READY BY 21™

All youth ready for college, work & life.

the forum FOR YOUTH INVESTMENT

AYPF

THE INTERSECTION OF AFTERSCHOOL AND SEL FOR 21ST CENTURY READINESS

October 11, 2017

READY BY 21®

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

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

American Youth Policy Forum

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

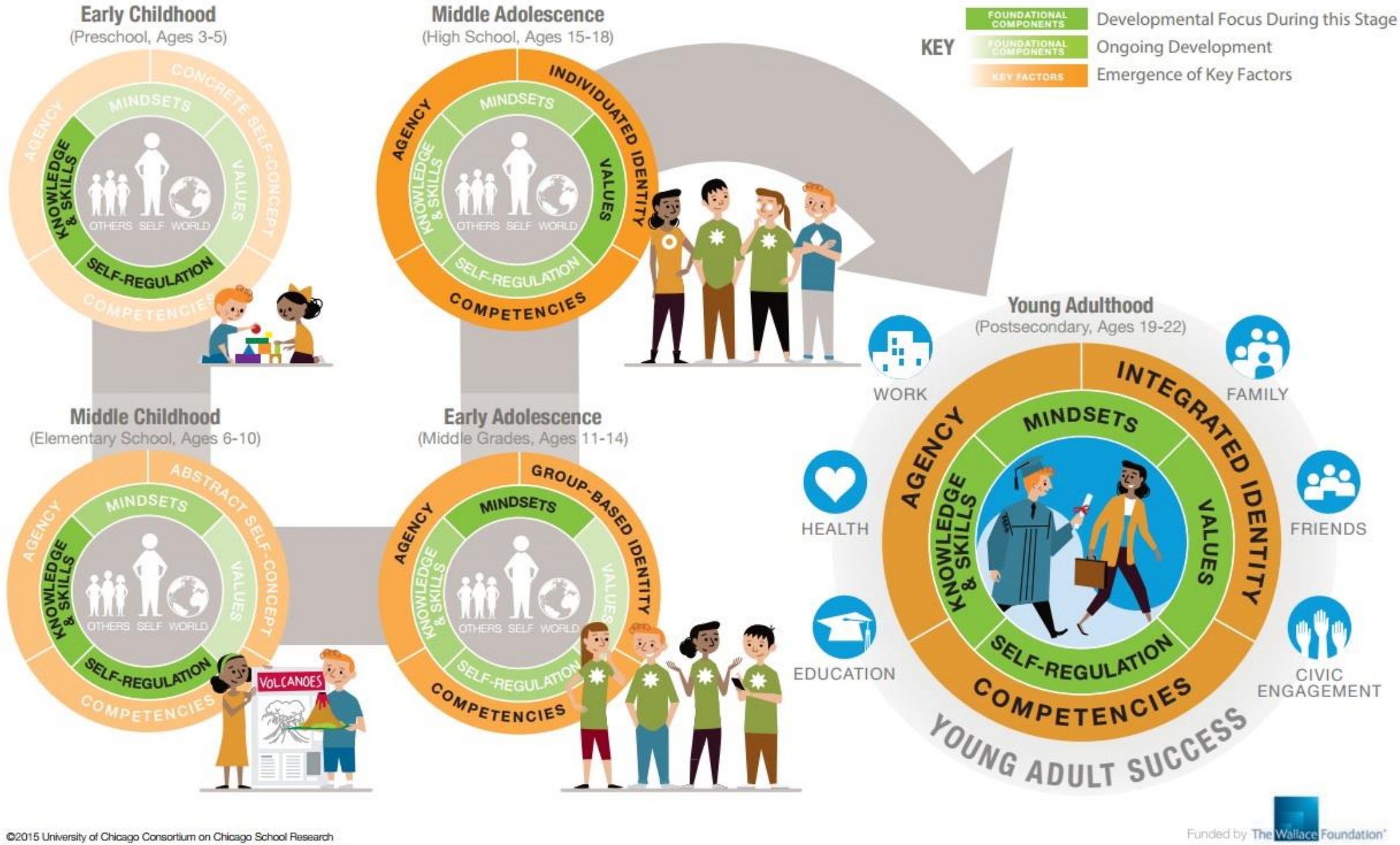
American Youth Policy Forum

21ST CENTURY READINESS: EMPLOYER PERSPECTIVE

American Youth Policy Forum

SOCIAL AND EMOTIONAL LEARNING FRAMEWORK

