FORTHCOMING RESOURCES

Book: Social and Emotional Learning in Out-Of-School-Time: Foundations and Futures

(Part of *Current Issues in Out-of-School Time* Book Series)

Featured chapter: SEL and College and Career Readiness

White Paper: Afterschool and Workforce: Bridging Skills and Systems

AYPF, Commissioned by The Wallace Foundation



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AUDIENCE QUESTIONS

The Grand Rapids Story











History of Partnerships



john w. gardner center for youth and their communities



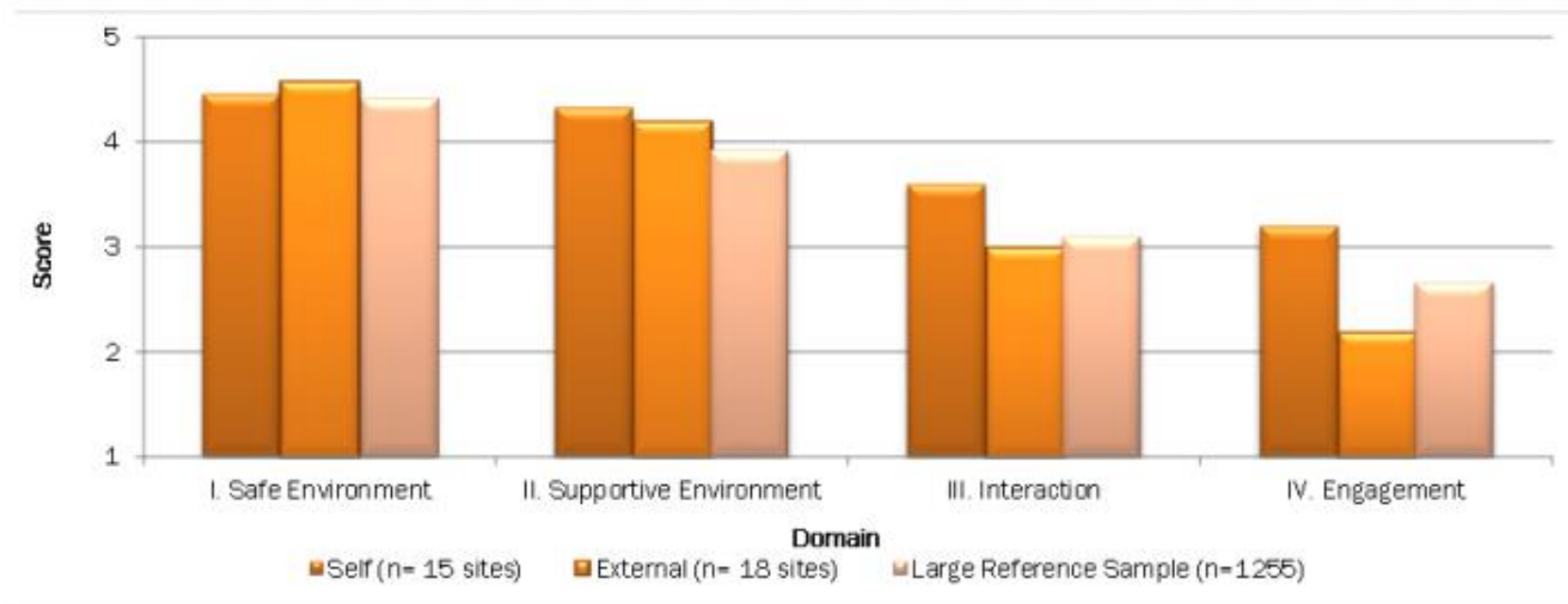
Greater Grand Rapids Expanded Learning Opportunities Network
Summary of Evaluation and Research Findings, February 2012

What we asked 	How we asked 	What we learned 	Next steps 
<p>What data do OST providers use to define and measure success?</p>	<p>Indicators of Out of School Time Success</p> <ul style="list-style-type: none"> ✓ Fall 2012 ✓ 102 members participated in (8) group discussions ✓ Identified the top 3 OST success indicators <p>Provider Focus Groups</p> <ul style="list-style-type: none"> ✓ Fall 2012 ✓ Three concurrent, 90 minute focus groups ✓ 27 attendees, 25 organizations <p>Common Data Elements</p> <ul style="list-style-type: none"> ✓ Fall 2012 ✓ Crosswalk of fields from program registration forms ✓ 25 organization participants 	<ul style="list-style-type: none"> • Youth Participation, Social Emotional Development and Achievement were identified as the leading indicators of OST success: Attendance (7 group mentions), Social/Emotional (5 group mentions), Academic Achievement (4 group mentions), Healthy Behavior (1 group mention), and YPQA (1 group mention). • Measures of success vary by program type, structure and funding source. <ul style="list-style-type: none"> • Participation— Program and school attendance are both important to most providers, but school attendance is often not accessible or tracked by OST providers. There is a wide variety in the methods and rigor used to collect program attendance. Providers mentioned parent engagement as an important measure of participation and indicator of success. • Social Emotional Development— Providers see this as important, but have a difficult time articulating, defining and measuring this outcome. Concepts are used interchangeably but with different meanings. The YPQA and DAP were the top mentioned instruments used to measure safety, belonging, and assets. GRJOI may also be considered as a social measure. • Achievement— Providers believe their OST programs contribute to youth's success in school, work and life. They define achievement broader than academics and want better success measures. • Quality— Providers value program quality and want a shared language and process to measuring it. • Diversity is a Network Benefit —The ELO network represents a broad diversity of stakeholders, geographies, goals and data sets. Providers want opportunities to network (affinity groups, social networking), increase their knowledge (of members, standards), and better coordinate services for youth across the ELO Network (I &R). • Providers Share Several Common Data Elements – Student name (100%), address (96%), date of birth (92%), grade (84%), phone number (80%), and school (80%). 	<ul style="list-style-type: none"> ➤ Connect network members through a program database, affinity groups (by program type, topic, age, geography) and social networks LinkedIn, FB, Twitter ➤ Research literature on OST indicators, MIS building and eval. standards ➤ Collaborate with national experts on leading indicators including measures for SEL, Assets, and Quality ➤ Engage system leaders on OST alignment of quality tools and indicators

