

A VISION FOR EXPANDED LEARNING IN CALIFORNIA

Workforce Strategy Committee

Recommendations for the
Development of a Diverse and
Thriving Expanded Learning
Workforce

February 2020

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Key Definitions:

Expanded Learning (EXL) refers to before and after school, summer, and intersession learning experiences that develop the academic, social, emotional, and physical needs and interests of students. Expanded Learning opportunities should be hands-on, engaging, student-centered, results-driven, involve community partners, and complement learning activities the regular school day/year.

The **EXLD** is the California Department of Education's Expanded Learning Division.

The **System of Support for Expanded Learning (SSEL)** is the regional and statewide structure designed to build the capacity of Expanded Learning programs to meet all grant requirements defined in California statute and to promote high quality programs and services. The SSEL consists of EXLD staff, designated county leads/staff and contracted Technical Assistance (TA) providers.

The Workforce Strategy Committee is referred to as the **WSC**.

Background

Expanded Learning in California

California boasts the largest and highest-rated Expanded Learning infrastructure in the nation. Expanded Learning programs in California support after school, summer, inter-session, and before school programs at over 4,500 sites serving over 980,000 children and youth annually.¹ In 2018-19, approximately \$589 million in new and continued grants were allocated to After School Education and Safety (ASES) Programs and \$133 million in grants were allocated to 21st Century Community Learning Centers (21st CCLC) programs.¹ Since 2007, the CDE has built an effective SSEL infrastructure to support its Expanded Learning grantees, and has established a strong culture of collaboration between CDE and the Expanded Learning field.

Strategic Planning Background

In 2018, the EXLD wrapped up the implementation of the initial strategic plan and moved into the Strategic Planning 2.0 process. On September 27, 2018, the EXLD hosted a large convening of over 120 CDE staff and field stakeholders to identify goals and objectives for four outlined strategic initiative areas (Quality Programs, Policy and Grant Administration, Collaborative Partnerships, and Workforce). The EXLD worked on a detailed action plan for implementation of activities in 2019. As a result, the EXLD compiled the work from the convening into a five-year EXLD Strategic Plan (SP) 2.0 which was released in November 2018:

[A Vision for Expanded Learning in California—Strategic Plan: 2019–23 \(PDF\)](#)

The SP 2.0 was developed by the CDE in collaboration with kindergarten through twelfth grade educators, program practitioners, and support providers. From the four strategic initiatives, the EXLD has formed the following committees to help implement the work of the strategic plan: Policy Committee, Social Emotional Learning Planning Team, Workforce Strategy Committee, Communication Systems Work Group, Equity Committee, and Research and Evaluation.

Workforce Strategy Committee Purpose

The purpose of the Workforce Strategy Committee (WSC) 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 WSC was created to advance the goals and activities set forth in the EXLD Strategic Plan 2.0, and to continue and expand the work of the California Expanded Learning Workforce Advisory Group.

The Committee is primarily responsible for providing recommendations for 2020-2023 to the EXLD pertaining to EXL workforce development and implementing an annual work plan, which may include activities such as: informing possible labor market analyses, policy recommendations, and recommendations for needed research.

Workforce Strategy Committee Journey

The WSC was formed in early 2019 with the leadership of Susie Morikawa of the EXLD, Ruth Obel-Jorgensen, Executive Director with the California School-Age Consortium, and Aleah Rosario, Senior Specialist, Workforce Development with the Foundation for California Community Colleges. Committee members were recruited to represent a diverse group of stakeholders and the group began meeting in April 2019 with a final meeting held in December 2019 to conclude the work.

Selected committee members were comprised of representatives from EXL programs throughout California including rural locations, as well as various stakeholder groups including System of Support for Expanded Learning (SSEL) members, EXL Technical Assistance (TA) providers, community-based organizations, higher education, and the Employment Development Department. Selected members were required to commit 8–10 hours of work per month for the duration of one year. Participation included attending in-person meetings, subcommittee conference call meetings, and additional time performing individual planning and preparation work between meetings.

The WSC identified the following five areas to be addressed within the recommendations. Smaller subcommittees then formed around these five categories which gave focus to subcommittee work. While the five goals represent a consensus from the WSC, additional detailed information under each goal were developed by smaller subcommittees.

1. Policy and Funding	2. Data Collection System	3. Economic Mobility and Success	4. Career Pathways and Professional Development	5. College-Credit System
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This document represents the culmination of the WSC members’ work as well as their final recommendations to the EXLD for 2020-2023.

What’s Next

These recommendations have been submitted for consideration by the WSC to the EXLD. The EXLD will develop an annual plan for implementation of the highest leverage recommendations and ensure there is alignment with other EXLD Strategic Plan Committees. In most instances, implementation of these recommendations will provide additional opportunities for engagement with stakeholder groups and entities within the EXL ecosystem.

Overarching implementation considerations include:

- Opportunities for alignment with other EXLD strategic plan committees.
- The determination that any workforce strategy must consider all occupations, roles, employers, and experiences that the EXL workforce may interact with, regardless of funding source. The target of the recommended strategies and

activities are EXLD-funded ASES and 21st CCLC grantees, yet the impact of them may reach programs supported by other funding mechanisms.

- The recommendations developed are intended for the entire EXL field, not just a focus on those programs in need of Critical Technical Assistance. This undertaking will need to include a universal group of stakeholders beyond the SSEL.
- In contrast to other EXLD Strategic Plan initiatives that have more of a focus on youth outcomes and program quality, the WSC recommendations require cross-sector partnerships that may not exist within the EXLD to support the adult workforce. As a whole, implementation of the recommendations developed is anticipated to be beyond the capacity of the current SSEL system.

The following report contains recommendations for consideration by the Expanded Learning Division. In most instances implementation of these recommendations will provide additional opportunities for engagement with the field.

At a Glance Recommendations

The purpose of the WSC is to identify data collection needs, strategies, and target audiences to better understand the Expanded Learning workforce. As one of four strategic initiatives identified in the EXLD Strategic Plan 2.0, the WSC recommendations 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 recommendations fall within five categories where the EXLD can promote workforce development efforts for its adult staff between 2020-2023.

1. Policy and Funding: Increase funding and influence policy to support the development of a stable, well trained Expanded Learning workforce to ensure quality Expanded Learning programs.

Objectives:

- 1.1:** Continue to support a multi-sector workforce workgroup and secure funding to implement ideas developed in the process.
- 1.2:** Develop a state policy and funding agenda to expand teacher pathway initiatives that utilize employment in Expanded Learning as a key component.
- 1.3:** Identify and access state funding to increase support and professional development for youth serving fields.
- 1.4:** Support amendments to the federal Higher Education Act.
- 1.5:** Build a unified and civically engaged workforce.
- 1.6:** Actively engage in the effort to get a complete count for the 2020 Census.

2. Data Collection System: Develop a data collection system that informs initial and ongoing work related to workforce development.

Objectives:

- 2.1:** Create a framework for positions in the Expanded Learning field.
- 2.2:** Understand the profile of the current workforce.
- 2.3:** Provide guidance to the Expanded Learning field on effective uses of the data collected.
- 2.4:** Develop a sustainable data collection protocol and schedule.
- 2.5:** Analyze data to identify adjacent fields that employ workers with relevant knowledge, skills and abilities needed in Expanded Learning.

3. Economic Mobility and 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.

Objectives:

- 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.
- 3.2:** Provide the field with tools and resources to understand, explore, and dismantle the concept of white supremacy culture and its practices, policies and procedures that create barriers to equity.
- 3.3:** Position the Expanded Learning field as an industry that promotes racial and economic justice by employing and supporting a diverse workforce.

4. Career Pathways and Professional Development: Strengthen career pathways and professional development for Expanded Learning workforce.

Objectives:

- 4.1:** Articulate a philosophy of the Expanded Learning workforce.
- 4.2:** Identify entry points into Expanded Learning career pathways and career progression within the field.
- 4.3:** Identify career pathway offramps from Expanded Learning into the education field and non-education industry sectors.
- 4.4:** Disseminate career development information and resources to Expanded Learning Site Coordinators.
- 4.5:** Identify, motivate and educate current and potential staff about the full scope of career opportunities within Expanded Learning and in the education field.

5. College-Credit System: Incentivize and attract a diverse Expanded Learning workforce through a flexible and accessible college-credit system.

Objectives:

- 5.1:** Explore and promote post-secondary coursework and certificates, partnership models, and professional development offerings.
- 5.2:** Develop and disseminate a how-to manual to offer wrap-around services that support the adult workforce in increasing their degree and/or certificate attainment.
- 5.3:** Provide guidance to Expanded Learning providers on best practices to recognize and incentivize college-credit completion, education, training, and experience of staff.

Summary Recommendations

Below is a summary of each of the five goals, including the purpose of the goal, objectives that advance the goals, rationale for each objective, and a condensed list of activities for each objective. The Summary Recommendations were compiled by the Committee Chairs to provide a high-level understanding of the overall recommendations.

1. Policy and Funding

Goal: Increase funding and influence policy to support the development of a stable, well trained Expanded Learning workforce to ensure quality Expanded Learning programs.

Purpose: The EXL field cannot find the resources it needs to expand reach, deepen quality, and uplift the workforce if it stays in a silo. A robust policy strategy will build relationships that lead to greater understanding of the EXL workforce by the public, community leaders, the media, and elected officials. Building awareness of EXL and mobilizing advocates for the EXL workforce can lead to an increased investment in the field and stronger career opportunities for current and future workers, while aligning EXL with the teacher preparation and “high road” workforce development policy and funding priorities of the Superintendent of Public Instruction, the State Board of Education, and Governor.

The Policy and Funding Detailed Recommendations begin on page 26.

Objective 1.1: Continue to support a multi-sector workforce workgroup and secure funding to implement ideas developed in the process.

Rationale: A stable workforce that utilizes effective adult practice is required for program quality. Developing a stable workforce that utilizes effective adult practice will require a multi-year effort. There is a need to bring additional resources from the EXLD budget and other sources to support this work.

Activities:

- Develop cost estimates for final adopted recommendations for 2020-2023.
- Allocate staffing to administer and oversee the implementation of the workforce recommendations.
- Allocate staff capacity to secure and oversee funding for the implementation of workforce recommendations, in partnership with field leaders.
- Convene and staff a multi-sector workgroup that is co-led with field leadership to support the advancement of the workforce recommendations.

Objective 1.2: Partner with higher education to develop a state policy and funding agenda to expand teacher pathway initiatives that utilize employment in Expanded Learning as a key component.

Rationale: The Superintendent of Public Instruction has prioritized teacher diversity and addressing the growing shortage, and several policy solutions that have been piloted or proposed indicate opportunities to engage with, such as the CSEA Classified School Employee Teacher Credential Program.ⁱⁱ A policy and funding agenda benefits EXL by helping to attract and retain staff because pathways will be clear and accessible, and skill development will be recognized beyond the field. Benefits to higher education include attracting and retaining a diverse student body, and forging new connections with community youth-serving programs. Clarifying the role of EXL within teacher pathway initiatives will have multiple benefits to the teaching profession, including: helping tackle the growing shortage of credentialed educators; diversifying the teacher workforce; converting other majors to teaching; attracting more males to the education field; teachers who are more prepared, and will stay in the profession longer; teachers who have familiarity with the climate and culture of the district; and training and exposure to high-need subjects such as dual immersion, special education, and STEM.

Activities:

- Create new state funding program for teacher pathway programs.
- Conduct return on investment studies and generate more data on teacher pathway models to help make this case.
- Develop specific funding request, plan, and seek administrative and legislative support for the concept.
- Engage the state's Before and After School Advisory Committee, the EXLD Policy Committee, advocates such as California Afterschool Advocacy Alliance (CA3), and the State Superintendent of Public Instruction.

Objective 1.3: Identify state funding to increase support and professional development for youth serving fields; develop an advocacy, coalition building, and implementation plan to tap these funding streams.

Rationale: As knowledge grows around the Science of Learning and Development (SoLD), there is increased recognition of the value of certain social emotional learning and youth development practices. The recent Aspen Institute National Commission on Social, Emotional and Academic Development included afterschool and youth development programs in its view of learning environments, and elevated the importance of building the capacity of educators in areas such as trauma informed instruction, restorative practices, and the integration of social, emotional, and cognitive development with academic learning.ⁱⁱⁱ Building on the SoLD research, professional development (PD) for EXL staff will increasingly focus on skills and competencies needed in the children and youth serving (or allied youth) workforce and will utilize professional learning communities, apprenticeship models, career ladders and worker training programs to develop a workforce that can help prepare the next generation for

success in work and life. More funding is required to achieve this level of professional support.

Activities:

- Conduct scan of funding streams under state control that could be utilized toward development of the EXL workforce.
- Develop an implementation plan and advocacy agenda to approach state agencies and the Governor in coordination with representatives of the field and other partners/coalitions.

Objective 1.4: Support amendments to the federal Higher Education Act that support the development and expansion of the state's Expanded Learning workforce.

Rationale: For 20 years, California has received support for EXL from the 21st Century Community Learning Centers program, and for more than 20 years federal funds have supported school-age childcare programs. The Afterschool Alliance has had a longstanding strategy to add afterschool and youth programs into more and more federal programs. One such effort is to add afterschool in sections of the Higher Education Act which is up for reauthorization.^{iv} The law authorizes programs around teacher training, use of work study dollars, and childcare for college students as well as sets a national vision around the role of and priorities for higher education in America. The Act may also set out criteria for student loan forgiveness programs. There are sections of the law which could be aligned with supporting development of the EXL workforce in California. It should be noted that programs that are authorized are not always funded by Congress so this can be just a first step in a longer process.

Activities:

- Engage the state's Before and After School Advisory Committee, the EXLD Policy Committee, and advocates such as CA3 in an effort to reauthorize the Higher Education Act in 2020; and form closer links with national afterschool advocates working on the legislation.
- Bring concept to the attention of the State Superintendent of Public Instruction and senior leadership in the CDE.
- Support EXL field voices to inform and forge relationships with selected members of the California Congressional delegation.

Objective 1.5: Build a unified and civically engaged workforce to increase support for Expanded Learning professionals.