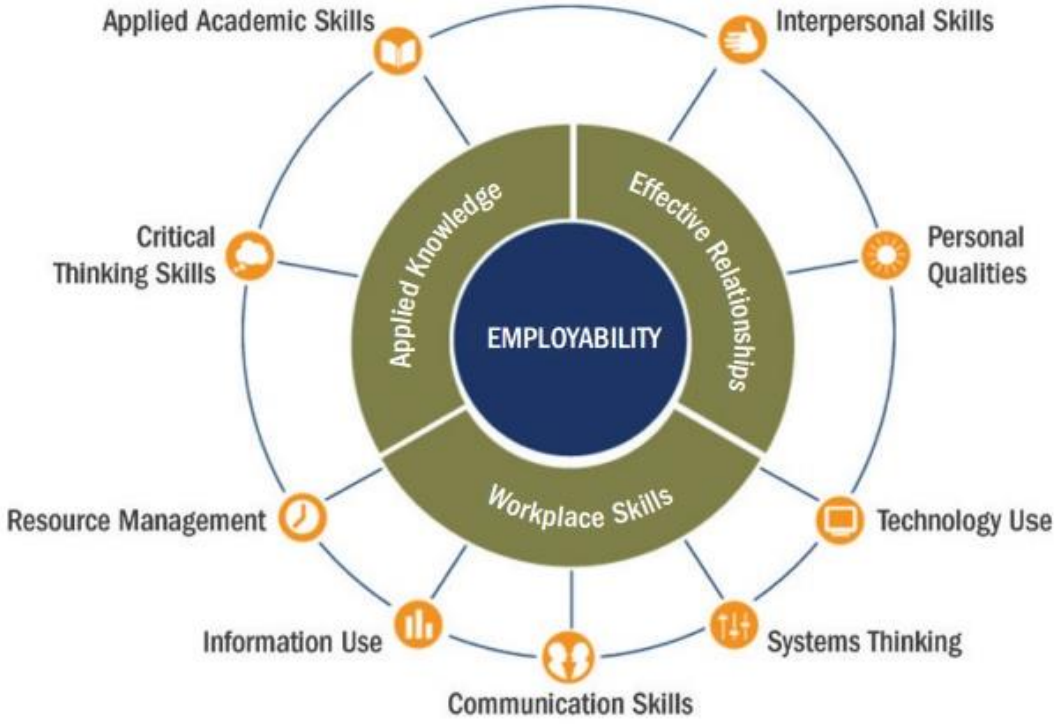
Source: Collaborative for Academic, Social, and Emotional Learning (2015)



Source: "Foundations for Young Adult Success," The University of Chicago Consortium on Chicago School Research (2015)

American Youth Policy Forum

EMPLOYABILITY SKILLS FRAMEWORK

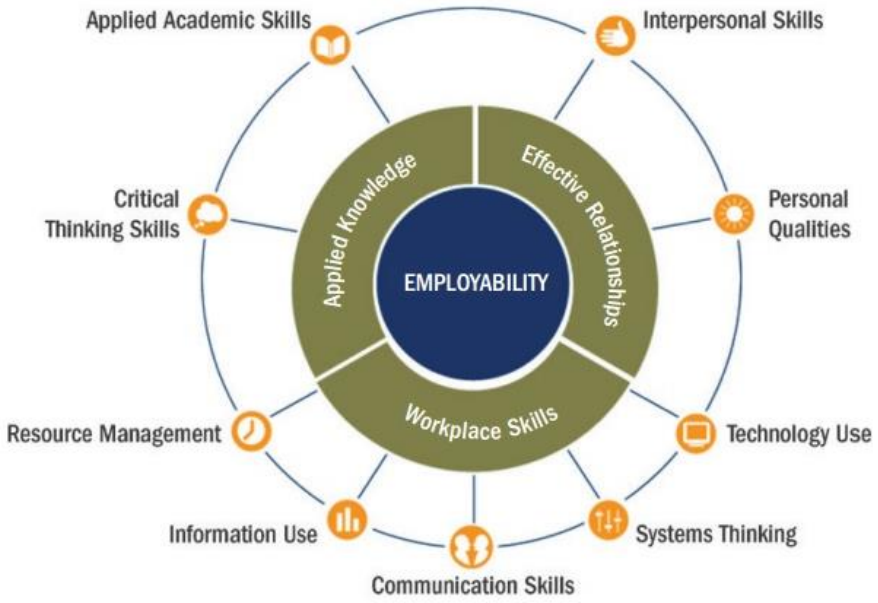


Source: U.S. Department of Education, Office of Career, Technical, and Adult Education

American Youth Policy Forum

FOUNDATIONS

EMPLOYABILITY



SEL

@AYPF_Tweets

American Youth Policy Forum

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)