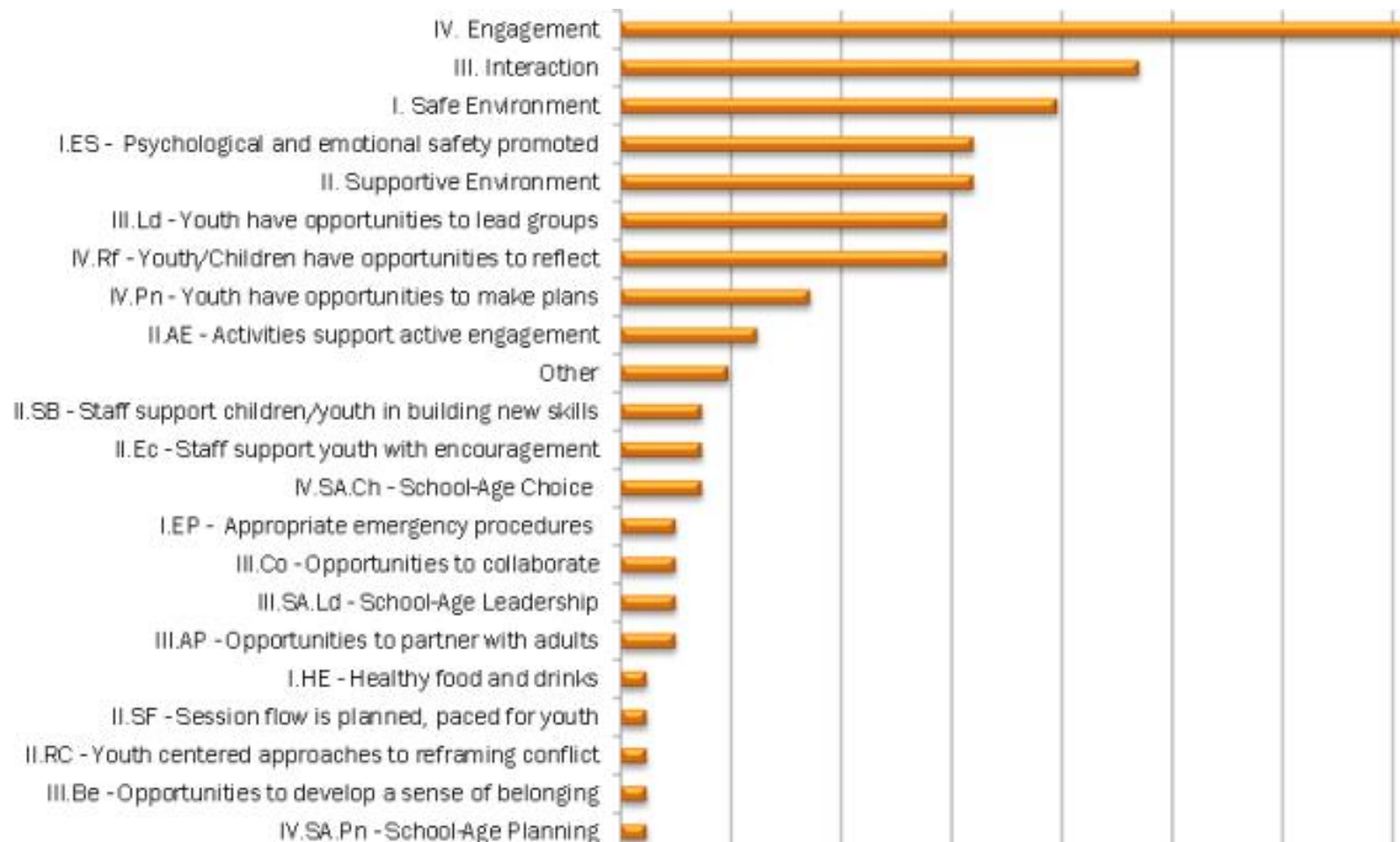
Youth Program Quality Scores



Youth PQA Spring 2013- Spring 2014 Self and External Assessment Scores Compared with a National Sample of Baseline Data



