

Expanded Learning Workforce

Where do you start & Where can you go?

March 29, 2023

- ★ *Tiffany Gipson*
- ★ *Bill Fennessy*
- ★ *Lupita Perez*



What We're Doing Today

- Introductions & The Plan for Today
- Expanded Learning Workforce Context
- Workforce Development Continuum
- Where do you start and where can you go?
- Transition to Regional Breakouts

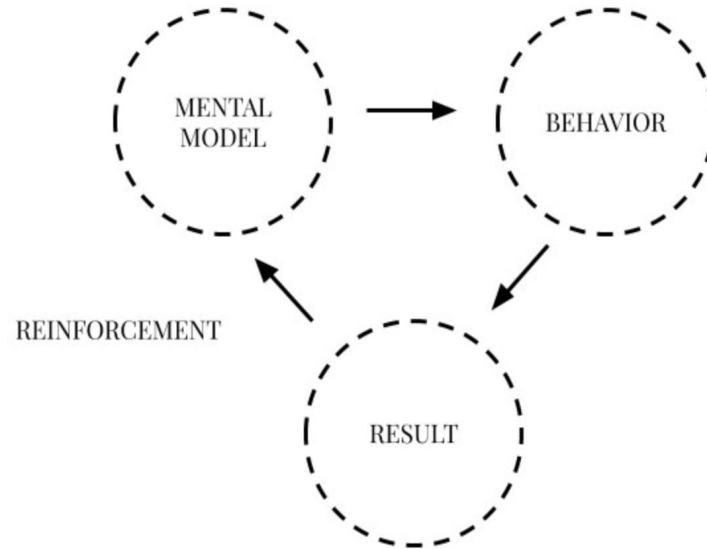


Mental Models

We need everyone's wisdom to get the wisest result.

The whole is greater than the sum of its parts.

EVERYONE has WISDOM



There are no wrong questions because ALL questions make us think.

EVERYONE will hear others and be heard.

You are entitled to your own perspective...so is everyone else. Be Open!



How Do we Approach Our Work

- Equity is our anchor and has to be embedded in every aspect of this exploration
- Quality is one of our outcomes
- Supporting the growth and evolution of “learning organizations” through compassion and continuous quality improvement is our strategy
- Everything we do lives in the WCHW framework