American Youth Policy Forum

@AYPF_Tweets

American Youth Policy Forum

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

AUDIENCE QUESTIONS

The Grand Rapids Story

ELO network
Expanded Learning Opportunities

- Infrastructure
- Governance
- Funding

- Accountability
- Ownership

- Membership Needs

- Child Outcomes
- Community Outcomes

History of Partnerships

The Wallace Foundation

believe 2 BECOME

David P. Weikart Center for Youth Program Quality

Stanford University

AYPF American Youth Policy Forum

United Way
Heart of West Michigan United Way

the forum for youth investment

NLC National League of Cities
Cities Strong Together

john w. gardner center for youth and their communities

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

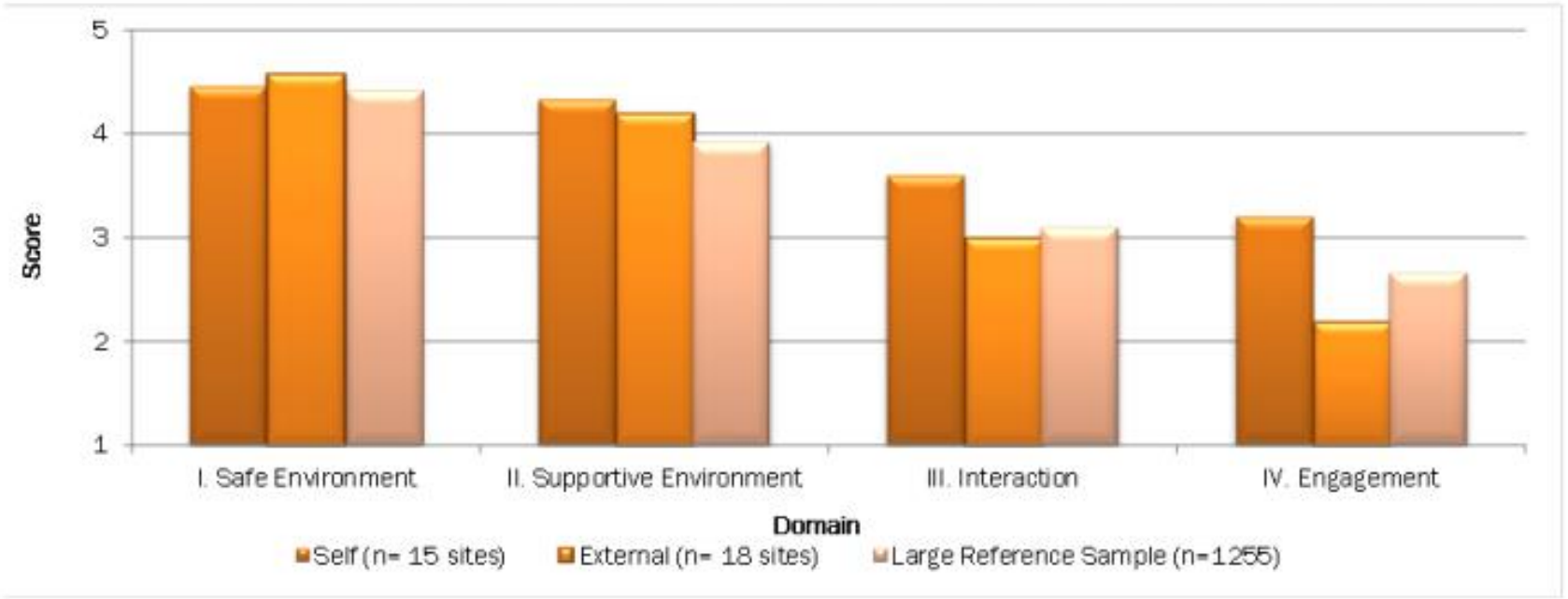
What we asked	How we asked	What we learned	Next steps

What data do OST providers use to define and measure success?	***Indicators of Out of School Time Success***
	✓ Fall 2012
	✓ 102 members participated in (8) group discussions
	✓ Identified the top 3 OST success indicators
	
	Provider Focus Groups
	✓ Fall 2012
	✓ Three concurrent, 90 minute focus groups
	✓ 27 attendees, 25 organizations
	
	Common Data Elements
	✓ Fall 2012
	✓ Crosswalk of fields from program registration forms
	✓ 25 organization participants
		• **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.**
		  • **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%).
			➢ ***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