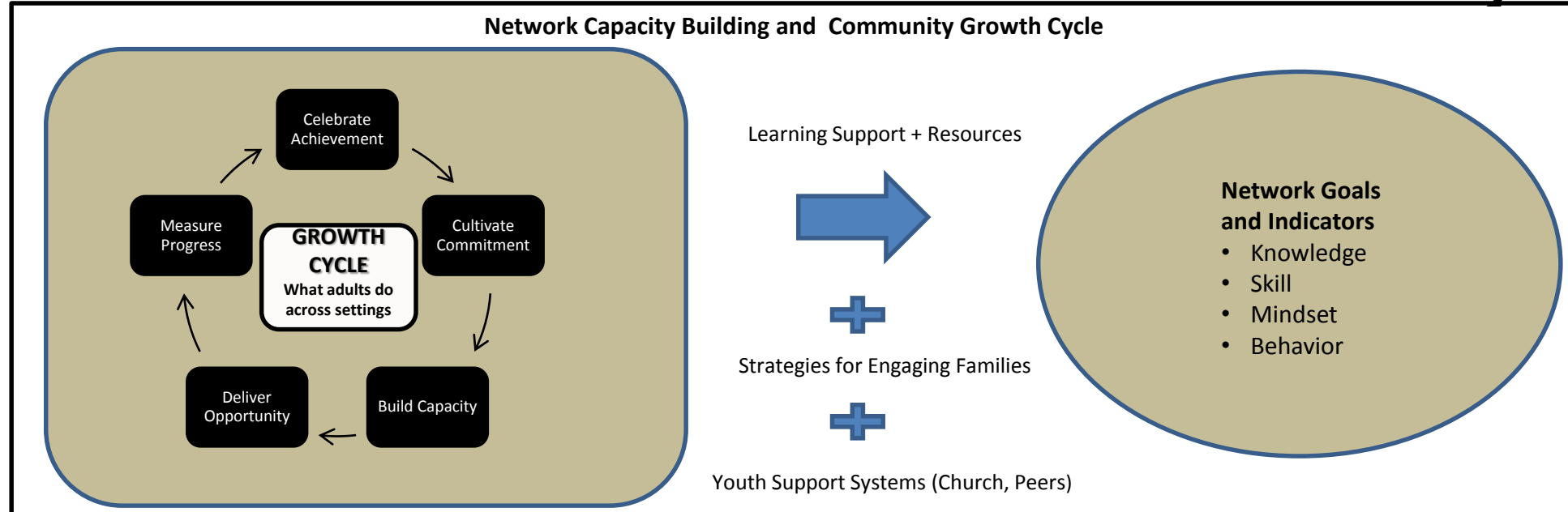
OST Program Improvement Goals



Framework for “Enhancing Youth Engagement” Initiative

Vision: Children ready for school, work, and life

Goal: Seeking Imagined Future Self