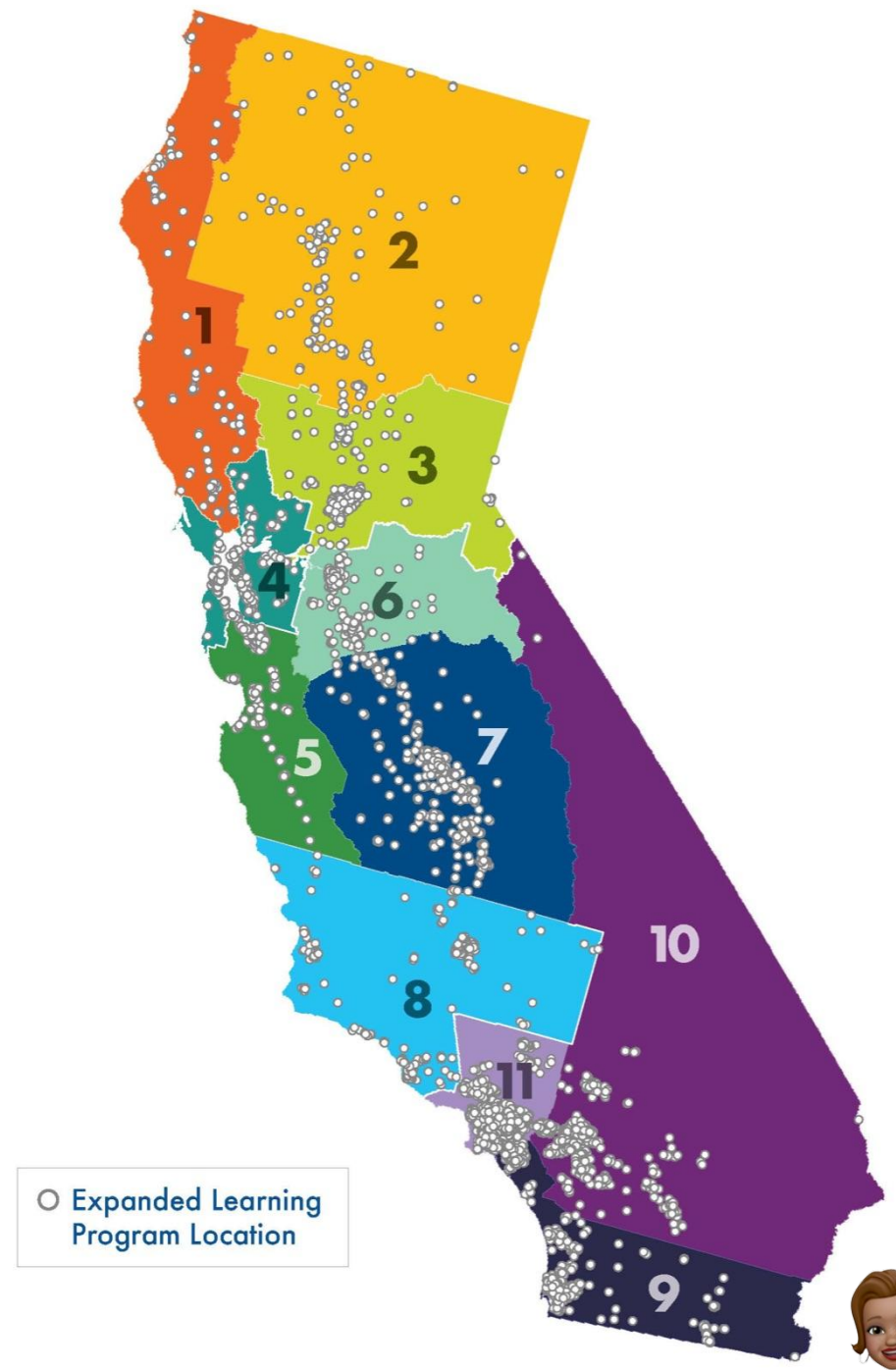


California's Programs

VISION:

Expanded Learning Programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life.

Pre-Pandemic the state-funded After School Education and Safety (ASES) program and federally-funded 21st Community Learning Center (21st CCLC) program operated at over **4,500 sites** with over **980,000 students** enrolled. The vast majority (85%) funded exclusively by the state.



Expanded Learning Workforce

WE KNOW THAT...

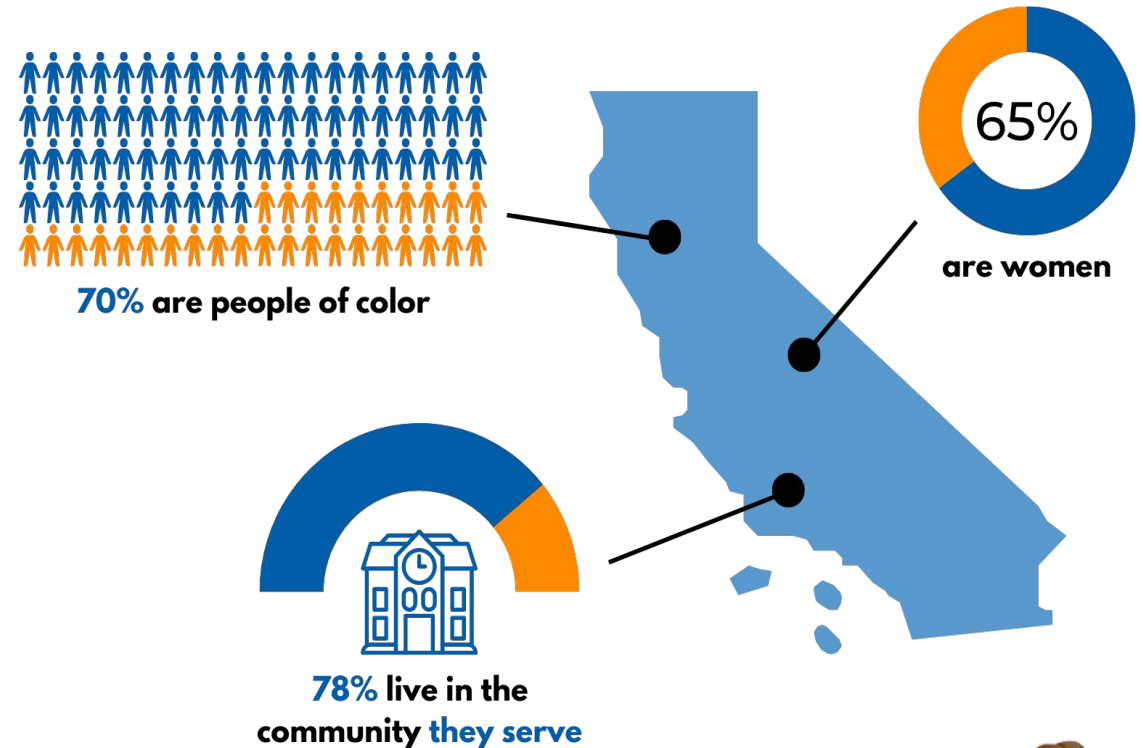
- Learning happens in the context of relationships
- Adults require the same types of supports as youth to learn and develop
- Staff quality is the foundation for all effective programming

During the COVID-19 pandemic, allied youth workers have been called to serve on the frontline and now staff must be equipped to re-engage youth and also address their own grief and trauma.

Currently, however, Expanded Learning and other social service sector workforces don't have collective power and have historically not been valued in society through comprehensive public policy and economic investment.

CA Expanded Learning Workforce

*These numbers are estimates before ELO-G and ELO-P funding.



Quality Standards, Skills, & Competencies

Quality Standards for Expanded Learning in California:

Creating and Implementing a Shared Vision of Quality

INTRODUCTION / BACKGROUND	3
DESCRIPTION OF STANDARDS AND CROSSWALK	4
RECOMMENDED USES	5
QUALITY STANDARDS IN ACTION	6
SUMMARY OF WORK GROUP PROCESS	19
WORK GROUP PARTICIPANTS	20
GLOSSARY OF TERMS	21
REFERENCES	22



"This bold initiative provides a road map for improving expanded learning throughout California."