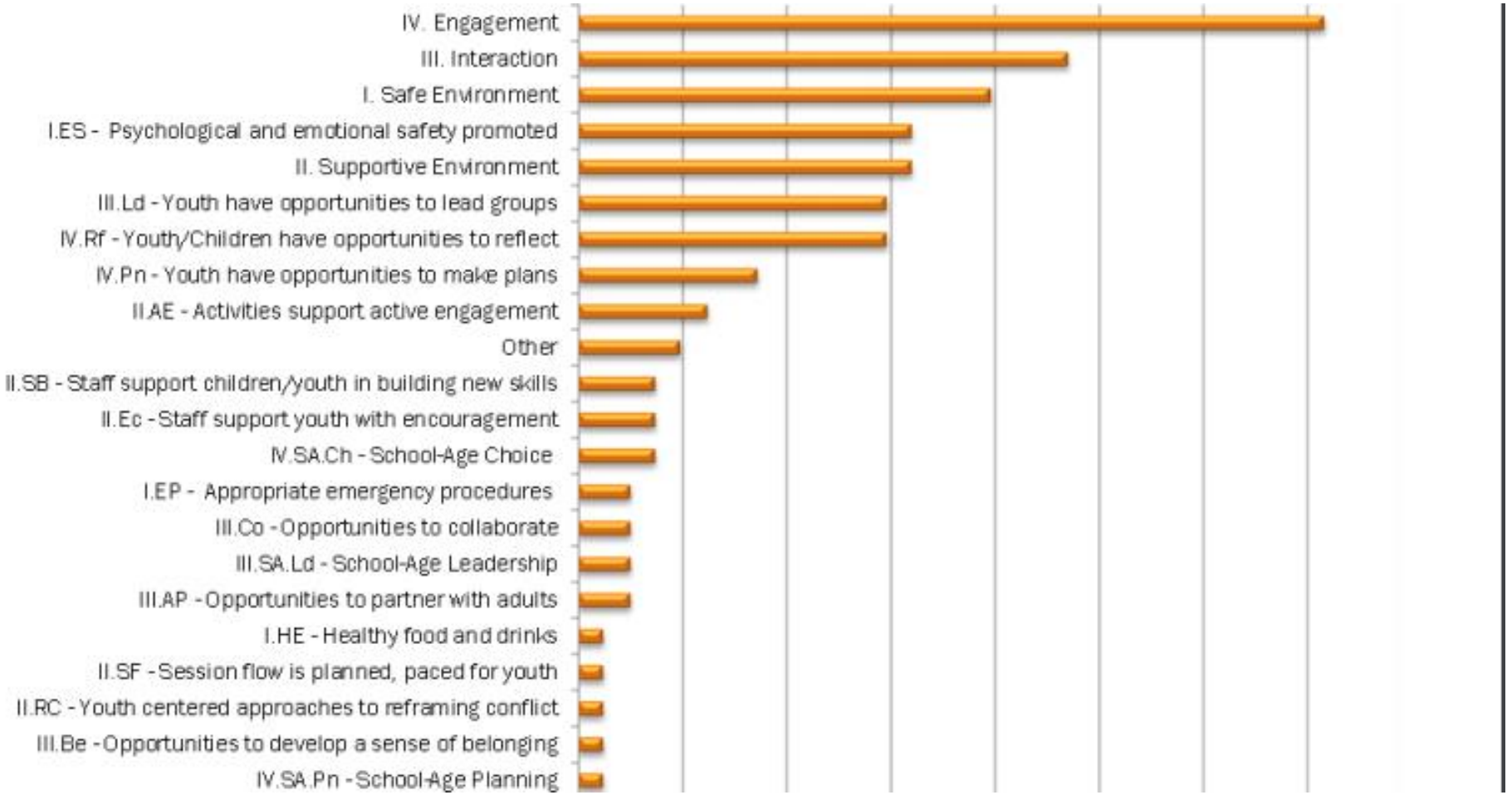
ELO network Expanded Learning Opportunities
Johnson Center at Grand Valley State University
Community Research Institute
Empowering communities with quality research and data
The Wallace Foundation
Supporting ideas. Sharing solutions. Expanding opportunities.