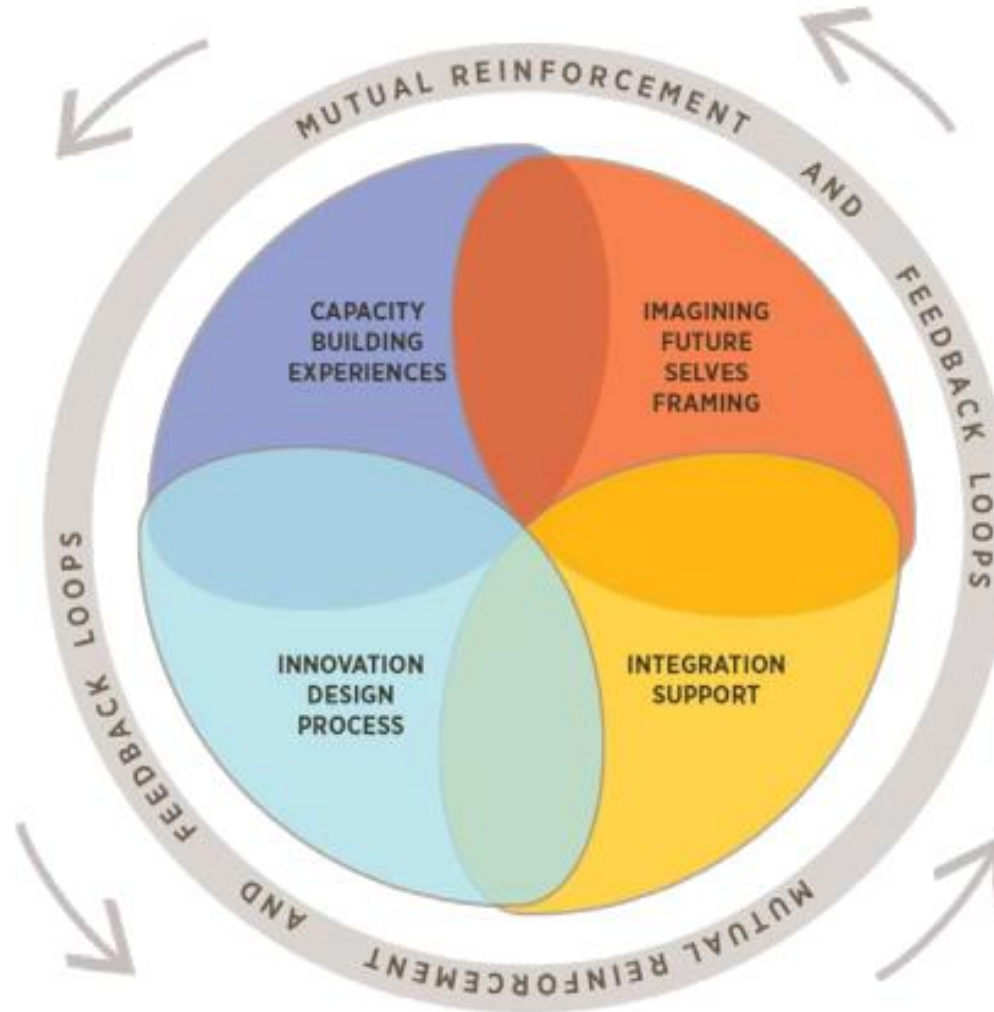




FOCUS of agency learning categories

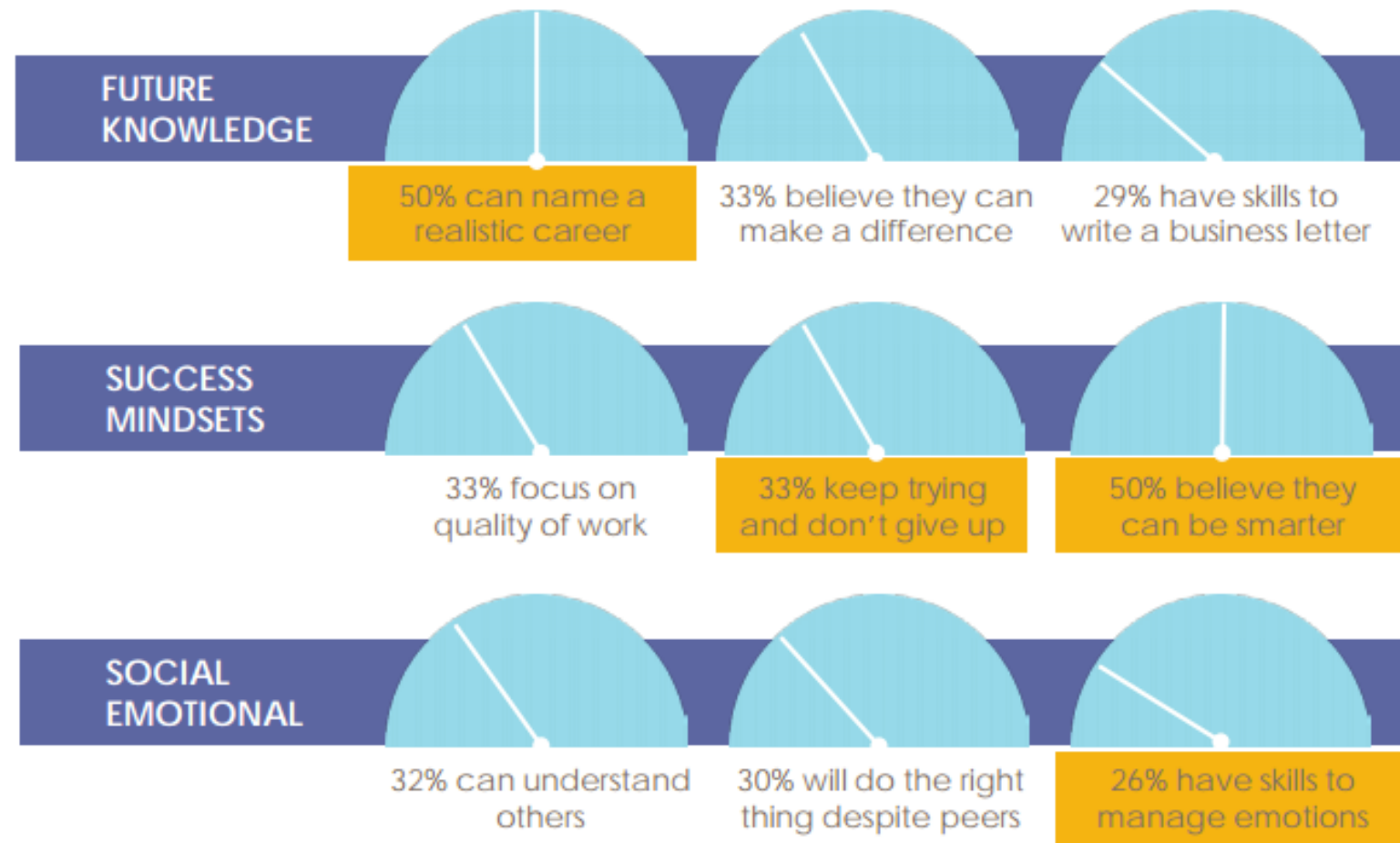


Catalytic Change Making





Starting dashboard (baseline)