- Tom Torlakson
Superintendent of Public Instruction

FINAL RELEASE: SEPTEMBER 2014

Informed by Expanded Learning stakeholders and practitioners, and produced in collaboration between the California Department of Education, After School Division, and the California AfterSchool Network.



CORE KNOWLEDGE, SKILLS, AND COMPETENCIES

for Afterschool and Youth Development Professionals

1. CHILD/YOUTH GROWTH AND DEVELOPMENT
2. LEARNING ENVIRONMENTS AND CURRICULUM
3. CHILD/YOUTH OBSERVATION AND ASSESSMENT
4. RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH
5. YOUTH ENGAGEMENT, VOICE, AND CHOICE
6. EQUITY AND INCLUSION
7. FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS
8. SAFETY AND WELLNESS
9. PROGRAM PLANNING AND DEVELOPMENT
10. PROFESSIONAL DEVELOPMENT AND LEADERSHIP



What Do Expanded Learning and Work-Based Learning Share?

Elements of a High-Quality Pathway

- High-Quality, Integrated Curriculum and Instruction
- Leadership at All Levels
- Access and Equity
- Student-Centered Delivery of Services
- Skilled Instruction and Educational Leadership
- Strong Partnerships with Industry
- Cross-System Alignment
- Appropriate Use of Data and Continuous Improvement
- Sustained Investments and Funding
- Intentional Recruitment and Marketing
- Career Exploration and Student Supports

Point-of-Service Quality Standards

- Healthy Choices and Behaviors
- Active and Engaged Learning
- Skill Building
- Youth Voice and Leadership
- Diversity, Access, and Equity
- Safe and Supportive Environment

Programmatic Quality Standards

- Quality Staff
- Clear Vision, Mission, and Purpose
- Collaborative Partnerships
- Continuous Quality Improvement
- Program Management
- Sustainability

Five Core Learning Principles

- Expanded Learning is: Active, Collaborative, Meaningful, Supporting Mastery, and Expanding Horizons

Learning Elevated from the Field

Workforce Strategy Committee (WSC)

A multi-sector committee of stakeholders from Expanded Learning, Higher Education, & Workforce Development convened to develop a comprehensive set of recommendations to support and advance a thriving Expanded Learning workforce.

- ▶ [EXLD Strategic Plan 2.0](#)
- ▶ A Vision for EXL in CA: [Recommendations for the Development of a Diverse and Thriving Expanded Learning Workforce](#), which outlines a comprehensive set of strategies to support and advance the workforce.
- ▶ Convene CDE Workforce Implementation Committee (WIC)

Workforce Recommendation Themes (WSC 2019)
Policy & Funding:
Increase funding and influence policy to support the development of a stable, well-trained Expanded Learning workforce to ensure quality Expanded Learning programs.
Data Collection System:
Develop a data collection system that informs initial and ongoing work related to workforce development.
Economic Mobility & Success:
Address barriers to economic mobility and success to ensure the Expanded Learning workforce is reflective of the diversity of California's children and youth.
Career Pathways & Professional Development:
Articulating a common vision of the Expanded Learning workforce that outlines the many entry points into, within, and beyond Expanded Learning careers.
College-Credit System:
Incentivize and attract a diverse Expanded Learning workforce through a flexible and accessible college-credit system.



Field Engagement

Workforce Implementation Committee (WIC)

The purpose of the WIC is to identify data collection needs, strategies, and target audiences to better understand the Expanded Learning workforce.

This will advance the development of a diverse EXL workforce that is prepared to support the growth of children and youth, and deliver high-quality programming.

WIC Focus Phase 1 (<u>Oct.2020 - Oct.2021</u>)		
<p>Obj 2.1: Validate EXL workforce research to establish a shared understanding of the job titles, job descriptions, and employment requirements of the EXL workforce</p>	<p>Obj 4.1: Articulate a philosophy of the Expanded Learning workforce.</p>	<p>Obj 3.1: Develop and implement an earn and learn model that will promote career advancement and economic mobility for low-income people and people of color.</p>
WIC Focus Phase 2 (<u>Nov.2021 - Jun.2022</u>)		
<p><u>Communications Subcommittee</u></p>	<p><u>Research & Promising Practices Subcommittee</u></p>	<p><u>Launching Pathways Subcommittee</u></p>
<p>Coordinate the framing & development of Expanded Learning communications to disseminate information to the field in the most meaningful ways.</p>	<p>Gather & share bright spots, lessons, and stories from Exl Programs and Professionals. The purpose of the stories will be to share honest depictions of how the field is addressing current issues and sharing intentional and equitable practices that promote innovative strategies.</p>	<p>Explore the types of partnerships, resources, & supports needed (including an employer of record service) to create collaborative, system-wide structures to accomplish a variety of outcomes.</p>



WORKFORCE IMPLEMENTATION COMMITTEE (WIC)

2020-2022

CHAIRS



KOURTNEY ANDRADA

Girls Inc. of Alameda County



DARRELL PARSONS

CDE Expanded Learning Division



ALEAH ROSARIO

FCCC/California AfterSchool Network

PURPOSE

The purpose of the CDE-EXLD Workforce Implementation Committee is to identify data collection needs, strategies, and target audiences to better understand the EXL workforce. This will advance the development of a diverse EXL workforce that is prepared to support the growth of children and youth, and deliver high-quality programming.