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

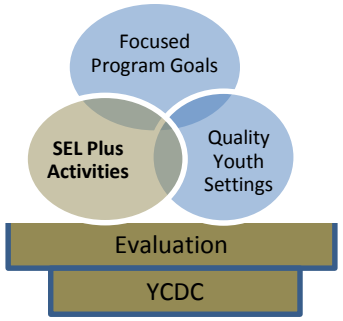


Framework for "Enhancing Youth Engagement" Initiative

Vision: Children ready for school, work, and life

Goal: Seeking Imagined Future Self

Program Development

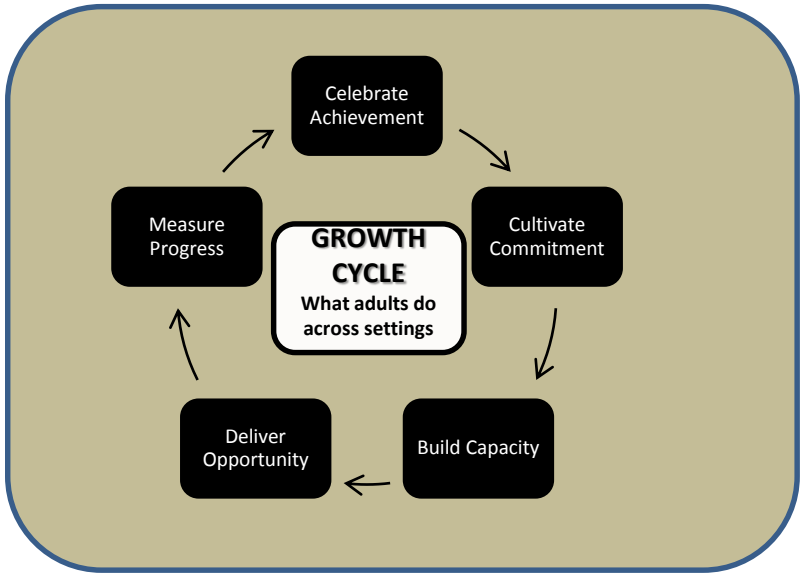


Actions and Experiences of Youth

Imagined Future Self Indicators

- ✓ Skills
- ✓ Knowledge
- ✓ Mindset
- ✓ Behavior

Network Capacity Building and Community Growth Cycle



Learning Support + Resources

Strategies for Engaging Families

Youth Support Systems (Church, Peers)

Network Goals and Indicators

- Knowledge
- Skill
- Mindset
- Behavior

FOCUS of agency learning categories

Future Orientation
- Future awareness
- Goals (for school, work, and life)
- Planning
- Expectations /hopefulness

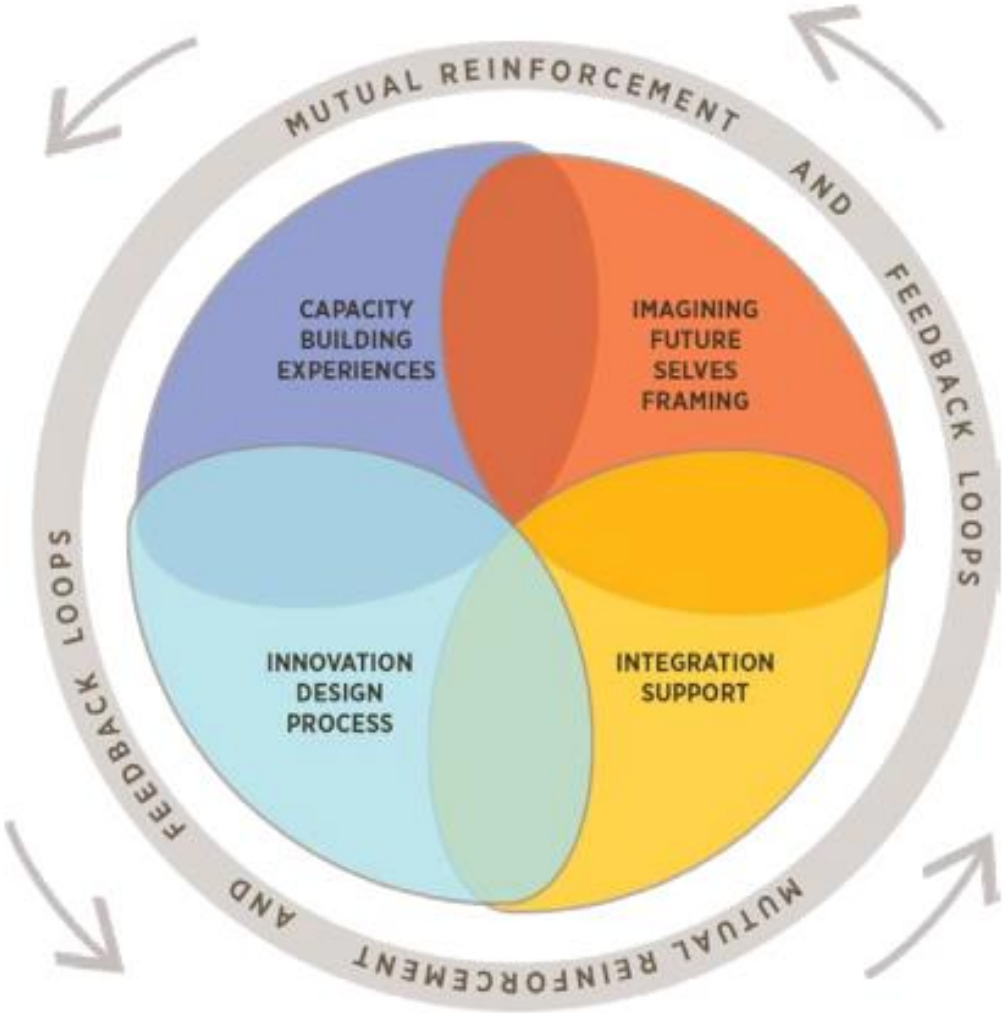
Success Mindsets
- Growth mindset
- Conscientiousness