Characteristics of the Imagine U PLC



Establish
community-wide
goals



Secure
organizational
commitment



Engage
program
teams



Ground
reflective practice
in theory



Model activities with
adults that can be
adapted for youth



Use data to
make meaning and
take action



Build in time for
peer-to-peer
problem solving



Invest in, coach,
and promote
practice leaders for
sustainability



#rb21

all youth ready for college work and life





all relevant
materials
included

ACTIVITY PLAN 3: SUCCESS MINDSETS

fixed vs. growth mindset

1 STUDENT
1 TEACHER
1 SET
9-11

Experience suggests that young people tend to be fixed in their mindset and stand still when facing difficulties. However, through intentional training and repetition, the brain can be retrained and students can develop a Growth Mindset. In this activity, students will participate in four stations designed to intentionally challenge them while completing difficult tasks. As students experience frustration, they will receive coaching to help them develop a Growth Mindset. Students will learn to say, "I can't," less often. They will also learn that frustration is inevitable but conquerable over time and with the right tools.

ENVIRONMENT/SETTING

- In the classroom

LEARNING OBJECTIVES

- Growth Mindset.** Students will be able to provide at least one example of something they accomplished that they did not expect to be able to do.
- Persistence.** Students will know that mistakes are an important part of the learning process and be able to describe strategies or "self talk" when inclined to give up.

LEARNING MODALITY

- Visual (reading/seeing pictures)
- Tactile/Kinesthetic (touching/feeling)
- Auditory (hearing/listening)

SUPPLIES AND MATERIALS

Create four stations with activities that will provide challenges:

- Station 1: Magnetic letters, magnetic boards, difficult spelling words on index cards, chalk boards, or pencil and paper
- Station 2: Ten items for a memory game, paper and pencils on dry erase boards and markers
- Station 3: Ten of a variety of words (to read in spelling words that start with s-p-e) and spaces with letters on them (for the R, L, S, Z rule which is explained in the instructions below), dry erase markers and boards or pencil and paper
- Station 4: Play-doh to make words

INSTRUCTIONS

Pre-work

Set up the four stations around the room. Make sure items are randomly ordered. Sort as the alphabet letters in Station 1.

Part 1: Introduction to Growth Mindset

- Discuss Fixed Mindset and encourage students to think of the opposite: a Growth Mindset.
- Ask them to write down their thoughts. Give them ample time to think and process.
- Discuss with students that the goal is to: train our brains and our attitudes when faced with challenges.
- Explain that the phrase "I can't" should be avoided. Encourage students to self-monitor when they hear themselves say the word.

THE GUIDES

How do you want students to feel with growth? By giving them opportunities to struggle and use the teachable moments to help them find the strategy that works for them. This activity was designed when there is a time limit for each activity and time to discuss. One student remarked, "My brain feels like it's growing when I can't give up."

STATION GUIDES & BONUS CARDS

See Guide 1: Brain Cards
See Guide 2: Memory Game
See Guide 3: Spelling Words
See Guide 4: Play-doh

NEXT PAGE

ACTIVITY PLAN: SOCIAL EMOTIONAL LEARNING

exploring emotions and causes

PREVIOUS PAGE

Supporting Additional Material

This activity helps students understand that emotions are very important to our daily functions and how emotions help guide decisions and connections with others. Students will identify emotions and why they feel with these particular emotions. They will gain understanding that it is okay to have different emotions than others.

INTRO STATEMENTS

- Eating broccoli
- Riding roller coasters
- Riding an airplane
- Scary movies
- Exercise
- Going to the dentist
- Being with your siblings (if no siblings think of cousins)

DISCUSSING

Group Discussion:

- Why do you think this activity was chosen today?
- What is one thing you will take away?
- If you did not have similarities with others, how did that make you feel? (Explain that it is okay to be different.)

An alternative is to have students journal about an emotion they identified with the most and explain why they chose to write about that emotion.

ASSESSMENT

- Was this activity helpful? Did you learn anything about yourself?
- If you could change anything about the activity what would it be and why?

EMOTIONAL STATEMENTS

- The thought of loneliness.
- Students who have no hope.
- Students who feel no one believes in them.
- Being treated unfairly.
- Scheduling time for self-care.
- Seeing students achieve their goals.

A spokesperson for every emotion will be identified. The spokesperson will be responsible for sharing with everyone why that group identified with that specific emotion.

THE GUIDES

How do you want students to feel with growth? By giving them opportunities to struggle and use the teachable moments to help them find the strategy that works for them. This activity was designed when there is a time limit for each activity and time to discuss. One student remarked, "My brain feels like it's growing when I can't give up."