The Committee will advance the goals and activities set forth in the CDE-EXLD Strategic Plan 2.0 and recommendations developed by the Workforce Strategy Committee in 2019.

The Expanded Learning Division contracted with the Foundation for California Community Colleges and the California AfterSchool Network to provide coordination and strategic advising to the Workforce Implementation Committee (not all members are listed above). Additional acknowledgment of the System of Support for Expanded Learning and the Site Coordinator Network Leadership Team for their continued engagement and input on this work.



FOUNDATION for CALIFORNIA
COMMUNITY COLLEGES

Learn more at www.afterschoolnetwork.org

WORKFORCE IMPLEMENTATION COMMITTEE (WIC)

MEMBERS 2020-2022



Region 1
TERESA BETTENCOURT
 Konocti Unified School District
MELEA MEYER
 Mendocino County Office of Education
BETH PINE
 Mendocino Coast Recreation and Parks District/Fort Bragg USD

Region 3
SIM RIBAKOFF
 Expanded Learning University
MONIK VEGA
 Sacramento Chinese Community Service Center

Region 4
MARIANA LOPEZ QUINTANILLA
 Bay Area Community Resources
NINA MORENO
 Safe Passages
MARISA RAMIREZ
 Bay Area Community Resources
KATHLEEN WHITE
 City College of San Francisco

Region 5
MARIA DRAKE
 Citizen Schools California

Region 7
LUIS BRAVO
 Fresno County Superintendent of Schools
MARIE PINTO
 ProYouth
MALIA VILLARREAL
 California Teaching Fellows Foundation

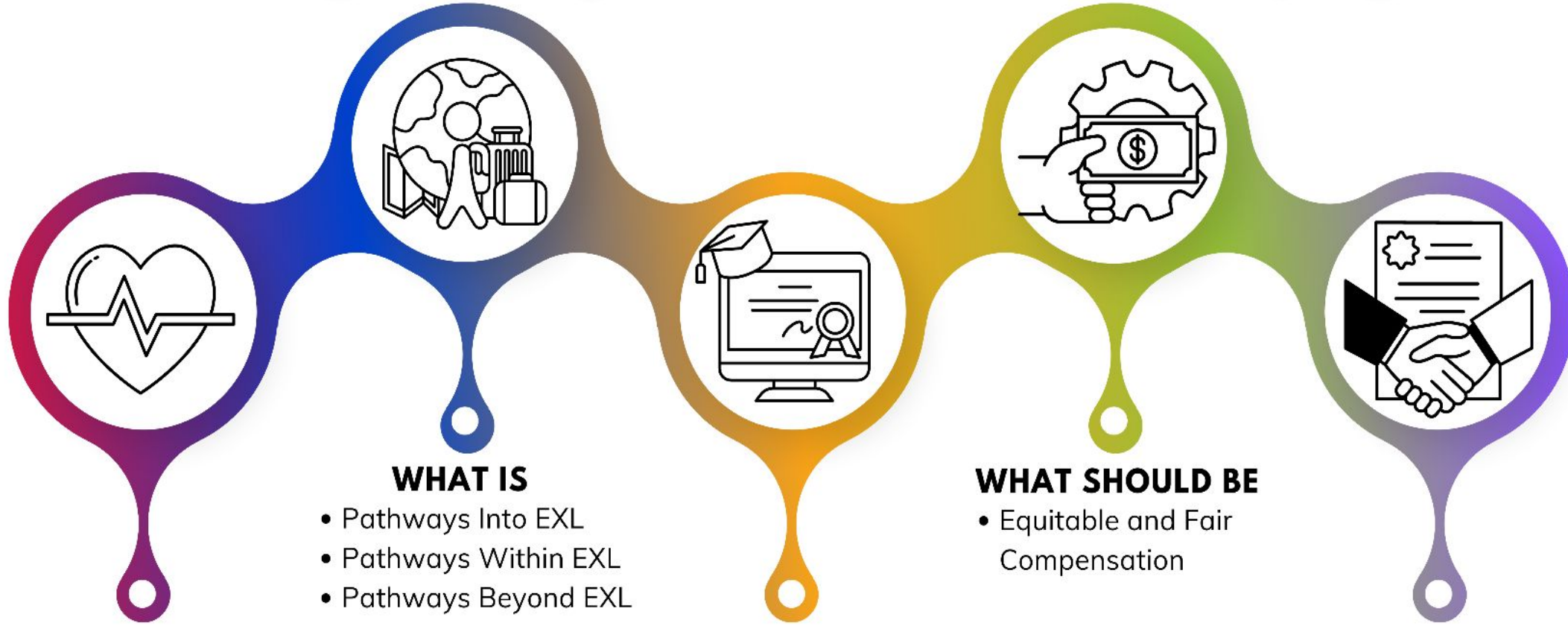
Region 9
LUPITA CRUZ
 Santa Ana Unified School District
ALEXANDRA GARCIA
 ARC
MICHAEL GOMEZ
 The Children's Initiative
CORIE SLALI SANDOR
 Before & After School Enrichment (BASE Programs)
BRISA HUERTA-PRICE
 Calexico Unified School District