Rationale: The millennial generation - a key EXL workforce demographic - is the most diverse adult generation in America's history^v providing the opportunity to greatly diversify the civically engaged and future civic leaders. Further, in California, 80% of young adults aged 16-24 are engaged in a social movement.^{vi} Through civic action, EXL professionals can harness their collective power while increasing the EXL field's prominence in public and policy spaces. Establishing a unified identity and voice of EXL

professionals will help build the influence of the workforce and field writ large. Similar to the unity and power that the teacher workforce has established, EXL can build a base of civically aware and active employees that mobilize for funding, family wages, and policies that benefit the workforce and the communities served. To achieve this higher level of civic engagement, EXL staff and providers need the tools and knowledge to be effective in the civic arena.

Activities:

- Form an EXL Civic Engagement Task Force to develop an implementation plan.
- Provide technical assistance (TA) to staff to shift mindset about civic engagement and advocacy, and to establish a civic culture within organizations through policy and practice changes.
- Provide training and support to EXL staff to encourage engagement in the following: community organizing, voter registration and get out the vote; visits to legislative offices; serving on advisory committees, boards and commissions; running for office; and interacting effectively with the media.

Objective 1.6: Actively engage in the effort to get a complete count for the 2020 Census.

Rationale: A complete count in the 2020 Census is needed for allocation of funding streams such as the 21st Century Community Learning Centers program as well as the reapportionment of Congress, the State Legislature and any local elected position chosen by district. This will impact distribution of funding and political power for a decade. Hard to count populations overlap with the neighborhoods that EXL programs serve. The Census Bureau recognizes a range of sociodemographic and other groups as hard to count, including young children, non-English speakers, racial and ethnic minorities, and low-income communities, among others. Trusted messengers are considered credible and reliable sources of information, have existing relationships with the hard to count, and understand their community. Through training and mobilization, the EXL workforce and students can be such trusted messengers around the census to their families, neighbors and community at large.

Activities:

- Inform the EXLD of the expedited timeline, provide WSC members with census tools, and convene a subgroup of the WSC to lead action planning.
- Develop a plan to build awareness between January-March 2020 and support census completion between April-August 2020. Rally around April 1st day of action and promote paid census taker job opportunities.
- Create and disseminate tools, webinars, trainings, and a social media calendar for the Expanded Learning field at a state level; outreach will ultimately take place at a community and neighborhood level.

2. Data Collection System

Goal: Develop a data collection system that informs initial and ongoing work related to workforce development.

Purpose: The EXL field currently does not have comprehensive, clear and consistent data on its current and prospective workforce. This is an opportunity gap in the field that can be addressed and leveraged to inform policy, funding and practice. Findings from workforce data can inform recruitment, retention and advancement efforts in the field. This data can position the field as an influential partner to the business sector, workforce investment initiatives, higher education, and early childhood and K-12 educator workforce development efforts. Data collected on the demographics of the EXL workforce will further position the field as a strategic partner to diversifying the teacher workforce and to broader equity initiatives working to uplift low-income communities and people of color.

The Data Collection System Detailed Recommendations begin on page 37.

Objective 2.1: Create a framework for positions in the Expanded Learning field through an occupational analysis project in partnership with the Centers of Excellence.

Rationale: Establish a shared understanding of the job titles, job descriptions, and employment requirements of the EXL workforce in the state. With this common language, EXL staff and potential employees will gain a better understanding of the skills required and the opportunities for upward mobility and skill building that come with working in the field. The framework established through the occupational analysis is a foundational first step in collecting accurate and relevant data on the incumbent workforce.

Activities:

- Conduct literature review to gain understanding of occupations within the EXL field.
- Conduct job posting analysis, collect and analyze organizational charts from EXL providers.
- Develop and administer a survey to stakeholders to verify job description framework.
- Compile and analyze survey data.
- Validate job descriptions, and produce final report/presentation for CDE with final standard job descriptions.

Objective 2.2: Understand profile of the current workforce through an incumbent worker survey.

Rationale: An incumbent worker survey will help to understand the EXL workforce demographics, wages, career interests, and more. This could inform PD and

certification needs, and would help to tell the story as to what attracts people to the EXL field, what would help them stay, and how experience in the field can propel their career. A better understanding of the workforce would help to create linkages between EXL and economic development efforts, particularly for low-wage workers and workers of color. Finally, an accurate understanding of the workforce will aid in educating and engaging policymakers in developing policies that support and advance EXL and other youth work workers.

Activities:

- Determine audience receiving the data, data to collect that is most important to each audience, and the methodology for collecting data.
- Gather demographic data through existing incumbent worker surveys.
- Develop and implement data collection tools.
- Analyze data and draft a report of the findings.

Objective 2.3: Provide guidance to the Expanded Learning field on effective uses of data collected through the incumbent worker survey and occupational analysis.

Rationale: It is important to promote data-driven practices to the EXL field to help strengthen workforce development efforts and strategies at the local level. EXL providers can use statewide data on the workforce to design and develop PD offerings and identify regional partnership opportunities. Local EXL providers can in-turn contribute effectively to ongoing, accurate statewide data collection through common and consistent classification of the workforce. Tools created and guidance provided can also inform state and local advocacy efforts, help to forge new partnerships, and be utilized for cultivating new funding streams. Finally, common metrics will help align EXL jobs, occupations, and skills needed with taxonomies relevant to higher education and workforce entities.

Activities:

- Create digital network maps to help EXL providers create efficiencies in PD.
- Create program level repository to share data, reports, and tools.
- Create and disseminate an annual report that communicates these data points; possibly in the existing State of the State publication produced annually by the California AfterSchool Network (CAN).
- Disseminate guidance to the field on the most relevant and aligned Standard Occupational Classification (SOC) code identified through Data Collection System Objective 2.1.

Objective 2.4: Develop a sustainable data collection protocol and schedule to understand the changing needs of the workforce and ensure alignment to Standard Occupational Classification codes.

Rationale: It is critical that the EXL field standardize collection of workforce data and that the protocol is sustainable and achievable to collect on a regular basis. Establishing a plan for ongoing data collection will inform the investment in data collection that is needed. It will also inform and advance the SOC code process, including developing a pipeline to other relevant occupations and industries.

Activities:

- Develop data collection schedule, including how often incumbent worker data is collected, updated, and released.
- Explain the purpose and importance of workforce data collection and SOC codes to statewide and national stakeholders.
- Engage with local EXL providers, state afterschool networks, and other state and national agencies to collect and share their own workforce data, and build momentum around national data collection efforts.
- Conduct research, develop, and disseminate labor market information report/s of state and national data.
- Develop and submit report to make the case for modification or addition of a SOC code.

Objective 2.5: Analyze data to identify adjacent fields that employ workers with relevant knowledge, skills and abilities needed in Expanded Learning.

Rationale: Analyzing skills data will help to identify parallel fields from which EXL can recruit staff and intentionally broaden the recruitment base. This data should inform pathways development and recruitment efforts being advanced by Career Pathways and Professional Development objectives.

Activities:

- Identify relevant skills in adjacent fields and assess jobs that are most similar to EXL.
- Understand skills that are being cultivated in other industries that EXL is not targeting.
- Develop crosswalk of skills and occupations in adjacent fields. Dissemination of the crosswalk should be a part of Career Pathways and Professional Development Objective 4.5.

3. Economic Mobility and Success

Goal: Address barriers to economic mobility and success to ensure the Expanded Learning workforce is reflective of the diversity of California’s children and youth.

Purpose: The National Afterschool Association report, *Afterschool Leadership Landscape: Supporting and Strengthening Racial Equity*, confirms a leadership gap in the field: disparities in race exist as one progresses through the leadership pipeline from frontline to executive leadership, despite little evidence of gaps in skill or experience.^{vii} This data aligns

with national data of the nonprofit field: for the past 15 years, less than 20% of those in executive director/CEO positions are people of color, despite similar educational backgrounds, experience, aspirational goals, skills, and preparation across race.^{viii} This data tells us that barriers to advancement exist within the system, not in individual deficits. Addressing the leadership gap means there will be more decision-makers with the lived experience of the children and youth being served, and will ensure that the spirit of inclusion and belonging that the Expanded Learning field promotes is reflected in its people and institutions.

The Economic Mobility and Success Detailed Recommendations begin on page 44.

Objective 3.1: Develop and implement an earn and learn model in which Expanded Learning staff are able to work and receive training and education that will promote career advancement and economic mobility for low-income people and people of color in the field.

Rationale: This objective intends to increase diversity and support economic mobility through clear salary increases, particularly for low-income people and people of color working in the field. This would also incentivize continued employment, reduce staff turnover, and result in more leaders of color obtaining upper administrative and executive level positions in the EXL field and not just within direct-service positions. This framework and model would include multiple career pathways and components to support opportunities for growth both at the point of service and into higher-paying leadership positions. Growth at the point of service positions will include opportunities to make additional income with external opportunities within the field. This is a more accessible means than attending a community college or university for EXL staff to grow their professional and transferable competencies, and an approach gaining increased recognition for its alignment with effective sector strategies such as High Road Training Partnerships championed by the California Workforce Development Board and Governor.

Activities:

- Establish a committee of various stakeholders to build the components of the earn and learn model framework.
- Conduct focus groups, surveys and/or interviews with various stakeholders around how to establish a relevant and responsive model.
- Identify specific returns on investment, including analysis of salaries and pay structures across EXL organizations.
- Explore issues that may arise that exacerbate racial, class and linguistic inequities and stratification that already characterize the EXL workforce; explore impact of mandatory degree or credential requirement for positions.
- Identify sustainable funding streams to support the model.

- Develop a competencies framework, curriculum, and instruction methodology.
- Develop an evaluation process to ensure participation leads to gains and improvements with specific competencies.
- Develop recognition process including: credit, compensation, step wage increases, and/or certificates recognized by the field and/or state.

Objective 3.2: Provide the field with tools and resources to understand, explore, and dismantle the concept of white supremacy culture and its practices, policies and procedures that create barriers to equity^{ix} for the Expanded Learning workforce.

Rationale: To address the racial leadership gap in the EXL field, EXL organizations must interrogate policies, procedures, and practices that uphold white supremacy culture, and strengthen their role in advancing equity for the workforce. Characteristics of white supremacy culture include: perfectionism; sense of urgency; defensiveness; quantity over quality; worship of the written word; paternalism; either/or thinking; power hoarding; fear of open conflict; individualism; progress is bigger/more; objectivity; and right to comfort.^x Organizations that unconsciously use these characteristics as their norms and standards make it difficult, if not impossible, to open the door to other cultural norms and standards, thus creating social and systemic barriers for employees of color to reach their full potential in their work with children and youth. Taking a more expansive approach to addressing barriers will also put the EXL field in greater alignment with millennials, its key incumbent and potential workforce, who are more likely to define diversity as a mix of experiences, identities, ideas and opinions, rather than more traditional definition of diversity such as underrepresented racial, ethnic and gender demographics.^{xi}

Activities:

- Research and inventory existing tools, resources, and TA providers to aid employers in addressing white supremacy culture in hiring and advancement practices, leadership development, wages and salaries, and more.
- Develop additional tools to aid employers in addressing white supremacy culture to fill gaps.
- Gather qualitative information to share how utilizing such tools and supports has benefited organizations and their workforce.
- Develop communication pieces to introduce tools, resources, and supports to educate providers on white supremacy culture and characteristics.
- Create a repository of available resources, tools, and TA providers with a brief summary, including the purpose it serves. Link resources and tools to Quality Standards for EXL in California.
- Work with TA providers to disseminate tools and educate employers on available resources.
- Develop indicators of progress, and measure growth.

Objective 3.3: Position the Expanded Learning field as an industry that promotes racial and economic justice by employing and supporting the development of a diverse workforce, and ensuring that all levels of leadership of the Expanded Learning field are reflective of California’s demographic of children and youth.

Rationale: The EXL field has the dual opportunity to support the development of children and youth being served as well as the adults that makeup the EXL workforce. An estimated 30,000 Californians work in EXL programs, though this cannot be confirmed given the lack of available data. In 2012, the workforce was made up of nearly 70% people of color.^{xii} A workforce development strategy for the field with a strong racial and economic justice lens would help position EXL as an industry that helps working adults overcome barriers while producing skilled, values-driven leaders that bring their own lived experience to impact other fields and systems like education, social services, government, and more. Elevating the EXL field’s commitment to equity, diversity, and inclusion can also support recruitment and retention efforts: millennials are significantly more likely than older generations to consider the diversity and inclusiveness of a workplace to be an important criterion in their job search.^{xiii} With a clear agenda, the EXL field can leverage this opportunity to build partnerships with other racial and economic justice-focused entities, while promoting transparency and cohesion around the vision of EXL’s role in promoting equity for its adult workforce as well as the children and youth being served.

Activities:

- Ensure the inclusion of clear and explicit statements that describe EXL as an industry that advances racial and economic justice for its workforce in Career Pathways and Professional Development Objective 4.1.
- Engage public interest and awareness of EXL’s impacts on racial and economic justice for the EXL workforce.
- Develop an inventory of and forge partnerships with public and private donors that align with the social justice principles of the EXL workforce, and other social justice and equity organizations and initiatives.
- Write a white paper providing updated data, including demographics of the EXL workforce, clarifying how and why EXL promotes racial and economic justice for its workforce, and needs statements indicating rationale for external partnerships, support and funding.
- In collaboration with higher education and community partners, publish scholarly and other publications to connect with systems outside of EXL with intent to forward the racial and economic justice agenda of the field.
- Develop mechanisms for sharing information with stakeholders on racial and economic justice as foundational principles of the work of EXL, with special attention to the critical need to identify and root out intersections of the dominant culture in the field.

4. Career Pathways and Professional Development

Goal: Strengthen career pathways and professional development for the Expanded Learning workforce.