STATION GUIDES & BONUS CARDS

See Guide 1: Brain Cards
See Guide 2: Memory Game
See Guide 3: Spelling Words
See Guide 4: Play-doh

NEXT PAGE

Imagine U Toolkit:
<https://believe2become.org/programs/imagine-u/>



ELO Network Dashboard

Filter By: Overall



Number of Participants

A count of the unique number of youth served by all ELO program or an individual program.

11,339



Attendance Benchmark Reached

Each program has an individual attendance benchmark (e.g. youth should attend at least 75% of program sessions). This indicator measures the percent of youth who met or exceeded that benchmark.

55.1%



Police Contact

Percent of youth arrested by the Grand Rapids Police Department during ELO program participation.

0.4%



Social Emotional Status

Average rating of pre and post survey items (possible ratings range from 20 to 100, with a higher score being desirable).

Elementary-age	Adolescent
79	78



Social Emotional Learning

Average rating of learning-specific post-survey items (possible ratings range from 20 to 100, with a higher score being desirable).

Elementary-age	Adolescent
83	80



Participant's Rating of Program Climate

Average rating of climate-specific post-survey items (possible ratings range from 20 to 100, with a higher score being desirable).

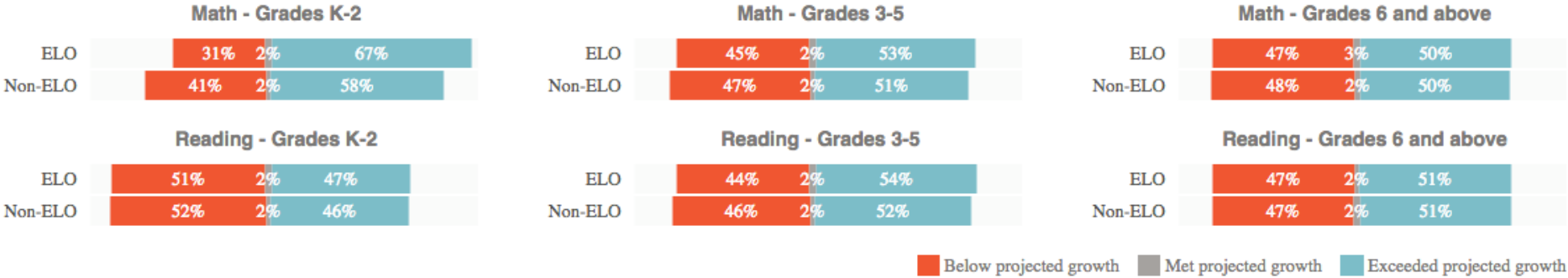
Elementary-age	Adolescent
62	84

Youth Community Data Center: <https://www.gryouthdata.org/YCDC/>



Academic Achievement

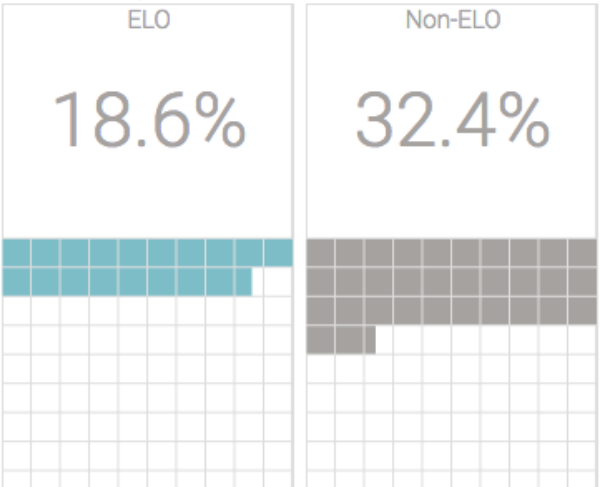
Measures of Academic Progress Test - Percent of youth in the Grand Rapids Public School district who 1.) are below the expected growth in subject area; 2.) met the expected growth in subject area; and 3.) exceeded the expected growth in subject area. This is determined by comparing test scores from fall to spring for grades 1st-8th. For high school, scores are based from spring to spring because students do not test in the fall.



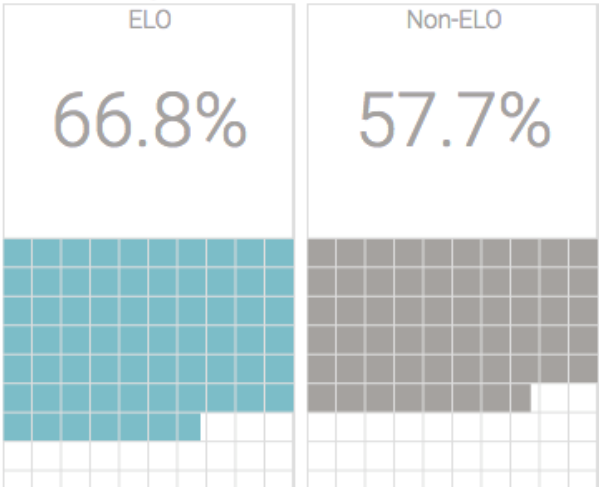
School Attendance

Percent of youth in the Grand Rapids Public School district categorized with Chronic Absence or Satisfactory Attendance