AGENCY

Social and Emotional Skills
- Identifying emotions
- Managing emotions
- Navigating social norms

Communication Skills
- Oral communication
- Written communication
- Info search capabilities

Catalytic Change Making



Starting dashboard (baseline)

FUTURE KNOWLEDGE

- 50% can name a realistic career
- 33% believe they can make a difference
- 29% have skills to write a business letter

SUCCESS MINDSETS

- 33% focus on quality of work
- 33% keep trying and don't give up
- 50% believe they can be smarter

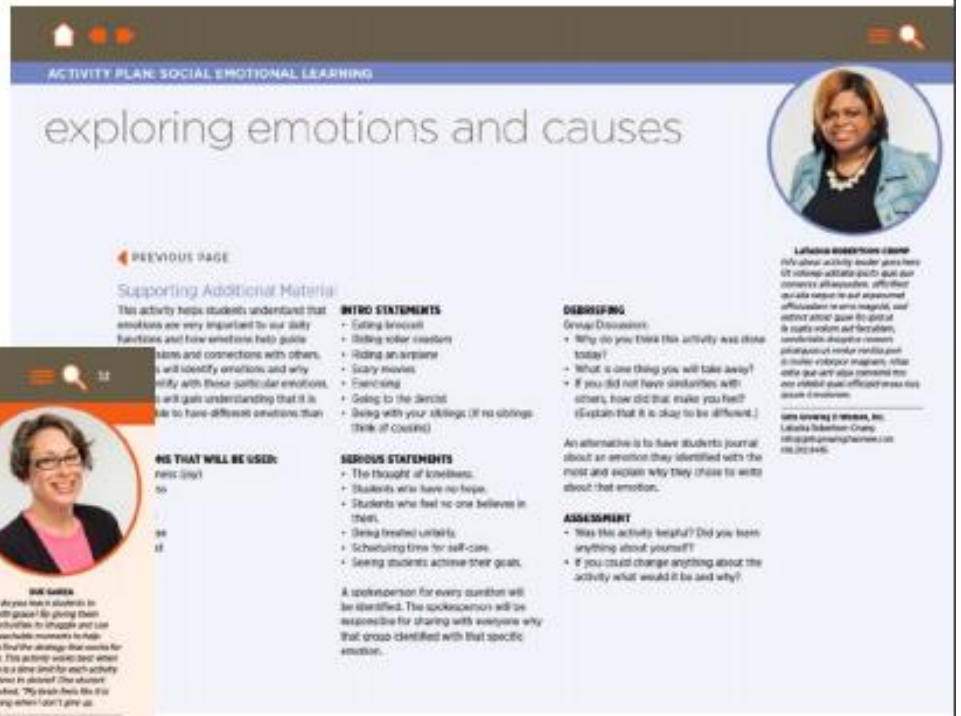
SOCIAL EMOTIONAL

- 32% can understand others
- 30% will do the right thing despite peers
- 26% have skills to manage emotions