Purpose: Strengthening career pathways and PD for the EXL workforce are critical steps towards professionalizing and legitimizing the EXL field - that is, to bring the field to its highest competency and integrity - while upholding principles of equity in serving the needs of EXL staff and students. Career pathways make it easier for people to earn industry-recognized credentials in employer-validated standards and competencies through avenues that are relevant and in clear sequence, builds a steady workforce pipeline for employers, and encourages long term retention in the field. Career pathways provide opportunities for more flexible education and training, recognition of learning, skills and achievements that align with field standards, and fair compensation. A statewide EXL career pathways effort will address elitism and barriers to advancement caused by recognizing academic degrees while devaluing other forms of PD. By understanding career pathways PD options within and outside of EXL, employees can work to build their professional portfolio while providing a high-quality experience for children and youth. Finally, career pathway development aligns with the California Workforce Development Board's High Road Training Partnership^{xiv} approach to workforce development.

The Career Pathways and Professional Development Detailed Recommendations begin on page 51.

Objective 4.1: Articulate a philosophy of the Expanded Learning workforce that outlines the many entry points into Expanded Learning careers, and sets out how strong professional development supports progression both within and beyond Expanded Learning.

Rationale: Articulating a philosophy of the EXL workforce will ensure alignment across the field about EXL career pathways. Having a clearly articulated idea of the many career and progression pathways can help with recruitment of individuals into, and retention and progression of professionals within, the EXL field. This also entails cultivating partnerships and funders in support of EXL work experiences. An articulated philosophy will also serve as a beacon for all other objectives.

Activities:

- Develop and share a draft philosophy with relevant stakeholders for input and refinement.
- Present philosophy to the EXLD for approval.
- Develop and implement a dissemination plan.

Objective 4.2: Identify entry points into Expanded Learning career pathways from high school to adulthood; and identify relevant professional and personal development that will support career progression within the field.

Rationale: Identifying entry points and required knowledge and skills will make pathways into EXL more transparent and easier to access. Additionally, it will help with recruiting candidates with diverse perspectives and backgrounds. Exposing candidates to a broad range of options will allow them to make informed decisions and take a career pathway that is a best fit for them.

Activities:

Entry points into EXL:

- Identify different entry points into entry-level and senior positions within EXL.
- Identify certifications and trainings that would provide individuals with the relevant skills to enter EXL careers.
- Identify ways that process barriers can be addressed so that entry into EXL is streamlined.

Careers within EXL:

- Use information acquired through occupational analysis to describe key tasks and responsibilities of each core role, optimal term of service, and average salary range for each role.
- Identify PD and skills training that should be provided to individuals to help them perform better in their current roles, including PD toolkits that can be readily available to Site Coordinators; and help them progress to other roles within EXL.

Objective 4.3: Identify career pathway offramps from Expanded Learning into the education field, and relevant professional and personal development that will support career progression into education roles; and identify career pathway offramps from Expanded Learning into non-education industry sectors.

Rationale: EXL provides individuals with the skills and tools for many different career options, including on-the-job training for teaching credential preparation and other education pathways. Identifying offramps helps build awareness about the full range of career options that people in EXL can launch into, and signals the value of EXL as a 'stepping stone' to other careers. Identifying offramps and transferable skills helps employers in other sectors recognize the value of EXL professionals. This can help meet demand for qualified professionals in other high-growth sectors and occupations that require skills that an EXL career provides.

Activities:

- Identify related professions, sectors, and roles (offramps) including and beyond the education sector; identify skills and competencies needed; map these skills and competencies to those typically possessed by individuals in various EXL roles.
- Reach out to partners and stakeholders to determine how to align well with EXL work.

- Identify potential funding opportunities to support greater alignment beyond EXL and demonstrate the value of EXL to other sectors.
- Develop tools and guidance for local EXL providers to: research the top industries by region; and identify potential other sector partners and possible offramps in a local context.

Objective 4.4: Disseminate career development information and resources to Expanded Learning Site Coordinators.

Rationale: Dissemination of career development information to Site Coordinators, including training, certificates, and advancement opportunities, is important because Site Coordinators are in key positions to identify needs and goals of their program, staff, and community.

Activities:

- Provide tools and guidance to help Site Coordinators partner with high school, community college, and four-year college guidance counselors to distribute information about trainings and certifications to students working, or interested in working, in the EXL field.
- Utilize CAN resources, including their email distribution list and Site Coordinator Symposium, to share resources with Site Coordinators.
- Utilize the EXLD website to post links to marketing materials, resources and Frequently Asked Questions.
- Develop and conduct training for Site Coordinators on how to support line staff with career development.

Objective 4.5: Identify, motivate and educate current and potential Expanded Learning staff about the full scope of potential career opportunities within Expanded Learning and in the education field.

Rationale: By motivating and educating the EXL workforce about the career opportunities in and beyond EXL and how the EXL program can help them progress in their career, the EXL workforce is more likely to: develop a deeper connection and understanding with the EXL program; lengthen the arc of their career in EXL; participate in continuous quality improvement as they apply their professional and personal development learning to the program and program outcomes; and advocate for others to utilize the multiple benefits of EXL careers for personal, educational and vocational advancement.

Activities:

- Create a framework that provides opportunities for early exposure of all candidates to the EXL field.
- Develop tools and guidance for EXL providers for targeted recruitment, including effective messaging, partnerships to build, and tangible recruitment strategies.

- Partner with community college guidance counselors to distribute information to and support students working, or interested in working, in the EXL field.
- Support Lead Education Agencies, Site Coordinators, and key EXL staff to perform outreach to the post-secondary community, local Workforce Development Boards and agencies, and high school counselors and post-secondary career center counselors to raise awareness of EXL career pathways.

5. College-Credit System

Goal: Improve the educational pathway for careers in and related to working with children and youth by providing incentives to participate in a flexible and accessible college-credit system.

Purpose: Higher education can play an important role in stabilizing the EXL workforce. While many EXL providers struggle with offering adequate, relevant, and multidisciplinary PD to its workforce, partnerships with higher education can provide cost-effective training opportunities that are formally recognized, transportable, and more widely acknowledged in diverse occupational settings than in-house, agency-specific trainings. Degrees are not - and should not be - the only option: research shows increases in income consistent with the accumulation of college credits, as students with some college are working and earning more than students with only a high school diploma.^{xv} Finally, partnerships with higher education can open up opportunities to provide wrap-around supports to the EXL workforce as they pursue their career and educational goals.

The Collect-Credit System Detailed Recommendations begin on page 60.

Objective 5.1: Explore the landscape of post-secondary coursework and certificates, partnership models, and professional development offerings for Expanding Learning professionals; and provide guidance for the Expanded Learning field to develop models for college-credit attainment.

Rationale: Many courses and certificates are offered for early childhood education, yet a landscape of courses and certificates that specifically serve the EXL workforce does not exist. Some examples would include a youth worker certificate, school-age certificate, and courses about serving special populations (English learners, special education, etc.). A holistic landscape can serve as the basis for developing guidance to the field or potential policy changes for EXL providers and the post-secondary system to provide college-credit completion and PD, and incentivize coursework completion by the EXL workforce. In particular, a focus on collaboration with the community college system may be a more achievable and accessible pursuit.

Activities:

- Survey and create a list that includes promising partnership practices of courses, certificates, PD, fieldwork, credit for work experience and experiential learning, dual enrollment pathways, and employer-specific training and certificates that are relevant to EXL.

- Analyze Career Technical Education Employer Outcomes Survey to gain insight on employment outcomes in community college programs relevant to EXL.
- Develop incentives and provide direction to the field on partnering with community colleges to: provide units for content covered in PD, get EXL staff into community college faculty track, and serve on community college department advisory committees.
- Disseminate best practices to EXL providers and post-secondary stakeholders. See Addendum C: Partnering with your Local Community College: Strategies and Requirements for Extended Learning Programs.

Objective 5.2: Develop and disseminate a how-to manual for Expanded Learning providers to strengthen their offering of wrap-around services that support the adult workforce in increasing their degree and/or certificate attainment.

Rationale: Wrap-around services offer supports that are community based, culturally relevant, and individualized including, but not limited to: employment, childcare, health care, and social services. These wrap-around supports can aid current EXL employees attain their education and career goals, while increasing the capacity of EXL providers to retain and recruit staff. Ultimately, the EXL workforce can model college attendance for the children and youth they work with by increasing their own college attendance and completion. The community college system aligns well given the focus on supporting students with responsive and accessible wrap-around services such as financial aid, mental health, food security, and other supports.

Activities

- Identify compatible wrap-around services or model programs that support college completion and key partnerships to successfully implement wrap-around models at the local level.
- Collaborate with education partners to identify programs that target the same recruitment pool (i.e. instructional school day and Title I paraeducators).
- Define how educational and wrap-around services are identified, in order to determine the needs of the community and employers.
- Develop and disseminate a model components checklist of items to support EXL providers in building partnerships with a community college to offer wrap-around services.

Objective 5.3: Provide guidance to Expanded Learning providers on best practices to recognize and incentivize college-credit completion, education, training, and experience of Expanded Learning staff.

Rationale: Rising costs of higher education, a lack of available academic courses in school-age care, and increased focus on four-year graduation goals create barriers and challenges for the EXL workforce to engage in college coursework. Incentives that recognize college-credit completion, education, training, and experience can help attract staff to EXL careers by better meeting intrinsic and extrinsic needs, while increasing

EXL program quality and retention. Incentives and recognition can encourage the EXL workforce to complete or further their educational goals, commit to a career in EXL, and develop a strong pipeline of EXL leaders. Specifically, common pay scales can strengthen the development of career pathways in EXL by providing the EXL workforce with a variety of opportunities within the field to experience vertical mobility. Finally, consistent wages and salaries within EXL career pathways also foster local economic development through stable, “high road” jobs.

Activities

- Explore and identify best practice incentives that recognize college coursework completion, training, and experience in EXL.
- Develop and disseminate guidance for the field on ensuring competitive, common wage scale parity, and other incentives.

DRAFT

Detailed Recommendations

Below is detailed information for all goals and recommended objectives. While the overall goals represent a consensus from the WSC, the additional detailed information for each goal were developed by smaller subcommittees and were reviewed by the entire WSC. The detailed information is intended to provide additional context to the EXLD to support implementation and includes: rationale for each objective, activities, resources needed, target audience (those that are impacted by the specific recommendation), legislation or education code impacted, and other “additional considerations”. In some areas, timelines for completion are included, and represent the subcommittees’ best thinking at the time of development. As with all other detailed information, these timelines can serve as guidance for implementation.

1. Policy and Funding

Goal: Increase funding and influence policy for the development of a stable, well trained Expanded Learning workforce to ensure quality Expanded Learning programs.

Objective 1.1: Continue to support a multi-sector workforce workgroup and secure funding to implement ideas developed in the process.

Rationale: A stable workforce that utilizes effective adult practice is required for program quality. Developing a stable workforce that utilizes effective adult practice will require a multi-year effort. There is a need to bring additional resources from the EXLD budget and other sources to support this work.

Activities:

- Develop cost estimates for final adopted recommendations for 2020-2023. [Within 3 months of adoption]
- Allocate staffing to administer and oversee the implementation of the workforce recommendations.
- Allocate staff capacity to secure and oversee funding for the implementation of workforce recommendations, in partnership with field leaders.
- Convene and staff a multi-sector workgroup that is co-led with field leadership to support the advancement of the workforce recommendations.

Resources Needed:

- Will require funding from EXLD budget.
- Funding level required for this work may be greater in future years as ideas to support the workforce will grow over time.
- Stipends for participant participation in the committee to account for the amount of time and travel costs, recognizing that involvement is stretching programs and

organizations that are already struggling, exacerbating issues of equity and access.

Key Partnerships:

- Members of the WSC
- Foundation for California Community Colleges

Target Audience:

- EXLD management

Legislation or Education Code Impacted:

- Probably no need for legislation or change in Education Code. Funds would be found or allocated to the work administratively.

Additional Considerations:

- N/A

Overlap with WSC and other EXLD Strategic Plan Committees:

- N/A

Objective 1.2: Partner with higher education to develop a state policy and funding agenda to expand teacher pathway initiatives that utilize employment in Expanded Learning as a key component.

Rationale: The Superintendent of Public Instruction has prioritized teacher diversity and addressing the growing shortage, and several policy solutions that have been piloted or proposed indicate opportunities to engage with, such as the CSEA Classified School Employee Teacher Credential Program.ⁱⁱ A policy and funding agenda benefits EXL by helping to attract and retain staff because pathways will be clear and accessible, and skill development will be recognized beyond the field. Benefits to higher education include attracting and retaining a diverse student body, and forging new connections with community youth-serving programs. Clarifying the role of EXL within teacher pathway initiatives will have multiple benefits to the teaching profession, including: helping tackle the growing shortage of credentialed educators; diversifying the teacher workforce; converting other majors to teaching; attracting more males to the education field; teachers who are more prepared, and will stay in the profession longer; teachers who have familiarity with the climate and culture of the district; and training and exposure to high-need subjects such as dual immersion, special education, and STEM.

Activities:

- Will require the creation of a new state funding program for teacher pathway programs.
- Develop specific funding request and plan and then seek administrative and legislative support for the concept.

- Engage the state's Before and After School Advisory Committee, the EXLD Policy Committee, advocates such as CA3, and the State Superintendent of Public Instruction.
- Conduct return on investment studies and generate more data on teacher pathway models to help make this case.

Resources Needed:

- To be determined within 3 months of adoption
- Resources and partnerships identified by EXL Teacher Pathway Apprenticeship ad hoc group (CAN, California Teaching Fellows Foundation, Region 3 SSEL, Region 2 SSEL, Region 5 SSEL, California Community College Chancellor's Office, Department of Labor, Ed Trust West, Learning Policy Institute, Foundation for California Community Colleges, Think Together, Silicon Valley Education Foundation)
- [CSEA Classified School Employee Teacher Credential Program](#) model

Key Partnerships:

- Interested members of the WSC
- CA3
- Foundation for California Community Colleges and its advocacy resources
- California State Superintendent of Public Instruction and teacher shortage workgroup
- EXL Teacher Pathway Apprenticeship ad hoc group
- Before & After School Advisory Committee
- TA intermediaries: California School-Age Consortium (CalSAC) initiatives including the California Afterschool & Summer Challenge, Advocacy Ambassadors, Teens Advocating for Civic Action; CAN and its forthcoming Policy Action Teams; Partnership for Children and Youth (PCY)
- California Community Colleges, California State University, and the University of California Teacher Preparation Programs
- California Teachers Association, California Federation of Teachers, California Classified School Employee Association
- [California Center on Teaching Careers](#)
- California Commission on Teaching Credentialing

Target Audience:

- Legislature and Governor and those who would influence them on this topic.