Region 11
BILL FENNESSY
 A World Fit For Kids
ERIC GURNA & LAURA BEEBE
 LA's Best, Afterschool Enrichment Program
JESSE OLIVEROS
 Beyond the Bell/LAUSD
SHARON RAMOS
 Boys & Girls Clubs of Carson
LAURA RIVERA
 Think Together
CELINA SALINAS
 Woodcraft Rangers

***S**
LESLYE LUGO & TROY SELVEY
 California AfterSchool Network
SAM ADAMS
 Public Profit
AYALA GOLDSTEIN
 California School-Age Consortium

This work has been the culmination of the time, dedication, hard work, and resources of many individuals and organizations. The Expanded Learning Division (EXLD) of the California Department of Education (CDE) would like to acknowledge their contributions and express our deepest gratitude to all of those involved in this process.

Strengthening the Workforce Webpage



OUR WHY

- Philosophy & Background
- Historical Context
- Assumptions & Guiding Values

WHAT IS

- Pathways Into EXL
- Pathways Within EXL
- Pathways Beyond EXL

WHAT'S NEEDED

- Best Practices in Employer-Based PD/Training
- Professional Standards and Skills Assessment
- Expanded Learning Technical Assistance Ecosystem
- Equity in Higher Education
- School-Age Certificate Programs in California Community Colleges

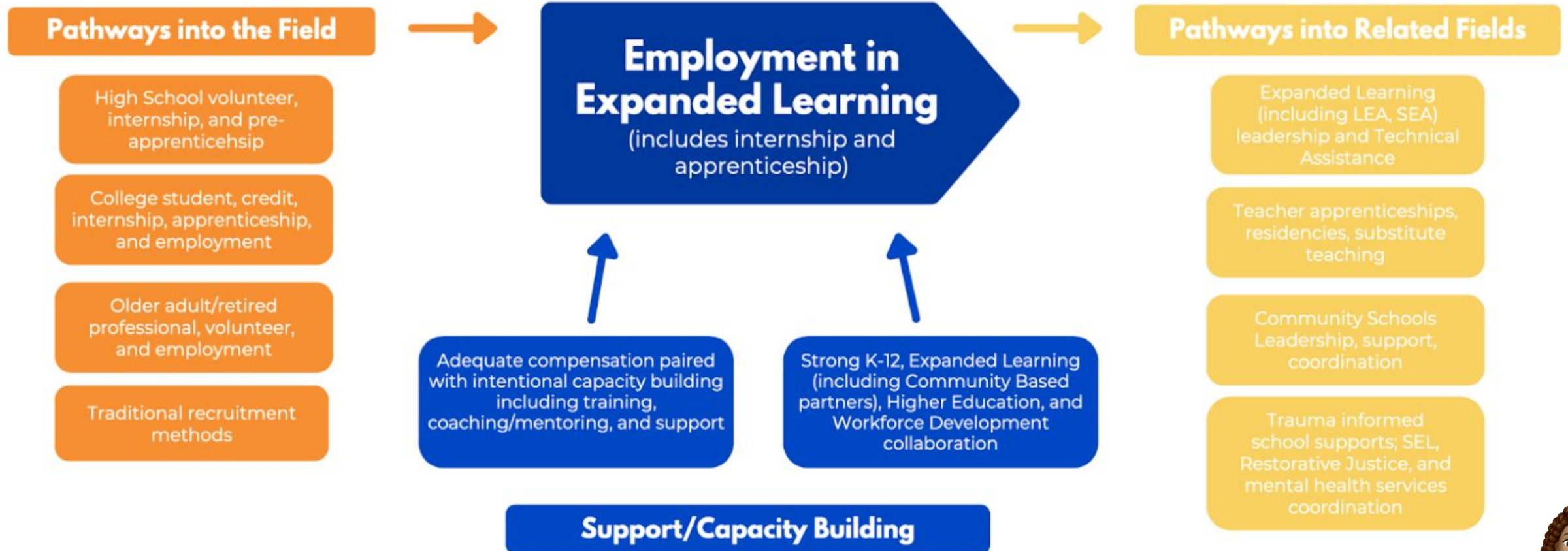
WHAT SHOULD BE

- Equitable and Fair Compensation

WHAT'S NEXT

- Cross-Sector Partnerships
- Funding for the Field
- Bridging Research with Practice
- Local/State/National Policy & Advocacy

Creating Multiple Pathways Into, Through and Beyond the Expanded Learning Workforce



Support and Nurture an Adult Workforce

Invest in building
Career Pathways,
Education,
& Skills Training
to strengthen the adults
who provide services
to promote
whole child
health & wellness

Prioritize
programmatic & service-oriented
culture and practices
that empower staff
with an emphasis on building
Compassion,
Inclusion,
Belonging,
Anti-racism,
& shared action