Chronically Absent

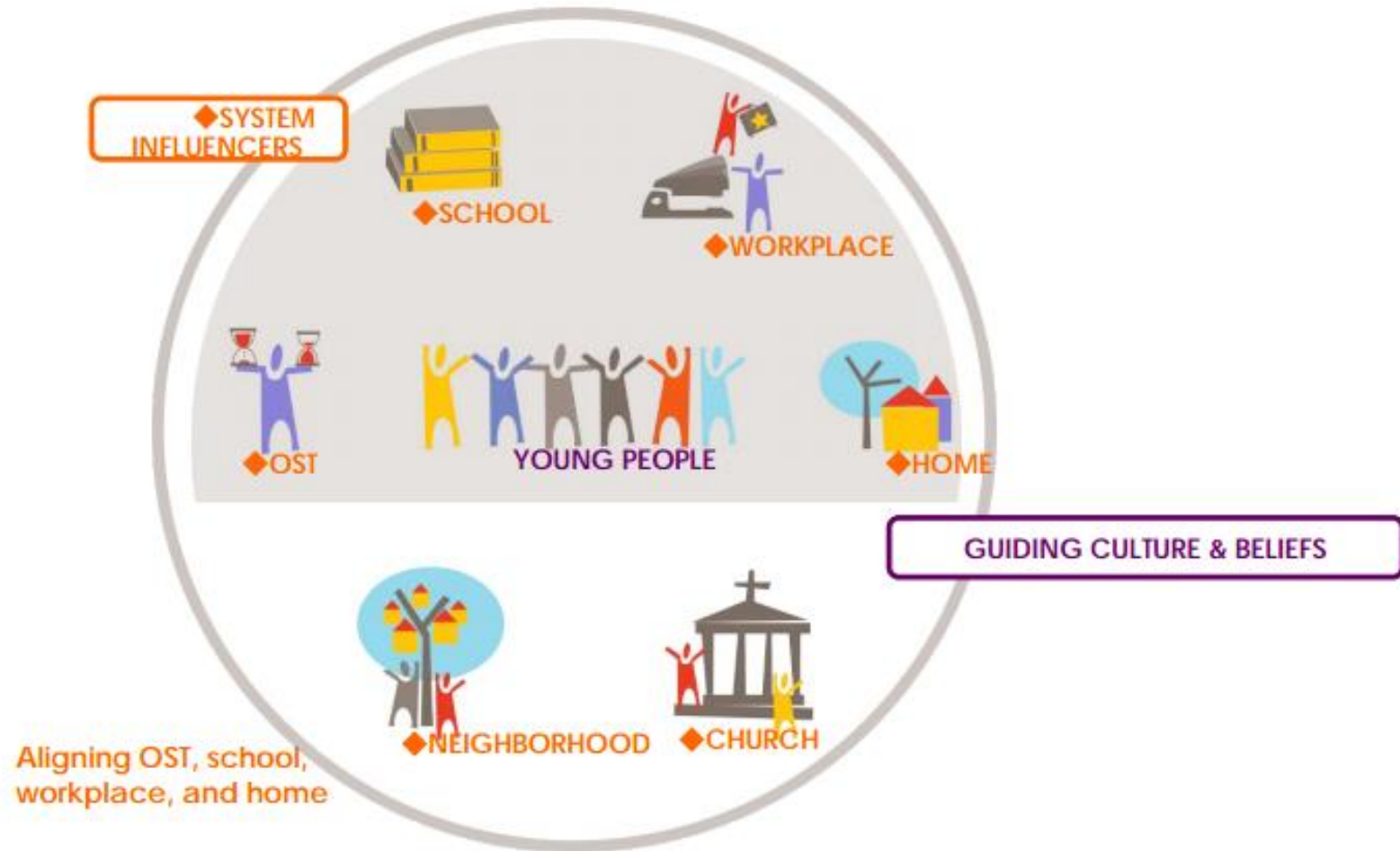


Satisfactory Attendance





Ecosystem of Systems Change





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AUDIENCE QUESTIONS



5.5 Million:



The number of young people in the country who are neither in school nor working.

Over the last 20 years, Urban Alliance has become one of the leading advocates of youth employment programming targeted at high school students. The main elements of our programming include:

Skills



Mentors



Internships



Urban Alliance High School Internship Program



UA provides professional development to under-resourced youth through a [10-month paid internship](#).

- 6-week "[professionalism boot-camp](#)" to prepare students for day 1 on the job
- 600 hours of [on-the-job work experience](#)
- [Weekly professional development](#), focusing on work and life skills
- Coaching by an [on-site mentor](#) to shape professional growth and increase network
- [Continued support](#) post-program

What skills do young people need?



Hard Skills

vs.