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

all relevant materials included



Imagine U Tooklit:
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

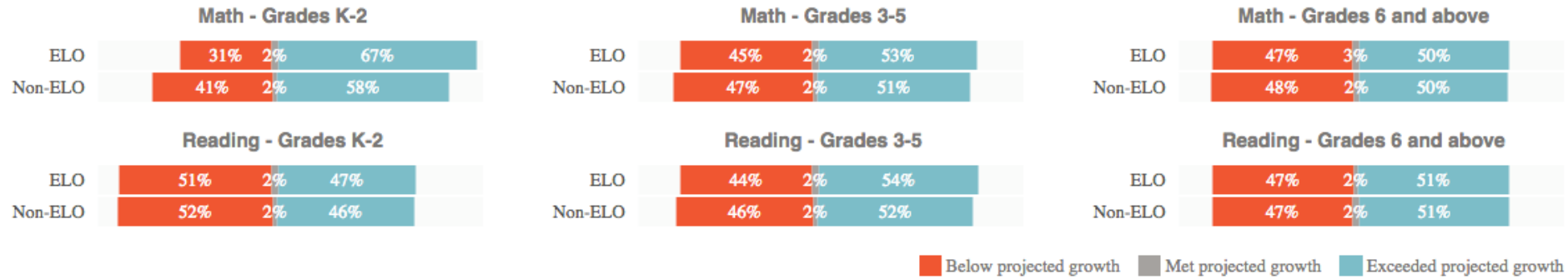
Average rating of climate-specific post-survey items (possible ratings range from 20 to 100, with a higher score being desirable).

Elementary-age	Adolescent
62	84

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

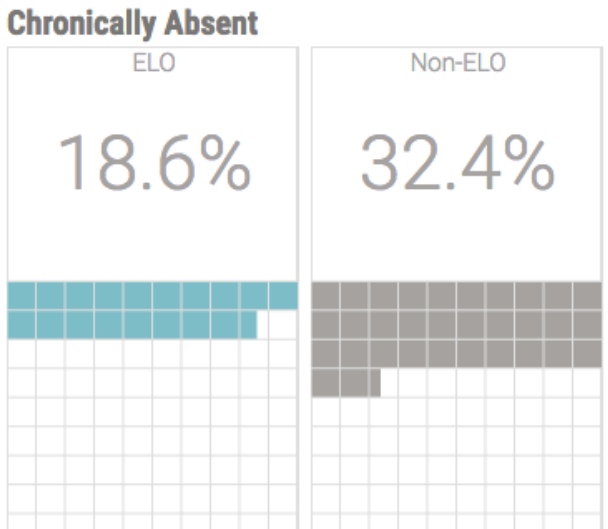
Academic Achievement

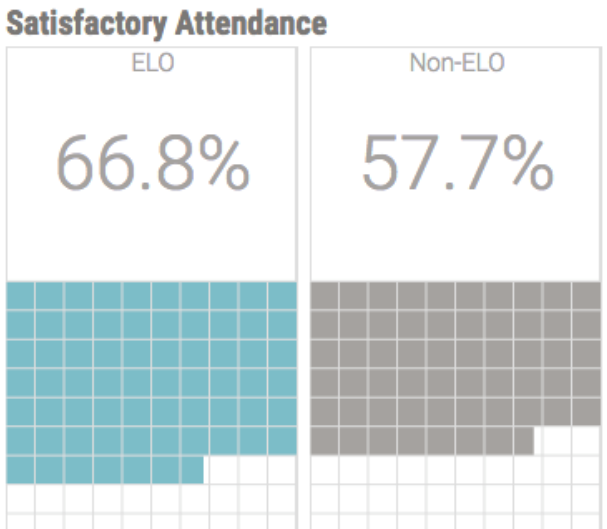
Measures of Academic Progress Test - Percent of youth in the Grand Rapids Public School district who 1.) are below the expected growth in subject area; 2.) met the expected growth in subject area; and 3.) exceeded the expected growth in subject area.
This is determined by comparing test scores from fall 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 Absence