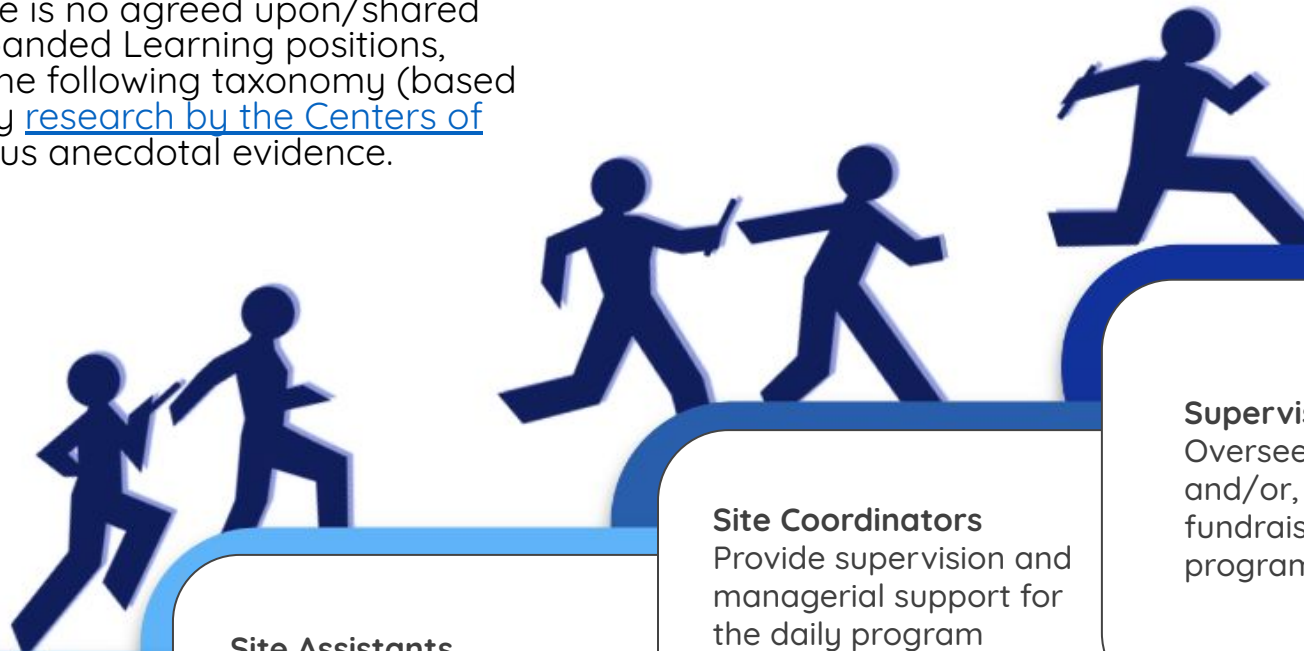
Mobilize & enact
collective power across
youth development sectors
to co-create
state & local policies,
systemic restructuring,
& new funding

Uplift
Social-emotional competencies
& continuous learning process
that are understood & practiced
across sectors, titles,
& job descriptions



Common Positions

Although there is no agreed upon/shared lexicon of Expanded Learning positions, here we use the following taxonomy (based on preliminary [research by the Centers of Excellence](#)) plus anecdotal evidence.



Program Leaders
Provides direct services and supports to program participants.

Site Assistants
Provides direct services and supports to program participants and some administrative support.

Site Coordinators
Provide supervision and managerial support for the daily program operations and staff development.

Supervisor/Manager
Oversees multiple sites, an org and/or, dept., with policy-setting, fundraising, board management, program development

District, County, State Positions
Navigates system-level, policy and program structures for program quality.



Grow Your Own & Earn and Learn Models

The complexity of the California Expanded Learning field dictates that we identify **multiple entry points** so the different programs, organizations and school communities can create the “right fit” for their community.

HIGH SCHOOL (HS)					POST HS GRADUATION
ExL WORK EXPLORATION	WORK EXPERIENCE THROUGH ExL PROVIDER-BASED INTERNSHIPS	CAREER TECHNICAL EDUCATION (CTE) ExL INTERNSHIPS	REGISTERED ExL YOUTH APPRENTICESHIPS (As a paid Program Leader, that counts to ratio)	EMPLOYMENT (Entry Level Position)	STACKABLE APPRENTICESHIP MODELS
Volunteer ExL Work Exploration (Typically Unique ExL Site or Extension of Instructional Day Program)	“Provider-Based Internal Internships” (District, HS Admin & EXL Program Collaboration) Becomes Recognized Pre-Apprenticeships Upon Start of Registered Apprenticeship	CTE ExL and Human Services Internships (District, CTE, & ExL Program Collaboration)	DAS/DOL Recognized ExL Youth Apprenticeships (District, Community College, HS Admin, ExL Program, and Intermediary Collaboration)	Elementary School ExL Program Employment (District, HS Admin, ExL Program Collaboration)	DAS/DOL Recognized ExL Apprenticeships (Collaborative Community College, ExL Program, and Intermediary Programming)
Entry point for any interested HS student	Entry point for any interested HS student	Entry point for any interested HS student enrolled in a CTE program	Entry point for any interested HS student	Entry point for any interested HS student, (or graduate)	Entry point for any interested HS graduate