Soft Skills

SEL at Urban Alliance



Attitude



Self-Control



Listening



Motivation



Speaking



Problem-Solving



Dependability



Students

&

Adults

Feedback Loop and Evaluation

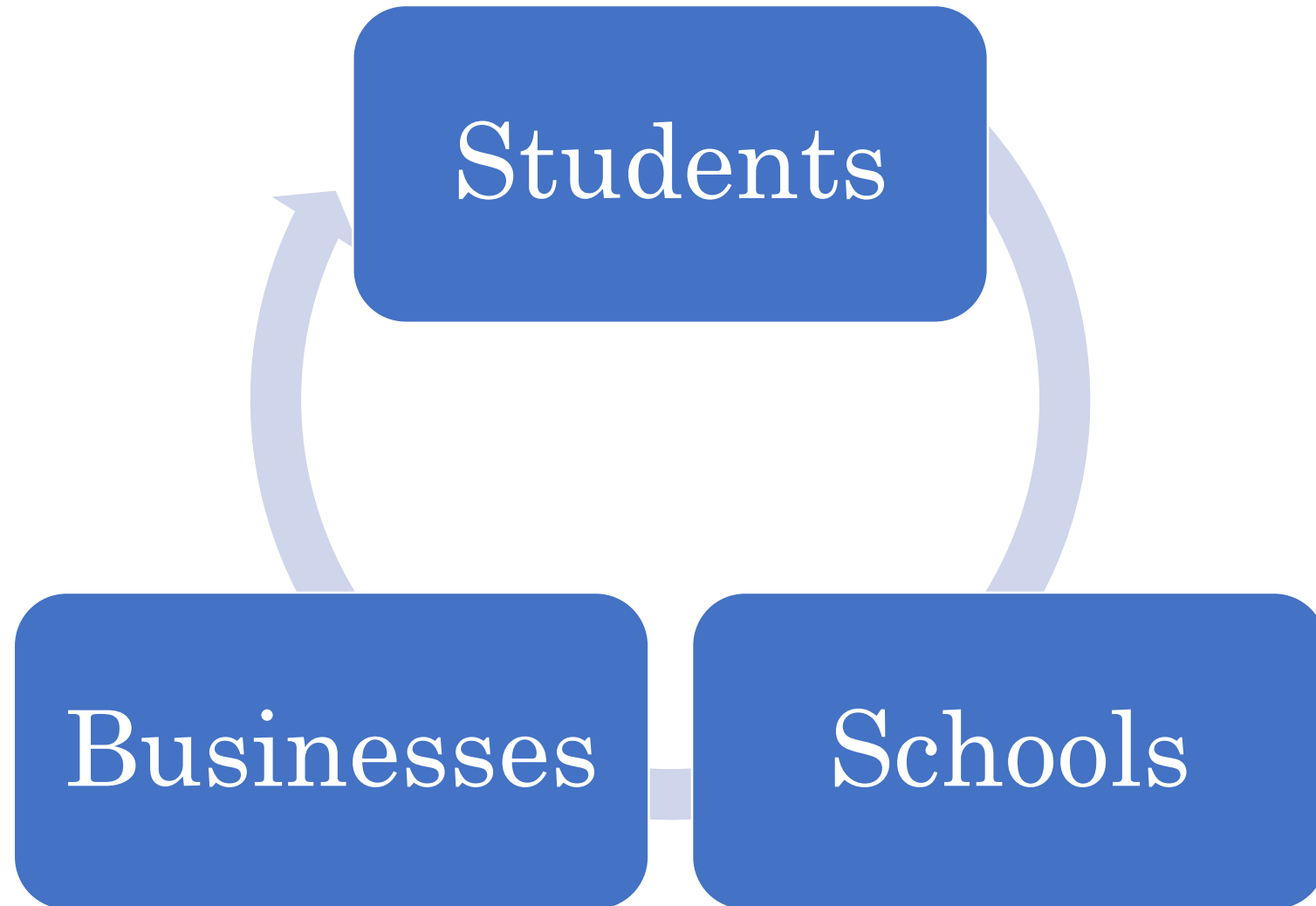


Skill	Performance Improvement Plan Needed	Inconsistent Performance	Proficient Intern	Would Hire as Staff
Attitude	Shows no enthusiasm about work...	Irregularly responds to requests...	Happily responds to most requests...	Expresses positive value of work...
Listening	Never provides appropriate non-verbal cues...	frequently misses key details...	Can accurately restate what was heard...	Demonstrates understanding...

The image features a light blue background. At the top, several black graduation caps (mortarboards) are scattered, appearing to be tossed into the air. At the bottom, a black silhouette of a crowd of people is shown, with many arms raised in celebration. In the center, text is displayed in two colors: red and dark blue.

Should schools and districts
view employment
opportunities as learning
opportunities?

Making It Work in Your Community





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PANEL DISCUSSION



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AUDIENCE QUESTIONS

CONTACT TODAY'S PRESENTERS

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Jennifer.lerner@aspeninstitute.org