Legislation or Education Code Impacted:

- A new state appropriation would likely be required and possibly legislation.

Additional Considerations:

- If legislation is advanced there will likely be those who will want to include other education support positions beyond employment in EXL in the law.
- This model could be shared nationally and with other states via forums, conferences and webinars if funding for travel or other related costs could be found.
- Also, teacher pathways show up again in Policy and Funding Objective 1.4 below regarding the federal Higher Education Act.
- Discussions around this topic are happening outside of this strategic planning process and should be tracked and connected to this work, like the EXL Teacher Pathway Apprenticeship ad hoc group.
- The California State Superintendent's teacher shortage work group released [recommendations to the State Superintendent](#) in September 2019 that called for the formation of a working group to address the issue; EXL representatives should be involved in the working group to help advance this objective.
- Will need to allocate funding for TA to support programs with accessing new funding sources and partnerships; may also include PD in fund development and management for staff.
- Align with the EXLD Sustainability Committee

Overlap with WSC and other EXLD Strategic Plan Committees:

- Policy and Funding Objective 1.4
- EXLD Sustainability Committee

Objective 1.3: Identify state funding to increase support and professional development for youth serving fields; develop an advocacy, coalition building, and implementation plan to tap these funding streams.

Rationale: As knowledge grows around the Science of Learning and Development (SoLD), there is increased recognition of the value of certain social emotional learning and youth development practices. The recent Aspen Institute National Commission on Social, Emotional and Academic Development included afterschool and youth development programs in its view of learning environments, and elevated the importance of building the capacity of educators in areas such as trauma informed instruction, restorative practices, and the integration of social, emotional, and cognitive development with academic learning.ⁱⁱⁱ Building on the SoLD research, PD for EXL staff will increasingly focus on skills and competencies needed in the children and youth serving (or allied youth) workforce and will utilize professional learning communities, apprenticeship models, career ladders and worker training programs to develop a workforce that can help prepare the next generation for success in work and life. More funding is required to achieve this level of professional support.

Activities:

- A scan will be conducted of funding streams under state control that could be utilized for the development of the EXL workforce.
 - This could include funds available for apprenticeship programs, workforce development, career technical education, community level health prevention efforts around children and youth, mental health, violence prevention, substance use, and juvenile justice reform. School-age childcare funds may also be a source of support for this work. Training and PD resources may also exist around programming focused on STEM, STEAM, and computer science and coding.
 - There may also be funding for educator PD that could be utilized for EXL PD including those for areas such as special education, STEM and coding, ELL, the arts, etc. The scan should look to see if those funding streams would include training for “paraprofessionals” enabling partnerships to be developed offering a practicum applicable to the EXL setting.
 - Funding for work with Opportunity Youth and juvenile justice involved youth may also be available for either PD of staff or for employment opportunities.
- Develop an implementation plan and advocacy agenda to approach state agencies and the Governor in coordination with representatives of the field and other partners and coalitions.

Resources Needed:

- Initial estimate of the cost of funding scan is \$250,000 over 18-month project to include the scan of available funding, production of materials on the scan, development of strategies to access these funds and sharing of findings and strategies with field partners and leaders.
- Career Pathways and Professional Development Objective 4.1. Ensure philosophy developed is aligned with breadth of youth-serving scope researched in this objective. The philosophy developed can also be used as a communication/messaging tool.
- Funding allocated for TA including PD and civic engagement.
- Additional information on the Aspen Commission at [America’s Promise, How Learning Happens](#)
- SoLD: [Science of Learning and Development Initiative](#); [Science of Learning and Development Alliance](#); [The Promise of Adolescence: Realizing Opportunity for All Youth](#)

Key Partnerships:

- EXLD Sustainability Committee

- CA3
- Foundation for California Community Colleges and its advocacy resources
- The Children’s Movement; [Funding the Next Generation, Opportunity Youth movement](#) and stakeholders
- TA intermediaries: CalSAC initiatives including California Afterschool & Summer Challenge, Advocacy Ambassadors, Teens Advocating for Civic Action; CAN and its forthcoming Policy Action Team; PCY
- Legislative caucuses
- K-12 education associations including California School Board Association (CSBA), California Association of School Business Officials (CASBO), and Association of California School Administrators (ACSA)
- Coalitions advancing prevention efforts around children and youth and health, mental health, violence prevention, substance use, and juvenile justice reform
- Refer to Economic Mobility and Success Objectives 3.2, and 3.3 for additional partnerships.

Target Audience:

- Depending on the funding streams, identified targets could include the Governor, his advisors, agency and division heads, the Legislature

Legislation or Education Code Impacted:

- Will require additional state funding and allocation of certain federal funds under state control.
- Could ultimately lead to legislation or additions to the state budget.

Additional Considerations:

- This might be linked to efforts to create a California “children’s cabinet” or other state children and youth services coordinating body.
- The new understanding of how learning happens suggests that funding of programs not be limited to the funding under direct control of the EXLD.
- To make the case to capture this new funding the field would also benefit from:
 - Data on students served; an EXL “census”
 - Documented student outcomes
 - Storytellers with good stories
 - Geo-mapping of where programs are – and are not
 - Bigger social media presence
 - Voices beyond the field: business, law enforcement, the faith community and more

- Return on investment studies
- Raise up more youth voices on behalf of programs

Overlap with WSC and other EXLD Strategic Plan Committees:

- Economic Mobility and Success Objectives 3.2, and 3.3
- Career Pathways and Professional Development Objective 4.1
- EXLD Sustainability Committee

Objective 1.4: Support amendments to the federal Higher Education Act that support the development and expansion of the state's Expanded Learning workforce.

Rationale: For 20 years, California has received support for EXL from the 21st Century Community Learning Centers program, and for more than 20 years federal funds have supported school-age childcare programs. The Afterschool Alliance has had a longstanding strategy to add afterschool and youth programs into more and more federal programs. One such effort is to add afterschool in sections of the Higher Education Act which is up for reauthorization.^{iv} The law authorizes programs around teacher training, use of work study dollars, and childcare for college students as well as sets a national vision around the role of and priorities for higher education in America. The Act may also set out criteria for student loan forgiveness programs. There are sections of the law which could be aligned with supporting development of the EXL workforce in California. It should be noted that programs that are authorized are not always funded by Congress so this can be just a first step in a longer process.

Activities:

- Engage the state's Before and After School Advisory Committee, the EXLD Policy Committee and advocates such as CA3 in an effort to reauthorize the Higher Education Act in 2020; and form closer links with national afterschool advocates working on the legislation.
- Bring concept to the attention of the State Superintendent of Public Instruction and senior leadership in the CDE.
- Support EXL field voices to inform and forge relationships with selected members of the California Congressional delegation.

Resources Needed:

- Connections to advocacy resources

Key Partnerships:

- Afterschool Alliance; other national afterschool/EXL advocacy organizations
- CA3
- Foundation for California Community Colleges, California Community Colleges Chancellor's Office, and its advocacy resources

- California State Superintendent of Public Instruction
- Before & After School Advisory Committee
- TA Intermediaries: CalSAC - CA Afterschool & Summer Challenge, Advocacy Ambassadors, Teens Advocating for Civic Action; CAN and its forthcoming Policy Action Team; PCY

Target Audience:

- Members of Congress who will weigh in the Higher Education Act and those who would have influence around the contents of that legislation.

Legislation or Education Code Impacted:

- Will require amendments to pending federal legislation and may necessitate increases in federal funding for certain federal higher education related programs.
- This would start as federal legislation. Might require state administrative action down the road depending on which ideas end up being adopted in the Higher Education Act.

Additional Considerations:

- Adding EXL into federal funding streams should be an ongoing strategy of the California field. The Higher Education Act is an example of what can be a larger and longer-term strategy. Funding streams that will always be of interest are the 21st Century Community Learning Centers program, the Child Care Development Block Grant and various workforce development funds. But there will also be opportunities to add afterschool, EXL and youth-serving organizations to other funding streams and given California's prominence in Congress, the EXL field should always work with national advocates to broaden the funding base for programs.
- Will need to allocate funding for technical assistance to support programs with accessing new funding sources and partnerships; may also include PD in fund development and management for staff.

Overlap with WSC and other EXLD Strategic Plan Committees:

- EXLD Policy Committee

Objective 1.5: Build a unified and civically engaged workforce to increase support for Expanded Learning professionals.

Rationale: The millennial generation - a key EXL workforce demographic - is the most diverse adult generation in America's history^v providing the opportunity to greatly diversify the civically engaged and future civic leaders. Further, in California, 80% of young adults aged 16-24 are engaged in a social movement.^{vi} Through civic action, EXL professionals can harness their collective power while increasing the EXL field's prominence in public and policy spaces. Establishing a unified identity and voice of EXL professionals will help build the influence of the workforce and field writ large. Similar to

the unity and power that the teacher workforce has established, EXL can build a base of civically aware and active employees that mobilize for funding and policies that benefit the workforce and the communities served. To achieve this higher level of civic engagement, EXL staff and providers need the tools and knowledge to be effective in the civic arena.

Activities:

- Form an EXL Civic Engagement Task Force to develop an implementation plan.
- Provide technical assistance to staff to shift mindset about civic engagement and advocacy and to establish a civic culture within the organization through policy and practice changes (i.e. voter registration part of employment and/or enrollment, program audit for civic engagement opportunities, family engagement events that elevate workforce needs, organization wide civic engagement days, etc.).
- Provide training and support to EXL staff to encourage engagement civically in the following:
 - Voter registration and get out the vote
 - Visits to legislative offices
 - Serving on advisory committees, boards and commissions (including but going beyond groups looking at EXL programs and policies; could include entities focused on child welfare, health and welfare, substance use, housing and homelessness, juvenile justice, workforce development, etc.)
 - Running for office
 - Interacting effectively with the media
 - Advocacy and community organizing

Resources Needed:

- Funding and support for the Task Force including staff support and stipends for Task Force members: \$120,000
- Ongoing funding to implement Task Force recommendations, to train staff and to design and disseminate content: \$650,000 per year. [Beginning in 2020-2021 school year]
- Technical assistance to EXL staff
- Development and/or sharing of advocacy, organizing, and civic engagement content and tools
- Seek opportunities to incorporate training with existing leadership development programs

Key Partnerships:

- SSEL

- CA3 and its members
- TA intermediaries: CAN Site Coordinator Network; CalSAC - Advocacy Ambassadors, Trainer Network, Leadership Development Institute; PCY; How Kids Learn Foundation History of Afterschool
- [Greenlining Institute Leadership Academies](#)
- [California Volunteers](#)
- National organizations: The BOOST Collaborative; NAA; Afterschool Alliance; National Network of 50 State Afterschool Networks; Every Hour Counts; Forum for Youth Investment
- [Children's Funding Project](#); [Funding the Next Generation](#)
- [Youth Organizing California](#); [Youth Organizing Capacity Building Initiative](#); [Power California](#)

Target Audience:

- EXL staff

Legislation or Education Code Impacted:

- Probably no need for legislation or change in Education Code. Funds would be found or allocated to the work administratively.

Additional Considerations:

- This objective can be advanced by simultaneously equipping youth with civic engagement and advocacy experiences in EXL programs. This should happen alongside activities that are focused on building the influence of the adult EXL workforce, which requires similar but different strategies, activities, and tactics.
- Should be linked with work on diversity, equity and inclusion
- There may be opportunities to build civic skills among staff around certain issues such as climate change, sexual harassment, LGBTQ rights, violence prevention, etc.

Overlap with WSC and other EXLD Strategic Plan Committees:

- N/A

Objective 1.6: Actively engage in the effort to get a complete count for the 2020 Census.

Rationale: A complete count in the 2020 Census is needed for allocation of funding streams such as the 21st Century Community Learning Centers program as well as the reapportionment of Congress, the State Legislature and any local elected position chosen by district. This will impact distribution of funding and political power for a decade. Hard to count populations overlap with the neighborhoods that EXL programs serve. The Census Bureau recognizes a range of sociodemographic and other groups as hard to count, including young children, non-English speakers, racial and ethnic

minorities, and low-income communities, among others. Trusted messengers are considered credible and reliable sources of information, have existing relationships with the hard to count, and understand their community. Through training and mobilization, the EXL workforce and students can be such trusted messengers around the census to their families, neighbors and community at large.

Activities:

- Co-chairs share Objective 1.6 with EXLD by mid-December and inform of expedited timeline.
- Equip WSC members with tools at final WSC meeting on December 6, 2019.
- Call for smaller subgroup of WSC that commits to action planning around census activities.
- Planning should begin ASAP
 - January - March awareness building
 - April - August census completion.
- Create tools, webinars, trainings and a social media calendar for the EXL field at a state level.
- Disseminate tools to the EXL field via SSELS, regional events, social media, etc. (i.e. CA Afterschool & Summer Challenge, BOOST, Lights On, etc.)
- Rally around April 1st day of action (i.e. awareness building, tools for programs to host events, attend events, etc.).

Resources Needed:

- Will require allocation of state and local EXL staff time
- Funding to create outreach materials and tools tailored to EXL and other youth programs
- Information on California and [2020 Census outreach](#)
- [Maps identifying](#) “hard to count” areas
- [Example of census outreach](#) from Texas
- Afterschool Alliance perspective and [toolkit](#) on 2020 Census and afterschool

Key Partnerships:

- Members of the SSEL
- TA intermediaries: CAN, CalSAC, PCY, Temescal Associates, ASAPconnect, etc.
- CA3
- [California Complete Count](#) (for tools, resources, etc.) and local Complete Count Committees

- Local United Ways
- California funders including community foundations
- YMCA's, Boys and Girls Clubs, Girls, Inc.
- Civil rights and social justice organizations
- LEAs/school districts, city and county government
- The Children's Movement
- California Resource & Referral Network
- Parent groups such as Parent Voices

Target Audience:

- EXLD management and then the larger EXL field. Once a campaign plan is developed the ultimate audience would be residents in neighborhoods with significant hard to count populations.