Build Local Partnerships

Cross-Sector Partnerships

- Diverse Pool of Candidates
- EXL Incumbent Workers
- Employers/Providers
- School Site Administrators
- K-12 District(s)
- Community Based Organizations (CBO)
- Workforce Development Boards
- Post-Secondary Educators
- Government
- Intermediaries

Higher Ed partners

- specifically, early childhood, education, and other health and human service fields

Community

- local community based organizations, churches, senior centers
- Partnering youth development organizations to look at cross-hiring/training and/or subcontracting

**Students
Families
Staff**

School Site

- IAs, other paras, families,
- high school students to complete community service hours, then transition to (earn and learn structure) employee

Staffing Requirements

Staffing requirements for ELO-P match those of ASES, *except for the TK/K staffing ratio:*

- **Staff Ratio of 20:1 except TK/K, which is 10:1**
- All staff who directly supervise students must meet a districts qualifications for an instructional aide (IA)
 - LEAs have the flexibility to revise their district policy.
 - LEAs can create an IA Classification and/or Exam to better measure the qualifications and competencies of Expanded Learning candidates.
 - *For Title I Districts IAs in Expanded Learning do not need to meet the Title I, IA requirements*



Creating Increased Employment Access AND The Ability To Hire High School Students



California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

Relevant CDE ELO-P FAQ's

#16 What are the staffing requirements for the ELO Program?

Staff that is used in ratio with pupils must meet the LEA's minimum requirements for an instructional aide. All ELO Programs must maintain a staff to pupil ratio of 1:20, unless working with TK/K pupils, where the staff to pupil ratio must be at least 1:10 (EC Section 46120[b][2][D]).

Mixed pupil groups that include any TK/K pupils must adhere to the 1:10 staff to pupil ratio requirement.



Relevant CDE ELO-P FAQ's

#17 What are the minimum requirements for an Instructional Aide in an Expanded Learning setting per EC Section 8483.4?

Based on the statutory requirements staff members for the After School Education and Safety (ASES) and 21st Century Community Learning Centers (CCLC) After School programs must:

(1) Meet the minimum qualifications for an instructional aide as prescribed by District policies:

(2a) Educational qualifications for instructional aides shall be prescribed by the school district employer and shall be appropriate to the responsibilities to be assigned; [EC Section 45334(b)] and

(2b) Demonstrate proficiency in reading, writing, and mathematics skills up to or exceeding that required by the employing district for high school seniors. [EC Sections 45330(e) and 45334.5(a)]



Relevant CDE ELO-P FAQ's

#17 cont: *Promising Practices*

LEAs have the flexibility to revise their district policy.

LEAs can create an Instructional Aide Classification and/or Exam to better measure the qualifications and competencies of Expanded Learning candidates.



Relevant CDE ELO-P FAQ's

#18 Must Instructional Aides in an Expanded Learning setting meet the requirements outlined under *EC Section 45330(c)*?

No. Because 21st CCLC funds derive from Title IV, Part B Funds, and not Title I Funds. Staff members in ASES or 21st CCLC programs who must meet the minimum requirements for an instructional aide do not need to meet the requirements outlined under *EC Section 45330(c)*, which outline additional requirements for paraprofessionals employed by LEA's and that are compensated in part or in whole by Title I Funds



Creating Increased Employment Access and Ability To Hire High School Students

WHAT THESE FAQs ALLOW AND WHAT THAT COULD LOOK LIKE

They allow for a district to revise its policy to add an Expanded Learning (ExL) classification of Instructional Aide, design an Exam that is relevant to the competencies and expectations of those ExL positions, and best attract its community's potential candidates for those ExL positions.

They allow for the employment of high school students, so long as they can pass the district's Instructional Aide Test, and be proficient in the reading, writing, and mathematics skills up to or exceeding that for the district's high school seniors. It should be noted that the completion of the work permit process could demonstrate this proficiency and is an established support system already in place.



Workforce Strategies To Begin Implementing For Summer and Beyond

- Constant Recruitment and Collaboration With Both Traditional and Innovative Community Sources
- Raise Interest and Recruitment Of HS Students
- Provide Employability Skills and Workforce Readiness Trainings
- Provide Instructional Aide Test Prep Classes
- Provide Instructional Aide Test Opportunities
- Increase The Frequency of Instructional Aide Test Prep Classes and Test Opportunities
- Provide Employment Process Assistance and Support
- Provide Access and Resources For TB Testing and Fingerprinting
- Provide Thorough Program Onboarding and Orientation
- Start with what you have - invest in them, then add. Don't compete.