Ecosystem of Systems Change

AUDIENCE QUESTIONS

URBAN ALLIANCE

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

SEL Training

Students

&

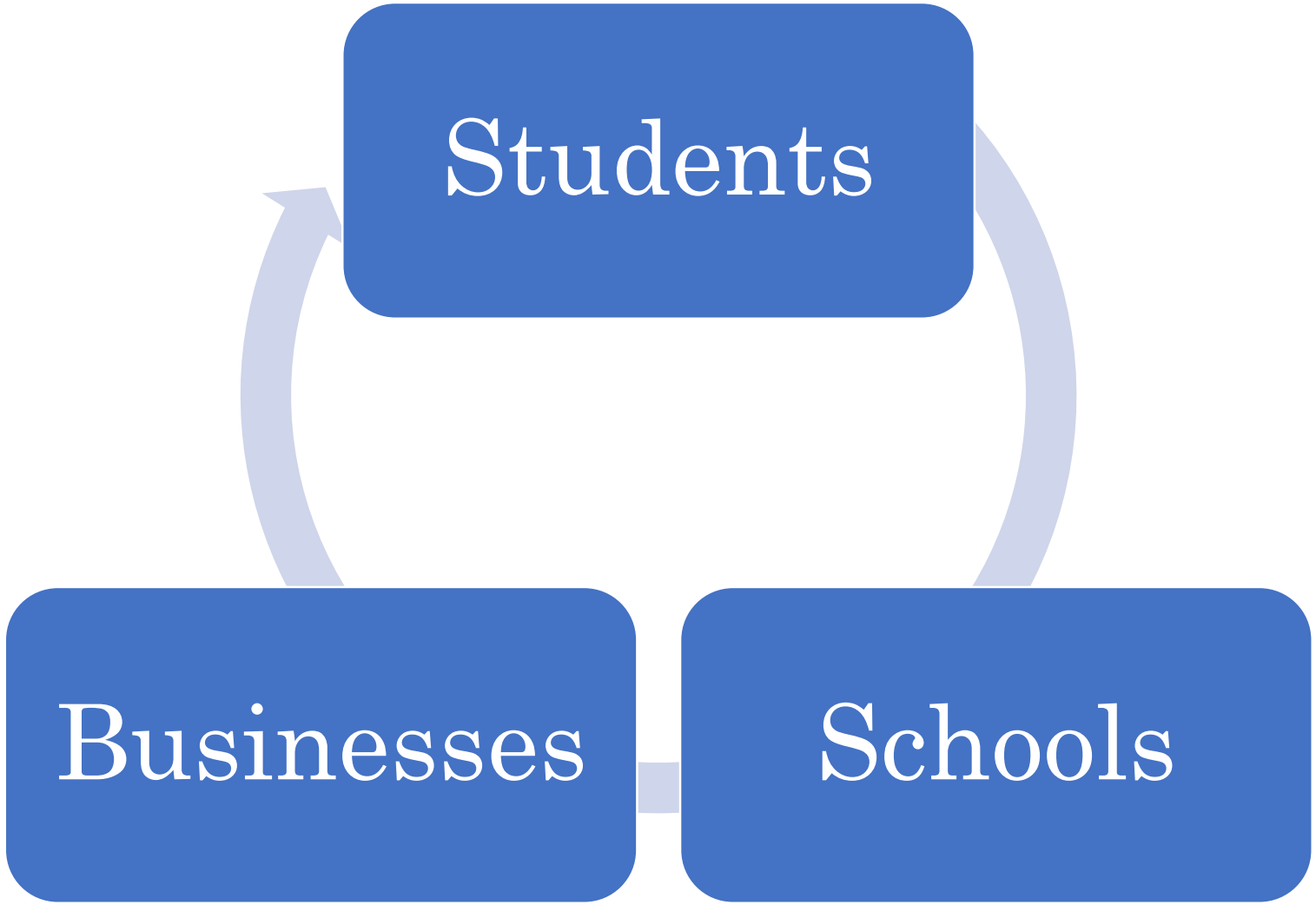
Adults

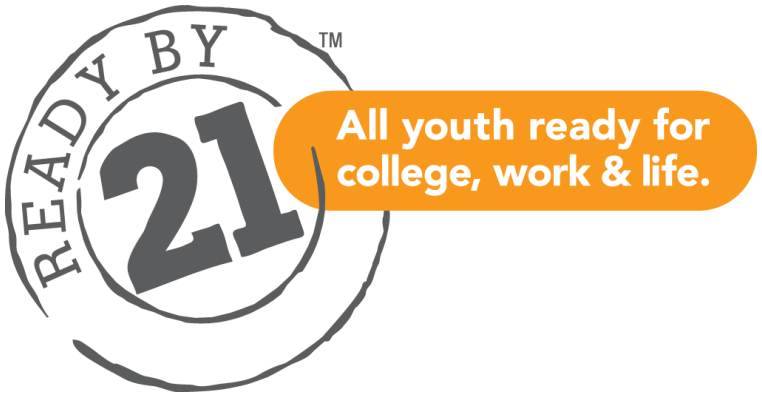
Feedback Loop and Evaluation

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…

Should schools and districts view employment opportunities as learning opportunities?

Making It Work in Your Community





the forum FOR YOUTH INVESTMENT

AYPF

PANEL DISCUSSION

AUDIENCE QUESTIONS

CONTACT TODAY'S PRESENTERS

Carinne Deeds
cdeeds@aypf.org

Erica Curry VanEe
urbancurry@gmail.com

Dan Tsin
dtsin@theurbanalliance.org

Jennifer Brown Lerner
Jennifer.lerner@aspeninstitute.org