Legislation or Education Code Impacted:

- No legislation required. If supplemental state funds for census outreach are sought in early 2020 this could be part of that request.

Additional Considerations:

- Active participation in local census outreach by staff and students from EXL programs helps further build their identity as part of the community's social infrastructure like libraries and clinics.
- This is a civic engagement, service learning, and family engagement opportunity for programs.

Overlap with WSC and other EXLD Strategic Plan Committees:

- N/A

2. Data Collection System

Goal: Develop a data collection system that informs initial and ongoing work related to workforce development.

Objective 2.1: Create a framework for positions in the Expanded Learning field through an occupational analysis project in partnership with the Centers of Excellence.

Rationale: Establish a shared understanding of the job titles, job descriptions, and employment requirements of the EXL workforce in the state. With this common language, EXL staff and potential employees will gain a better understanding of the skills required and the opportunities for upward mobility and skill building that come with working in the field. The framework established through the occupational analysis is a

foundational first step in collecting accurate and relevant data on the incumbent workforce.

Activities:

For WSC:

- Collect organizational charts from programs.
- Inform and review survey process.
 - Determine survey respondents.
- Provide stakeholder contacts to Centers of Excellence.
- Identify experts to review survey data.
- Review final report.
- Make recommendations to EXLD.

For Centers of Excellence:

- Conduct research
 - Literature review
 - Job posting analysis (real-time labor market information)
- Develop and administer survey for stakeholders
 - Identify data elements
- Compile and analyze survey data
- Validate job descriptions with EXL experts
- Produce final report/presentation for EXLD
 - Finalize standard job descriptions

Proposed timeline from Centers of Excellence:

- EXL Workforce Occupational Analysis work plan
 - Conduct literature review of existing workforce-related studies. (3 months; includes time for review/response)
 - Design survey plan, draft survey instrument and review with experts (4-5 months; dependent on method of survey)
 - Draft and final report to client (2-3 months; variable based on comment period)

Resources Needed:

- Centers of Excellence (labor market research firm for California Community College system)
- EXL provider organizational charts

- Stakeholder email addresses
- Subject matter experts
- Survey dissemination platform

Key Partnerships:

- Centers of Excellence (Foundation for California Community College to guide work, hold subcontract)

Target Audience:

- EXL providers
- Current and future workforce

Legislation or Education Code Impacted:

- N/A

Additional Considerations:

- Explore longevity rates of employees in EXL
- Explore issues that may exacerbate racial, class and linguistic inequities and stratification of workforce.
- Consider other methods to collect data (existing labor market studies, etc.)
- Consider longitudinal studies v. snapshot studies
- Glean best practices for identifying and recruiting workforce from data

Overlap with WSC and other EXLD Strategic Plan Committees:

- N/A

Objective 2.2: Understand the profile of the current workforce through an incumbent worker survey.

Rationale: An incumbent worker survey will help to understand the EXL workforce demographics, wages, career interests, and more. This could inform PD and certification needs, and would help to tell the story as to what attracts people to the EXL field, what would help them stay, and how experience in the field can propel their career. A better understanding of the workforce would help to create linkages between EXL and economic development efforts, particularly for low-wage workers and workers of color. Finally, an accurate understanding of the workforce will aid in educating and engaging policymakers in developing policies that support and advance EXL and other youth work workers.

Activities:

- Determine what types of data we want to know, and methodology for collecting data (surveys, interviews, focus groups, etc.).

- Determine the audience for the resulting data (human resources professionals, direct service organizations, elected officials, etc.) and data that is most important to each audience.
- Gather demographic data through other projects' incumbent worker surveys; i.e. CAN Site Coordinator survey, NAA Workforce Survey, program providers (i.e. LA's BEST, California Teaching Fellows Foundation, Think Together, etc.).
- Develop and implement data collection tools (i.e. send survey to field via online platform, hold focus groups, etc.).
- Analyze data & draft a report of the findings.

Resources Needed:

- Data collection needs of other WSC goals and objectives. See Addendum A: Inventory of Data Needs to support WSC Goals and Objectives

Key Partnerships:

- CAN
- EXLD
- Research and evaluation partners (i.e. Public Profit, Centers of Excellence, Employment Development Department Labor Market Information Division, etc.)
- SSEL and TA Providers to support dissemination and promotion of data collection
- Program providers that collect own incumbent workforce data (i.e. LA's BEST, California Teaching Fellows Foundation, Think Together, Mt. Diablo C.A.R.E.S. program, etc.)

Target Audience:

- Incumbent EXL workforce
- EXL providers

Legislation or Education Code Impacted:

- N/A

Additional Considerations:

- N/A

Overlap with WSC and other EXLD Strategic Plan Committees:

- N/A

Objective 2.3: Provide guidance to the Expanded Learning field on effective uses of data collected through the incumbent worker survey and occupational analysis.

Rationale: It is important to promote data-driven practices to the EXL field to help strengthen workforce development efforts and strategies at the local level. EXL providers can use statewide data on the workforce to design and develop PD offerings and identify regional partnership opportunities. Local EXL providers can in-turn contribute effectively to ongoing, accurate statewide data collection through common and consistent classification of the workforce. Tools created and guidance provided can also inform state and local advocacy efforts, help to forge new partnerships, and be utilized for cultivating new funding streams. Finally, common metrics will help align EXL jobs, occupations, and skills needed with taxonomies relevant to higher education and workforce entities.

Activities:

- Create digital network maps to help EXL providers create efficiencies in PD (re: regional collaborations, strategic partnerships).
- Create program level repository to share data, reports, and tools
- Create and disseminate an annual report that communicates these data points; possibly in the existing State of the State publication produced annually by CAN.
- Disseminate guidance to the field on most relevant and aligned SOC identified through Data Collection System Objective 2.1. Include rationale as to why the SOC code is important, and information describing the longer-term agenda of understanding the workforce.

Resources Needed:

- Data Collection System Objectives 2.1 and 2.2. Workforce data to identify what the profile of the average person taking that off-ramp looks like (e.g. demographic, years of experience, EXL roles held, education level/certificates obtained, etc.).

Key Partnerships:

- CAN
- Bureau of Labor Statistics
- Centers of Excellence

Target Audience:

- EXL providers (leadership, HR positions, etc.)

Legislation or Education Code Impacted:

- N/A

Additional Considerations:

- N/A

Overlap with WSC or other EXLD Strategic Plan Committees:

- Data Collection System Objective 2.1

- Data Collection System Objective 2.2

Objective 2.4: Develop a sustainable data collection protocol and schedule to understand the changing needs of the workforce and ensure alignment to Standard Occupational Classification codes.

Rationale: It is critical that the EXL field standardize collection of workforce data and that the protocol is sustainable and achievable to collect on a regular basis. Establishing a plan for ongoing data collection will inform the investment in data collection that is needed. It will also inform and advance the SOC code process, including developing a pipeline to other relevant occupations and industries.

Activities:

- Develop data collection schedule, including how often incumbent worker data is collected, updated, and released.
- Explain the purpose and importance of workforce data collection and SOC codes to statewide and national stakeholders.
- Engage with local EXL providers, state afterschool networks, and other state and national agencies to collect and share their own workforce data, and build momentum around national data collection efforts.
- Conduct research, develop, and disseminate labor market reports/s of state and national data. State of the State of Expanded Learning could be one avenue.
- Develop draft report making the case for modification or addition of SOC code.
- Engage in formal process to apply for SOC code revision and/or development.

Resources Needed:

- Funding for ongoing incumbent workforce data collection and dissemination
- Survey tools and resources to collect accurate and effective data
- Support to engage in national conversations and the [SOC code process](#)

Key Partnerships:

- National Network of 50 State Afterschool Networks, individual State Afterschool Networks, NAA, Afterschool Alliance, Forum for Youth Investment and the Readiness Project workforce survey work group, Boys and Girls Clubs of America, YMCA of America, and other national EXL/afterschool organizations
- SSELs, TA providers (CAN, CalSAC, PCY, Temescal Associates, ASAPconnect), and EXL research partners (Public Profit, American Institutes for Research, etc.)
- Employment Development Division, Centers of Excellence, and other labor market information entities
- Bureau of Labor Statistics (responsible for SOC code system)

Target Audience:

- EXLD
- EXL providers
- National EXL/Afterschool organizations

Legislation or Education Code Impacted:

- N/A

Additional Considerations:

- Policy approach to support national engagement.
- SOC code revision process estimated to begin in 2024; new class of SOC codes to be released in 2028. SOC code revision requires national labor market information that makes the case that occupations in EXL are different enough from other codes and what difference are, that occupations are in demand and will continue to be in demand in the future, and more. This will require a coordinated national effort that California can lead the way in.
- Engage research firm for longitudinal study
- Incorporate identified key data points into short-term and long-term collection plan

Overlap with WSC and other EXLD Strategic Plan Committees:

- Data Collection System Objective 2.1

Objective 2.5: Analyze data to identify adjacent fields that employ workers with relevant knowledge, skills and abilities needed in Expanded Learning.

Rationale: Analyzing skills data will help to identify parallel fields from which EXL can recruit staff and intentionally broaden the recruitment base. This data should inform pathways development and recruitment efforts being advanced by Career Pathways and Professional Development objectives.

Activities:

- Identify relevant skills in adjacent fields and assess jobs that are most similar to EXL. (i.e. look at mass layoff survey structures, where could these workers come from/go to)
- Understand skills that are being cultivated in other industries that EXL is not targeting.
- Develop crosswalk of skills and occupations in adjacent fields. Dissemination of the crosswalk should be a part of Career Pathways and Professional Development Objective 4.5.

Resources Needed:

- Survey structures and the Occupational Information Network (O*NET) for occupational data - use to identify shared skills
- Existing skills charts for EXL (in and out of CA)
- Sample recruitment toolkits from adjacent industries
- Survey tool and design for skills survey to providers
- Data Collection System Objectives 2.1 and 2.2

Key Partnerships:

- Centers of Excellence
- NAA and other national agencies for existing frameworks
- Lead coalitions in adjacent fields

Target Audience:

- EXL providers

Legislation or Education Code Impacted:

- Encourage EXLD Policy Committee to further define how these outreach activities might be classified as direct service or administrative expenses, and potentially make some concessions to promote these activities as direct service.

Additional Considerations:

- Data should then be used to inform Career Pathways and Professional Development Objective 4.5

Overlap with WSC and other EXLD Strategic Plan Committees:

- Data Collection System Objectives 2.1 and 2.2
- Career Pathways and Professional Development Objective 4.5
- EXLD Policy Committee

3. Economic Mobility and Success

Goal: Address barriers to economic mobility and success to ensure the Expanded Learning workforce is reflective of the diversity of California's children and youth.

Objective 3.1: Develop and implement an earn and learn model in which Expanded Learning staff are able to work and receive training and education that will promote career advancement and economic mobility for low-income people and people of color in the field.

Rationale: This objective intends to increase diversity and support economic mobility through clear salary increases, particularly for low-income people and people of color

working in the field. This would also incentivize continued employment, reduce staff turnover, and result in more leaders of color obtaining upper administrative and executive level positions in the EXL field and not just within direct-service positions. This framework and model would include multiple career pathways and components to support opportunities for growth both at the point of service and into higher-paying leadership positions. Growth at the point of service positions will include opportunities to make additional income with external opportunities within the field. This is a more accessible means than attending a community college or university for EXL staff to grow their professional and transferable competencies, and an approach gaining increased recognition for its alignment with effective sector strategies such as High Road Training Partnerships championed by the California Workforce Development Board and Governor.

Activities:

- Establish a committee of various stakeholders (e.g. leaders of color representing EXL field, higher education, TA providers) to build out the components of the earn and learn model's framework.
- Conduct focus groups, surveys and/or interviews with various stakeholders (e.g. leaders of color representing EXL field, higher education, TA providers) around how to establish a relevant and responsive earn and learn model.
- Identify specific returns on investment (e.g. economic analysis to surface benefit to employees, employers and the EXL field), including analysis of salaries and pay structures across EXL organizations.
- Explore issues that may arise, that will exacerbate racial, class and linguistic inequities and stratification that already characterize the EXL workforce, if there is a degree requirement for lead staff.
- Identify sustainable funding streams (e.g. ASES, CCDBG, 21st CCLC, California Apprenticeship Initiative) to support model (considering establishing a fund to be housed and monitored at an established intermediary to be awarded via an equitable application process).
- Identify an agreed upon competencies framework to integrate throughout.
- Develop curriculum to complete within the model.
- Create instruction design and methodologies to incorporate examples, such as: lectures, small group projects, discussion groups and an original project at end of the program that demonstrates target competencies.
- Identify a process that includes evaluation to ensure earn and learn model (e.g. apprenticeship, college courses with onsite practicum) leads to gains and improvements with specific competencies.
- Develop recognition process that includes step wage increases, and/or certificate that is recognized by the field and/or state. See recognitions and incentives explored through College-Credit System Objective 5.3.

Resources Needed:

- Funding and capacity to convene a design committee
- Eligible LEA to “house” model and receive funding
- Model programs, i.e. Early Care and Education Pathways to Success
Apprenticeship Programs, Partnership to Advance Youth Apprenticeships

Key Partnerships:

- California Community College Regional Consortia (has influence over programs and curriculum)
- California Apprenticeship Initiative stakeholders: Department of Labor, Foundation for California Community College, California Community College Chancellor’s Office
- California Workforce Development Board
- SSELS will need to know about and support efforts in development and once established
- EXL Teacher Pathway Apprenticeship ad hoc group
- EXLD Sustainability Work Group
- TA providers that offer information and educational programs (i.e. CalSAC Trainer Network and LDI Fellowship, CAN Site Coordinator Network, etc.)

Target Audience:

- EXL incumbent workforce: frontline staff and Site Coordinators

Legislation or Education Code Impacted:

- N/A

Additional Considerations:

- Data Collection System Objective 2.2 should include data collection that will help explore how higher-education degree requirements impact racial, class and linguistic inequities thus far in the EXL workforce. See Addendum A: Inventory of Data Needs to Support WSC Goals and Objectives.