Examples from the Field



After School All Stars LA (Pathways Program): Youth training with on the job learning in exl)



EGUSD SUMMER YOUTH INTERNSHIP PROGRAM:
Creating a Student Employee Program

**Girls Inc. of Alameda County
Expanded Learning Registered
Apprenticeship!**



Resources

- [Job Board](#)
- [AfterSchool Alliance Recruitment Toolkit](#)
- [Expanded Learning Recruitment Flyer](#)
- CDE FAQ's: www.cde.ca.gov/ls/ex/elofaq.asp
- [CDE ELO-P Webpage](#)
- CDE Help Desk: expandedlearning@cde.ca.gov
- [Quality Standards for Expanded Learning in California](#)
- [SSEL Contact Information](#)
- [Valuable Resources: Created for Site Coordinators, by Site Coordinators!](#)
- [Workforce Fact Sheet - PCY](#)
- [WIC Core Competency Crosswalk](#)
- [Paving the Way Final Report](#)
- [CAN Workforce Pathway Overview](#)



Regional Breakout Time

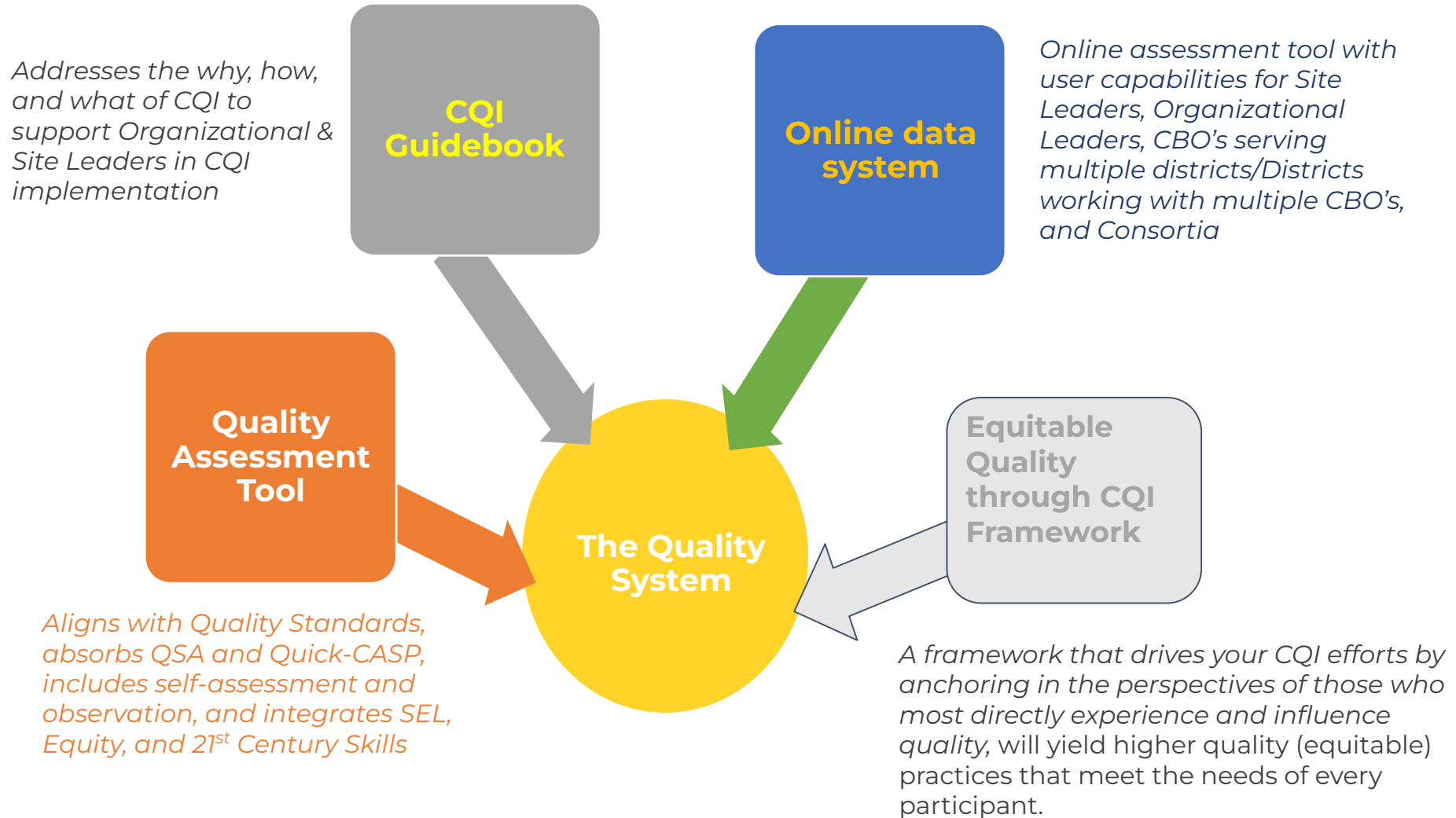


California AfterSchool Network

CONNECT. CONVENE. INSPIRE.



The Quality System



Connect with us!



TWITTER

@ca_afterschool



YOUTUBE

/California
AfterSchool
Network



FACEBOOK

/California
AfterSchool



INSTAGRAM

@caafterschool
network



LINKEDIN

/ca-afterschool-
network



POWEROFUS

2022 WORKFORCE SURVEY

Now recruiting fall staff and volunteers!

www.powerofussurvey.org