Overlap with WSC and other EXLD Strategic Plan Committees:

- Data Collection System Objective 2.2
- College-Credit System Objective 5.3
- EXLD Sustainability Work Group

Objective 3.2: Provide the field with tools and resources to understand, explore, and dismantle the concept of white supremacy culture and its practices, policies and procedures that create barriers to equity^{ix} for the Expanded Learning workforce. [June 2020]

Rationale: To address the racial leadership gap in the EXL field, EXL organizations must interrogate policies, procedures, and practices that uphold white supremacy culture, and strengthen their role in advancing equity for the workforce. Characteristics of white supremacy culture include: perfectionism; sense of urgency; defensiveness; quantity over quality; worship of the written word; paternalism; either/or thinking; power hoarding; fear of open conflict; individualism; progress is bigger/more; objectivity; and right to comfort.^x Organizations that unconsciously use these characteristics as their norms and standards make it difficult, if not impossible, to open the door to other cultural norms and standards, thus creating social and systemic barriers for employees of color to reach their full potential in their work with children and youth. Taking a more expansive approach to addressing barriers will also put the EXL field in greater alignment with millennials, its key incumbent and potential workforce, who are more likely to define diversity as a mix of experiences, identities, ideas and opinions rather than more traditional definition of diversity, such as underrepresented racial, ethnic and gender demographics.^{xi}

Activities:

- Research and inventory existing tools, resources, and TA providers to aid employers in addressing white supremacy culture (i.e. hiring and advancement practices, investment in leadership development, uncovering inequities/disparities in pay, marketing messages and methods of distribution, etc.)
- Develop additional tools to aid employers in addressing white supremacy culture to fill gaps
- Gather qualitative information (e.g. testimonials) to share how utilizing such tools and supports has benefited organizations and their workforce
- Develop communication piece to introduce tools, resources, and supports to educate providers on white supremacy culture and characteristics
- Create a repository of available resources, tools, and TA providers with a brief summary, including the purpose it serves. Link resources and tools to Quality Standards for EXL in California.
- Work with TA providers to disseminate tools and educate employers on available resources, particularly targeting EXL provider leadership with decision-making authority (i.e. executive directors, boards, managers, Site Coordinators, etc.)
- Develop indicators of progress (i.e. pay equity, diversity of workforce at all levels, demographics of TA providers, diversity of candidate pools, investment in leadership development of people of color, investment in ally building of white leadership) and measure growth

Resources Needed:

- Asset-based tools and information for providers to evaluate their work environments and develop strategies to address white supremacy culture, thus move towards a more equitable work environment. Tools and information should

also aim to educate employers on white supremacy culture and help break through the personal difficulty that confronting white supremacy brings.

- Disaggregated data collected through Data Collection System Objective 2.2 (such as: racial/ethnic demographics of incumbent workforce by position, pay scales by racial/ethnic demographics and position, etc.). See Addendum A: Inventory of Data Needs to support WSC Goals and Objectives.
- Tools and resources from the following organizations and movements add value to these efforts: Center for Urban Education at USC, National Equity Project, Equity Meets Design, CompassPoint, National Coalition Building Institute, Race Matters Institute, Transforming White Privilege, Racial Equity Tools, Racial Equity Resource Guide (W. K. Kellogg Foundation), Race Equity & Inclusion Guide (Annie E. Casey Foundation), Equity in the Center, Development without Limits, California School-Age Consortium, National Afterschool Association, etc.
- Funding to support programs to prioritize this work.
- Staffing, consultants, and TA providers with expertise and competencies to support the implementation of racial equity practices

Key Partnerships:

- EXLD Equity Committee
- EXL TA providers with strong experience and competencies in racial equity work i.e. CalSAC, Development Without Limits, School's Out Washington
- EXL providers with experience advancing equity in their organizations i.e. S. D. Bechtel, Jr. Foundation grantees such as Playworks, Coaching Corps, Girls Inc, Techbridge Girls, etc.
- External equity organizations i.e. Center for Urban Education at USC, National Equity Project, Equity Meets Design, CompassPoint, National Coalition Building Institute, Race Matters Institute, Transforming White Privilege, Racial Equity Tools

Target Audience:

- EXL provider leadership with decision-making authority (executive directors, boards, managers, site coordinators, etc.)
- EXLD staff
- EXL TA providers
- Education stakeholders including: County Offices of Education, superintendents, principals

Legislation or Education Code Impacted:

- N/A

Additional Considerations:

- As with all efforts to address inequities that systems of oppression create, there will be personal discomfort when racism and privilege is highlighted. Common responses from white people include anger, withdrawal, emotional incapacitation, guilt, argumentation, and cognitive dissonance. It must be recognized that these responses work to reinstate white equilibrium as white people repel the challenge, return racial comfort to white people, and maintain white dominance within the racial hierarchy.^{xvi} Such anticipated responses should not provide a reason for avoiding this work. Affinity grouping and caucusing should be considered.
- Not all members of the subcommittee that developed this objective endorsed the use of the term “white supremacy culture”. The expressed concern about and misinterpretation of the term revealed a lack of understanding and acceptance of the historical and systematic pervasiveness of white supremacy in the United States. This signals common patterns of misunderstanding beyond the subcommittee that should be anticipated.
- The presence of white supremacy in the fabric of every system in the United States must be recognized and explored. Only then will the opportunity open up to examine the manifestations of systems of oppression within the EXL field, and move toward courageous change in the workplace that can shape the trajectory for people of color and other marginalized groups.
- Collaborate and crosswalk with EXLD Equity Committee to align recommendations and ensure that the EXL workforce is considered in strategies and investment
- Consider system-level culture change and tools (i.e. better reflected in Quality Standards for EXL in California; standards for TA providers, etc.).

Overlap with WSC and other EXLD Strategic Plan Committees:

- Data Collection System Objective 2.2
- EXLD Equity Committee

Objective 3.3: Position the Expanded Learning field as an industry that promotes racial and economic justice by employing and supporting the development of a diverse workforce, and ensuring that all levels of leadership of the Expanded Learning field are reflective of California’s demographic of children and youth.

Rationale: The EXL field has the dual opportunity to support the development of children and youth being served as well as the adults that makeup the EXL workforce. An estimated 30,000 Californians work in EXL programs, though this cannot be confirmed given the lack of available data. In 2012, the workforce was made up of nearly 70% people of color.^{xii} A workforce development strategy for the field with a strong racial and economic justice lens would help position EXL as an industry that helps working adults overcome barriers while producing skilled, values-driven leaders that bring their own lived experience to impact other fields and systems like education,

social services, government, and more. Elevating the EXL field's commitment to equity, diversity, and inclusion can also support recruitment and retention efforts: millennials are significantly more likely than older generations to consider the diversity and inclusiveness of a workplace to be an important criterion in their job search.^{xiii} With a clear agenda, the EXL field can leverage this opportunity to build partnerships with other racial and economic justice-focused entities, while promoting transparency and cohesion around the vision of EXL's role in promoting equity for its adult workforce as well as the children and youth being served.

Activities:

- Ensure the inclusion of clear and explicit statements that describe EXL as an industry that advances racial and economic justice for its workforce in Career Pathways and Professional Development Objective 4.1. [Fall 2020]
- Engage public interest and awareness of EXL field's impacts on racial and economic justice for the EXL workforce. [Summer 2021]
- Develop an inventory of public and private donors that align with the social justice principles of the EXL workforce, and what ways partnerships can be forged to address barriers that exist. [Fall 2020]
- Forge partnerships with social justice and equity organizations and initiatives (i.e. serve on committees, join initiatives like [Dignity Schools](#), Latino/Black/etc. Legislative Caucuses, etc.).
- Write a white paper providing updated data, including demographics of the EXL workforce, clarifying how and why EXL promotes racial and economic justice for its workforce, and needs statements indicating rationale for external partnerships, support and funding. [Spring 2021]
- In collaboration with higher education and community partners, publish scholarly and other publications to connect with systems outside of EXL with intent to forward the racial and economic justice agenda of the field. [Summer 2021]
- Develop mechanisms for sharing information with EXL workforce stakeholders on racial and economic justice as foundational principles of the work of EXL, with special attention to the critical need to identify and root out intersections of the dominant culture in the field. [Fall 2021]

Resources Needed:

- Publications where EXL can contribute; inventory of existing donors that align with racial and economic justice principles
- Studies/research on early childhood workforce, homecare workers, etc. that have workforce of similar demographics; how they frame and call for the dignity of their workforce

Key Partnerships:

- EXLD staff

- EXL providers
- EXL stakeholders and funders/donors
- EXLD Equity Committee
- Social justice organizations
- EXL TA intermediaries (i.e. CalSAC, CAN)

Target Audience:

- EXL provider leadership with decision-making authority (executive directors, boards, managers, Site Coordinators, etc.)
- EXL funders/donors
- Social justice organizations

Legislation or Education Code Impacted:

- N/A

Additional Considerations:

- Collaborate with EXLD Equity Committee, but continue to hold as separate efforts specific to workforce development

Overlap with WSC and other EXLD Strategic Plan Committees:

- Career Pathways and Professional Development Objective 4.1
- EXLD Equity Committee

4. Career Pathways and Professional Development

Goal: Strengthen career pathways and professional development for the Expanded Learning workforce.

Objective 4.1: Articulate a philosophy of the Expanded Learning workforce that outlines the many entry points into Expanded Learning careers, and sets out how strong professional development supports progression both within *and* beyond Expanded Learning. [Jan 2021]

Rationale: Articulating a philosophy of the EXL workforce will ensure alignment across the field about EXL career pathways. Having a clearly articulated idea of the many career and progression pathways can help with recruitment of individuals into, and retention and progression of professionals within, the EXL field. This also entails cultivating partnerships and funders in support of EXL work experiences. An articulated philosophy will also serve as a beacon for all other objectives.

Activities:

- Engage a working group of the Workforce Strategy Committee to develop a draft

philosophy. [Spring 2020]

- Share philosophy with other relevant stakeholders for input and refinement. Present the EXLD for approval. [December 2020]
- Develop dissemination plan. [December 2020]
- Implement dissemination plan to raise awareness. [December 2021]
 - The philosophy, once adopted by the EXLD, can be distributed widely.

Resources Needed:

- Group of stakeholders to help develop and review philosophy
- Example of a workforce philosophy from [Room to Grow: Tapping the After-School Workforce Potential](#) (page 3) developed by The After-School Corporation (TASC)
- NAA, TASC, Expand Ed Schools, State Network, and other state or national entities might have some language to look at
- Marketing considerations and adoption, distribution and communication strategy

Key Partnerships:

- For dissemination: CAN, CalSAC, etc.,
- EXLD Policy Committee
- LEAs/school districts
- EXL providers
- Input from/informed by CAN Site Coordinator Network to ensure their view is reflected

Target Audience:

- LEAs
- EXL providers
- EXL Staff
- School district personnel

Legislation or Education Code Impacted:

- Depending on WSC recommendations, could result in suggested bill language

Additional Considerations:

- How does the current funding constraints in the field impact the philosophy? Is it informed by the current state of the field or potential/vision for the field or both?

Overlap with WSC and other EXLD Strategic Plan Committees:

- EXLD Policy Committee

Objective 4.2: Identify entry points into Expanded Learning career pathways from high school to adulthood; and identify relevant professional and personal development that will support career progression within the field. [Spring 2021]

Rationale: Identifying entry points and required knowledge and skills will make pathways into EXL more transparent and easier to access. Additionally, it will help with recruiting candidates with diverse perspectives and backgrounds. Exposing candidates to a broad range of options will allow them to make informed decisions and take a career pathway that is a best fit for them.

Activities:

- Entry points into EXL
 - Identify different entry points into EXL, e.g. internships for high school students, college students, parents, EXL alumni, retired teachers. Entry points are not necessarily just into entry-level EXL positions; they can be for more senior positions as well.
 - Identify certifications and trainings that would provide individuals with the relevant skills to enter EXL careers, e.g. CPR certification for high school students.
 - Identify ways that entry into EXL can be streamlined, e.g. implementing consistent entry requirements for similar roles throughout the field, reducing process barriers to entry.
- Careers within EXL
 - See Data Collection System Objective 2.1. Use information to describe key tasks and responsibilities of each core role (including skills and competencies required), optimal term of service, and average salary range for each role.
 - Identify PD and skills training that should be provided to individuals to help them perform better in their current roles, including PD toolkits that can be readily available to Site Coordinators
 - Identify PD and skills training that should be provided to individuals to help them progress to other roles within EXL.

Resources Needed:

- Data Collection System Objective 2.1: core roles, key tasks and responsibilities, average salary, etc.
- Data Collection System Objective 2.2: common, current entry points into EXL
- Career pathways that currently exist between high school and community college; CDE California Career Resource Network (CalCRN); California Community Colleges Chancellor's Office, Foundation for California Community Colleges

- Field scan on existing PD (use existing resources, e.g. EXLD-commissioned TA scan)
- Identify the PD needs to support career progression in EXL; consider focus groups to gather information
- Economic Mobility and Success Objective 3.1

Key Partnerships:

- CAN Site Coordinator Network, CalSAC: Trainer Network, LDI Fellows
- CDE Career and College Transition Division, CalCRN
- California Community College Chancellor's Office Guided Pathways Project
- ConnectED National Center for College and Career
- The Linked Learning Alliance
- NAA Workforce surveys (may have data to support this objective)

Target Audience:

- Pre-service and incumbent EXL staff
- LEAs/school districts
- EXL providers

Legislation or Education Code Impacted:

- EC 8483.7(a)(1)(C) A program may provide the three days of staff development during regular program hours using funds from the total grant award.
- EC 8483.3(c)(4) Staff training and development will be provided.

Additional Considerations:

- Consider how future legislation may be impacted based on the standards and best practices surfaced; maybe EXLD Sustainability Work Group
- Consider how to incentivize PD provided by LEAs/school districts, EXL Providers. See incentives explored through College-Credit System Objective 5.3.

Overlap with WSC and other EXLD Strategic Plan Committees:

- Data Collection System Objective 2.1
- Data Collection System Objective 2.2
- Economic Mobility and Success Objective 3.1
- College-Credit System Objective 5.3
- EXLD Sustainability Work Group

Objective 4.3: Identify career pathway offramps from Expanded Learning into the education field, and relevant professional and personal development that will

support career progression into education roles; and identify career pathway offramps from Expanded Learning into non-education industry sectors. [Spring 2021]

Rationale: EXL provides individuals with the skills and tools for many different career options, including on-the-job training for teaching credential preparation and other education pathways. Identifying offramps helps build awareness about the full range of career options that people in EXL can launch into, and signals the value of EXL as a 'stepping stone' to other careers. Identifying offramps and transferable skills helps employers in other sectors recognize the value of EXL professionals. This can help meet demand for qualified professionals in other high-growth sectors and occupations that require skills that an EXL career provides.

Activities:

- Identify related professions, sectors, and roles (offramps) including and beyond the education sector, identify skills and competencies needed, map these skills and competencies to those typically possessed by individuals in various EXL roles.
 - Reach out to EXL leaders, former EXL professionals, and career counselors for ideas on various career paths.
 - Obtain redacted exit interview data from providers (if it exists) to understand where people are going when they leave the EXL field.
 - Non-education industry sectors could include parks and recreation, corrections, social work, health, public sector, etc.
- Reach out to partners/stakeholders (e.g. colleges, teaching credential programs, County Offices of Education, etc.) to determine how to align well with EXL work (e.g. hours worked in EXL positions count towards teaching credential hours). Consider potential policy changes and collaborate with Policy Objective 1.2.
- Identify potential funding opportunities to support greater alignment beyond EXL, and demonstrate the value of EXL to other sectors. Could be researched through scan recommended in Policy Objective 1.3.
- Develop tools and guidance for local EXL providers to: research the top industries by region (i.e. largest employers); and identify potential other sector partners and possible offramps in a local context.

Resources Needed:

- Workforce data to identify what the profile of the average person taking that off-ramp looks like (e.g. demographic, years of experience, EXL roles held, education level/certificates obtained, etc.). Possibly from Data Collection Objective 2.2, but may need other method to collect information from former employees.
- Crosswalks of educator skills, i.e. OC Teacher Pathway Partnership report [Preparing Future Educators: Identifying Necessary Soft Skills Development](#)

Key Partnerships:

- College and high school counselors - identify overlapping skills (to other sectors/professions)
- Employment Development Department Labor Market Information Division, Centers of Excellence, LinkedIn, and other agencies with access to relevant employment data
- Workforce Investment Boards
- Local Chambers of Commerce
- California Commission on Teaching Credentialing and other stakeholders identified by Policy and Funding Objective 1.2

Target Audience:

- Incumbent EXL workforce
- Interested industries - those who would benefit from highly skilled potential employees
- Potential workforce - those who would benefit from developing entry level skills before launching into another sector

Legislation or Education Code Impacted:

- N/A

Additional Considerations:

- Job Fair or something like this to engage potential partners
- How to market that EXL builds skilled workers?
- How to engage and incentivize potential employers in other sectors?

Overlap with WSC and other EXLD Strategic Plan Committees:

- Policy and Funding Objective 1.2
- Policy Objective 1.3.
- Data Collection Objective 2.2

Objective 4.4: Disseminate career development information and resources to Expanded Learning Site Coordinators. [Fall 2021]

Rationale: Dissemination of career development information to Site Coordinators, including training, certificates, and advancement opportunities, is important because Site Coordinators are in key positions to identify needs and goals of their program, staff, and community.

Activities:

- Provide tools and guidance to help Site Coordinators partner with high school, community college, and four-year college guidance counselors to distribute

information about trainings and certifications to students working, or interested in working, in the EXL field.

- Utilize CAN resources, including their email distribution list and Site Coordinator Symposium, to share resources with Site Coordinators.
- Utilize CDE's EXLD website to post links to marketing materials, resources and FAQs.
- Develop and conduct training for Site Coordinators on how to support line staff with career development this information, and the benefits of providing this information to their staff (address the "train to leave" issue).

Resources Needed:

- Career development information, including incentives explored through College-Credit System Objective 5.3
- Contact information for Site Coordinators to connect directly with them
- Contact information for high school, community college, and four-year college guidance counselors

Key Partnerships:

- CAN Site Coordinator Network
- All TA providers
- EXLD
- Community, state and private college
- BOOST Conference
- LEA guidance counselors

Target Audience:

- Front line staff
- Site Coordinators
- LEAs/school districts

Legislation or Education Code Impacted:

- N/A

Additional Considerations:

- Are there additional resources beyond guidance counselors that should be contacted for career pathways information to share with Site Coordinators?

Overlap with WSC or other EXLD Strategic Plan Committees:

- College-Credit System Objective 5.3

Objective 4.5: Identify, motivate and educate candidates about the full scope of potential career opportunities within Expanded Learning and in the education field. [Spring or Fall 2021]

Rationale: By motivating and educating the EXL workforce about the career opportunities in and beyond EXL and how the EXL program can help them progress in their career, the EXL workforce is more likely to: develop a deeper connection and understanding with the EXL program; lengthen the arc of their career in EXL; participate in continuous quality improvement as they apply their professional and personal development learning to the program and program outcomes; and advocate for others to utilize the multiple benefits of EXL careers for personal, educational and vocational advancement.

Activities:

- Create a framework that provides opportunities for early exposure of all candidates to the EXL field (including internships, training career counselors, etc. and other models identified by Economic Mobility and Success Objective 3.1, and College-Credit System Objectives 5.1 and 5.3).
- Develop tools and guidance for EXL providers for targeted recruitment (including recruitment from adjacent fields identified by Data Collection System 2.5), effective messaging, branding, partnerships to build, and tangible recruitment strategies (i.e. including media consumption data).
- Partner with community college guidance counselors to distribute information about trainings and certifications to students working, or interested in working, in the EXL field.
- Encourage community college guidance counselors to offer career coaching and counseling designed at educating potential candidates about opportunities in EXL and beyond.
- Support Lead Education Agencies, Site Coordinators, and key EXL staff to perform outreach to:
 - Post-secondary community with the goal of raising awareness with students and connecting them with the developed marketing materials that outline the various onramps and offramps to EXL.
 - Local Workforce Investment Boards and agencies with the goal of raising awareness of potential applicants and connecting them with the developed marketing materials that outline the various onramps and offramps to EXL.
 - High school counselors and post-secondary career center counselors with the objective of making them aware of EXL opportunities for their students and provide them resources like the Work Based Learning Continuum.

Resources Needed:

- Marketing materials, tools, and roadmaps

- Training guides to assist LEAs, Site Coordinators and or key EXL staff on how to successfully build relationships with the post-secondary community. See Addendum C: Partnering with your Local Community College: Strategies and Requirements for Extended Learning Programs
- Financial resources or guidance to help ease the administrative costs associated with workforce partnership building
- Incentives explored through College-Credit System Objective 5.3

Key Partnerships:

- High school and college career counselors
- CAN Site Coordinator Network
- Workforce Development Boards and agencies
- LEAs/school districts
- CBOs
- Mayors, City Council Members, and County Supervisors
- California Community Colleges Guided Pathways Regional Coordinators
- California Community Colleges K12 Strong Workforce Program Pathway Coordinators

Target Audience:

- Current EXL participants
- High School students
- College students
- People who want to change career into education
- Encore career seekers

Legislation or Education Code Impacted:

- Encourage EXLD Policy Committee to further define how these outreach activities might be classified as direct service or administrative expenses, and potentially make some concessions to promote these activities as direct service.

Additional Considerations:

- Job and career fairs
- Consider using data collected through Data Collection System Objectives 2.1 and 2.2 to inform marketing materials
- Intersection with Data Collection System Objective 2.5. Use crosswalk of adjacent industries to develop data informed recruitment strategy.

Overlap with WSC and other EXLD Strategic Plan Committees:

- Data Collection System Objective 2.1
- Data Collection System Objective 2.2
- Data Collection System Objective 2.5
- Economic Mobility and Success Objective 3.1
- College-Credit System Objective 5.1
- College-Credit System Objective 5.3
- EXLD Policy Committee

5. College-Credit System

Goal: Improve the educational pathway for careers in and related to working with children and youth by providing incentives to participate in a flexible and accessible college-credit system.

Objective 5.1: Explore the landscape of post-secondary coursework and certificates, partnership models, and professional development offerings for Expanding Learning professionals; and provide guidance for the Expanded Learning field to develop models for college-credit attainment. [Ongoing through 2023]

Rationale: Many courses and certificates are offered for early childhood education, yet a landscape of courses and certificates that specifically serve the EXL workforce does not exist. Some examples would include a youth worker certificate, school-age certificate, and courses about serving special populations (English learners, special education, etc.). A holistic landscape can serve as the basis for developing guidance to the field or potential policy changes for EXL providers and the post-secondary system to provide credit-completion and PD, and incentivize coursework completion by the EXL workforce. In particular, a focus on collaboration with the community college system may be a more achievable and accessible pursuit.

Activities:

- Survey and create a list that includes promising partnership practices by looking at regional diversity in models that CBO's, districts, community colleges currently participate in.
- Analyze Career Technical Education Employer Outcomes Survey to see employment in Taxonomy of Program (TOP) code programs. TOP codes are community college course descriptors based on SOC codes that describe jobs. Currently, there are no SOC and TOP codes that are specific to work in EXL.
- Encourage EXL providers to adopt best practices and/or develop models, by developing incentives, formalizing partnerships, and/or providing direction on:

- Universal training/PD to include community college role
- Providing units to EXL practitioners for content covered in PD
- Develop some kind of incentive for providers to develop partnerships
- Provide reimbursement for first aid/CPR
- Develop “How To” resource guide on connecting with higher education programs that support college attendance and coursework completion, including guidance to EXL providers on process and provision of a variety of delivery modes (i.e. online, on site, etc.). Disseminate best practices to EXL providers and post-secondary stakeholders. See Addendum C: Partnering with your Local Community College: Strategies and Requirements for Extended Learning Programs.
- Create a strategy to get more EXL staff onto a community college faculty track:
 - Staff with MA degrees can enter the system and craft curriculum, develop the program and practicum (since community colleges are governed by Title 5).
 - Also can engage business sector that serve as faculty and investors of the community colleges.
 - Staff can also serve on community college advisory committees; communicate with departments about workforce needs; also explore business departments that typically hold leadership, business development.

Resources Needed:

- Foundation for California Community College to do research
- [Career Technical Education Outcomes Survey](#) - disaggregated by TOP code relevant to EXL, region, etc.
- Kathleen White to do scan of [TOP code Manual - 6th edition](#) (CA-only), start list of promising practices categories. See Addendum D: Example Matrix of Programs to Explore
- CDE - info on adult ed/etc. certificate programs, CalCRN
- Research potential incentive funding for EXL providers; may be identified through Policy and Funding Objective 1.3. Could include:
 - Workforce Innovation and Opportunity Act (WIOA); funding for specific populations
 - California Early Childhood Mentor Program; funded by CDE
 - College student is partnered with a mentor teacher to complete their practicum/laboratory hours. Student works in the classroom with the mentor teacher. Could support college practicum course.

- Educator Workforce Investment Grant; funded by CDE
 - Provide dollars through partnerships with districts and community colleges for training in social justice, SEL, special education, early childhood development; info at <https://www.cde.ca.gov/pd/ps/ewiq.asp>
- Scan of post-secondary programs and certificates:
 - Community college school-age certificates i.e. City College of San Francisco provides college credit in WRK EXP, practicum and internships for credit in EXL and youth-serving agencies. See Addendum E: School-Age Certificate Programs in CA Community Colleges
 - Other programs and certificates: UC Irvine Certificate in Afterschool and Summer Education (CASE), CUNY Youth Studies certificate, UC Links

Key Partnerships:

- Community Colleges
- School district and high school Dual Enrollment Pathways programs
- California Teaching Fellows Foundation and other EXL providers
- EXLD
- Workforce Development Boards
- Adult Ed providers

Target Audience:

- Potential workforce: 18-24 aged workforce, parents/family members of EXL participants, returning to workforce, older workforce
- EXL providers
- Community College System (California Community Colleges Chancellor's Office, Foundation for California Community Colleges) and other post-secondary stakeholders

Legislation or Ed Code Impacted:

- Look into ED Code language to include these certifications.
- Ed Code/ESSA language for ASSETs programs provides for career exploration and workforce development

Additional Considerations:

- When completing the scan, keep in mind the following guidelines:
 - Explore baseline PD (e.g. first aid, CPR, etc.) partnerships between EXL providers and community colleges
 - Explore fieldwork/credit for work experience and experiential learning.

- Review dual enrollment pathways - CTE programs in child development and education
- Consider: employer-specific training and certificates, i.e. YMCA, CalSAC, SSELS, CypherWorx, etc. and explore linkages and cost savings to utilize community college offerings
- Cross-reference community college and universities degree programs that align to skills in job descriptions
- Child Development Permit that support adults and continuous learning
- Other internships that do or may support workers gaining college credit, i.e. EXLD and Foundation for California Community Colleges Career Catalyst pilot; Think Together high school internships
- Some community colleges certificate courses are used towards AA degree.
- With counseling and educational planning, most courses could lead to degrees and transfers to 4-year colleges.
- Collaborate with Data Collection System Objective 2.2 to collect small data sample of incumbent workforce information. See Addendum A: Inventory of Data Needs to support WSC Goals and Objectives.
- Align with incentives explored through College-Credit System Objective 5.3 where applicable.

Overlap with WSC and other EXLD Strategic Plan Committees

- Policy and Funding Objective 1.3
- Data Collection System Objective 2.2
- College-Credit System Objective 5.3

Objective 5.2: Develop and disseminate a how-to manual for Expanded Learning providers to strengthen their offering of wrap-around services that support the adult workforce in increasing their degree and/or certificate attainment. [Late 2020]

Rationale: Wrap-around services offer supports that are community based, culturally relevant, and individualized, including, but not limited to: employment, childcare, health care, and social services. These wrap-around supports can aid current EXL employees attain their education and career goals, while increasing the capacity of EXL providers to retain and recruit staff. Ultimately, the EXL workforce can model college attendance for the children and youth they work with by increasing their own college attendance and completion. The community college system aligns well with this objective, given its focus on supporting students with responsive and accessible wrap-around services such as financial aid, mental health, food security, and other supports.

Activities:

- Identify compatible wrap around services or model programs.

- Identify key partnerships to successfully implement wrap around models at the local level.
- Collaborate with education partners to identify programs that target the same recruitment pool (i.e. instructional school day and Title I paraeducators).
- Define how educational and wrap-around services are identified, in order to determine the needs of the community and employers.
- Develop model components checklist of items to consider to support EXL providers in building partnerships with a community college to offer wrap-around services.

Resources Needed:

- Research and/or landscape of available wrap-around supports and programs
- Data on wrap-around services that are most supportive to the needs of the EXL workforce. Could come from Data Collection System Objective 2.2, collected through local needs assessments (i.e. California Teaching Fellows Foundation, Woodcraft Rangers, LA's BEST), and/or former EXL workers.

Key Partnerships:

- CalWORKS and other California Department of Social Services (CDSS) programs
- Employment Development Division (EDD) job services programs
- Foundation for California Community Colleges Equity and Student Services programs, i.e. Student Ambassador programs, CalFresh, etc.
- Parent groups and services; re-entry programs; adult education programs

Target Audience:

- Potential EXL workforce
- EXL providers

Legislation or Education Code Impacted:

- N/A

Additional Considerations:

- Determine an online hub for tools and resources created
- Consider what ongoing maintenance will be required to keep tools/resources current and accessible

Overlap with WSC and other EXLD Strategic Plan Committees:

- Data Collection System Objective 2.2

Objective 5.3: Provide guidance to Expanded Learning Providers on best practices to recognize and incentivize college-credit completion, education, training, and experience of Expanded Learning staff.

Rationale: Rising costs of higher education, a lack of available academic courses in school-age care, and increased focus on four-year graduation goals create barriers and challenges for the EXL workforce to engage in college coursework. Incentives that recognize college-credit completion, education, training, and experience can help attract staff to EXL careers by better meeting intrinsic and extrinsic needs, while increasing EXL program quality and retention. Incentives and recognition can encourage the EXL workforce to complete or further their educational goals, commit to a career in EXL, and develop a strong pipeline of EXL leaders. Specifically, common pay scales can strengthen the development of career pathways in EXL by providing the EXL workforce with a variety of opportunities within the field to experience vertical mobility. Finally, consistent wages and salaries within EXL career pathways also foster local economic development through stable jobs.

Activities:

- Explore and identify incentives that recognize college coursework completion, training, and experience in EXL. Incentives may include: tiered pay scale increases, flexible schedules, accessible community college pathways, high school dual-enrollment programs, service programs (i.e. VISTA), loan deferral, education stipends, etc.
- Develop and disseminate guidance for the field on ensuring competitive, common wage scale parity. Guidance should consider and address:
 - The variety of EXL positions and occupations identified through the occupational analysis completed through Data Collection System Objective 2.1
 - Impacts of local economies, i.e. local minimum wages
- Develop and disseminate guidance for the field on other incentives including flexible schedules, accessible community college pathways, high school dual-enrollment programs, service programs (i.e. VISTA), loan deferral, education stipends, etc.

Resources Needed:

- Look at early learning/childcare wage parity scales; other fields i.e. recreation, YMCA
- Marcy Whitebrook and Center for the Study of Child Care Employment research on early childhood educator workforce salaries
- Data on local economies, minimum wages, etc.
- Examples of incentives and recognitions currently offered by EXL providers

Key Partnerships:

- Community Colleges
- EXL providers
- EXLD
- Workforce Development Boards

Target Audience:

- Community Colleges
- EXL providers, including LEAs, community-based organizations, etc.
- Potential EXL workforce

Legislation or Education Code Impacted:

- N/A

Additional Considerations:

- Barriers imposed by minimum qualifications may exacerbate an equity issue. We should always provide pathways for disproportionately impacted students.
- Explore courses and certificates tied to salary/hourly wage increases or steps explored through College-Credit System Objective 5.1, and potentially other models (i.e. YMCA pay structure or teacher pay scales in districts); also explore incentives that encourage alignment.
- Overlaps with wage step increases in model explored by Economic Mobility and Success Objective 3.1.
- Guidance on incentives and wage scales should be integrated within pathways developed through Career Pathways and Professional Development Objective 4.2, and within tools to be disseminated through Career Pathways and Professional Development Objectives 4.4 and 4.5.

Overlap with WSC and other EXLD Strategic Plan Committees:

- Data Collection System Objective 2.1
- Economic Mobility and Success Objective 3.1
- Career Pathways and Professional Development Objective 4.2
- Career Pathways and Professional Development Objective 4.4
- Career Pathways and Professional Development Objective 4.5
- College-Credit System Objective 5.1

Addendum A

Objective 2.2: Understand profile of the current workforce through incumbent worker survey. (Data Collection System)

Inventory of Data Needs to support WSC Goals and Objectives

Objective	Data needed	Additional Notes, Resources
Goal 1: Policy and Funding	Return on investment study that would look at the value of investing in the EXL workforce - include the cost of turnover and retraining	Pertains to multiple objectives Could be gathered from HR staff/org leadership
3.1	Incumbent worker: race, income level, primary/secondary language, gender identity, immigration experience, education, positions, wage/salary; disaggregated by position (key decision making roles for non-profits and other employers in the EXL field i.e. governing board members, executive leadership, recruitment and administrative positions, etc.) Identify specific job requirements, pertaining to education, for executive and mid-level leadership positions for EXL agencies	American Communities Survey Race to Lead report This data will be used to: Inform design of programs, models, pathways; and identify recruitment targets and who should be prioritized to access the model
3.2	Racial/ethnic demographics of incumbent workforce by position, pay scales by racial/ethnic demographics and position, etc.	No additional notes
4.2	3.1 Occupational Analysis work - core roles, key tasks and responsibility, average salary, etc. 3.1 Incumbent Survey Analysis - common, current entry points into EXL	No additional notes
4.3	Redacted exit interview data from providers (if it exists) Workforce data to identify what the profile of the average person taking that offramp looks like	No additional notes

4.4.	Contact information for Site Coordinators	Should connect directly with Site Coordinators
5.1	<p>Incumbent worker survey:</p> <p>Are you enrolled in or have you been enrolled in college while employed in EXL?</p> <p>Have you received a wage increase or do you receive higher wages based on college completion or enrollment?</p> <p>Do you hold the following? High School Diploma, AA/AS, Child Dev Permit, BA/BS, Advanced Degree, Teaching Credentials</p> <p>Did you attend the program as a participant that you now work for?</p> <p>Are courses specific to your workforce needs or general education courses? What is your major?</p>	California Community College? 4 Year College? Other?
5.1	<p>From EXL program providers:</p> <p>Do you recognize specific courses, certificates, or degrees offered being appropriate for your program needs?</p> <p>Do you offer salary increases based on educational achievement or college completion?</p> <p>Do you provide flexible scheduling, substitutes or other supports for employees attending college?</p> <p>Do you partner with a community college to provide onsite or site-specific academic courses? If so, which community college?</p> <p>Is college coursework or degrees mentioned in your job descriptions?</p> <p>Are you interested in utilizing informal training funds to support college completion?</p> <p>What is your training and onboarding budget?</p>	No additional notes

Addendum B

Goal 3: Economic Mobility and Success

Glossary of Terms

Equity: The guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations, and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Dominant culture: Dominant culture in a society refers to the established language, religion, values, rituals, and social customs on which the society was built. It has the most power, is widespread, and influential within a social entity, such as an organization, in which multiple cultures are present. An organization's dominant culture is heavily influenced by the leadership and management standards and preferences of those at the top of the hierarchy. In this paper, dominant culture refers specifically to the American context in which organizational culture is predominantly defined by white men and white women in positional power. See also "white dominant culture."

White dominant culture: Culture defined by white men and white women with social and positional power, enacted both broadly in society and within the context of social entities such as organizations. The dominant, unquestioned standards of behavior and ways of functioning embodied by the vast majority of institutions in the United States. See also "dominant culture" and "white supremacy culture."

White privilege: The power and advantages benefiting perceived white people, derived from the historical oppression and exploitation of other non-white groups.

White supremacy: The existence of racial power that denotes a system of structural or societal racism which privileges white people over others, regardless of the presence or the absence of racial hatred. White racial advantages occur at both a collective and an individual level, and both people of color and white people can perpetuate white dominant culture, resulting in the overall disenfranchisement of people of color in many aspects of society.

White supremacy culture: Characteristics of white supremacy that manifest in organizational culture, and are used as norms and standards without being proactively named or chosen by the full group. The characteristics are damaging to both people of color and white people in that they elevate the values, preferences, and experiences of one racial group above all others. Organizations that are led by people of color or have a majority of people of color can also demonstrate characteristics of white supremacy culture.

Definitions adapted from glossary of [Awake to Woke to Work: Building a Race Equity Culture](#) publication by Equity in the Center.

Addendum C

Objective 5.1: Explore the landscape of post-secondary coursework and certificates, partnership models, and professional development offerings for Expanding Learning professionals. (College-Credit System)

Partnering with your Local Community College: Strategies and Requirements for Extended Learning Programs

Developed by: Kathleen White, City College of San Francisco (September 2019)

Community colleges throughout California offer many courses that are relevant to the Extended Learning workforce. Courses on Child Development, Education and Youth Development and the School-age Child can all support the provision of quality Extended Learning Services.

Currently, the low cost (Free to \$46.00/unit for CA residents), availability (116 colleges in CA) and the open entry, open access goals of the community colleges means that anyone can take advantage of relevant courses. Additionally, since many courses satisfy CSU, UC and private college transfer requirements (in some cases allow for preferential admissions) it makes sense to be a partner with the system.

Community colleges offer low cost training and educational services for the workforce and the new student-centered funding formula actually links workforce and student success metrics (job placement, Career, Technical Education course completion, Certificate and Degree completion, etc.) to college funding formulas!

California's community colleges are partners in workforce development and can provide supportive instruction on a wide range of subjects and workplace competencies in Extended Learning. Some competencies may include:

- Special Education content (IEP's, Special Needs, Behavior Management, Meeting Physical, Emotional and Cognitive Needs in SPED, Sign Language Classes, etc.)
- Language and Reading Competency (English as a Second Language, Spanish, Chinese, Vietnamese, etc. Language Classes, Sign – Language- ASL, Children's Literature, etc.)
- Health and Safety (First Aid, CPR, Pediatric Infectious Diseases, Health, Nutrition, Child Nutrition, etc.)
- Child Development (Child Development, School-age Development, Youth Development, Curriculum, Behavior Management, Observation, Environments, Administration, etc.)
- Administration (Administration of Youth Programs, Business, Accounting, Non-profit Management, Grant writing, Human Relations in Management, Supervising Adults, etc.)

- Physical Education and Recreation (Team Development, Movement, Dance, Team Sports, etc.)

Understanding the community college system in California is an important first step in developing workforce partnerships that include college completion goals.

The following steps make sense when pursuing a partnership:

- Locate a content area department in your service area. Colleges have geographical service areas and all have unique offerings, so you will need to look for some of the programs listed above and identify which department you can approach for partnerships. Career Technical Education (or CE) departments tend to have more industry relationships, and are required to have industry advisory committees, so find a college department that mentions the extended learning, K-12 teacher preparation, early childhood or a related career preparation goal.
- College courses in CE Departments need to meet labor market needs. Knowing what the job market needs are in your area is important. If you have multiple employers that have positions available in your area, a pathway and courses that complement or lead to those open positions is more likely. Also, does your field lead to other positions in a related labor market? Tying EL to early education jobs, teaching jobs in TK-12 schools, recreation, social services, non-profit administration and counseling are logical pathways.
- Extended learning does not have a “Job Descriptor Code” commonly known as a SOC or TOP Code. It is a relatively new field and the job descriptors do not quite fit. Tying labor market demand to job descriptors that do not quite fit can be challenging. For instance, take a look at our SF Bay Area Sector publication on Teaching and Education found [here](#). You will notice that after-school jobs are not specifically labeled so figuring out where they are and how much labor market demand there is in an area can be a challenge! Are EL staff Teacher Assistants? Recreation Workers? Early Childhood Teachers? Maybe!
- In the community college system, faculty are responsible for the curriculum, so it is important to cultivate relationships with current faculty. It is also important to encourage EL staff with minimum qualifications (an MA degree in the content area, like Early Childhood Education, Physical Education, Child Development, etc.) to apply for open positions in community colleges! It is also important that EL staff visit their local colleges to recruit student workers, and to share information about the workplace and benefits of EL. Being a regular guest speaker in a college class allows for staff to understand student needs and questions as they choose careers.
- Faculty actually write the course outlines, so providing information to your partners on what other colleges offer similar courses, and being available as guest speakers and technical reviewers help move the process forward! Courses can also then be linked together to form a program or degree. While this requires many layers of approval, it is a valuable educational tool and encourages a breadth of knowledge and expertise in a topic.

Community colleges also have timelines and guidelines that govern course and schedule. All courses need to go through a local curriculum committee for approval. This process can take several months, so new courses have to be developed and in a schedule in advance. If there are existing courses that you want to advertise to your workforce, like Child Development, School-age Curriculum or First Aid and CPR, being aware of the planning time needed is important.

Most college schedules have to be in place 6 months before the semester begins, so the time to discuss offering or promoting a specific class or program is months prior. Colleges also need information like location, time schedule and days of the week when planning a schedule. For instance, offering classes to school-age EL staff are usually more successful if offered at night or mid-day or on a Saturday, not early in the morning or between 2-6PM. Providing this type of information to your college contacts will help them with planning and scheduling. Also, having a list of employees that would enroll in a class if it was available at a certain time or location is a selling point!

Community college students also need to pay attention to a range of things like financial aid availability, academic progress and meeting graduation and transfer goals. Asking a college counselor and a representative from financial aid to come out to your place of employment if you have a large number of student employees enrolled in or interested in attending a community college is a good strategy.

Community colleges also have growing relationships with public high schools due to expanded dual-enrollment options for high school students. This means that college credit is available to high school students enrolled in college courses. Exploring these options allows EL programs to support their own participants in becoming employees and college students at the same time!

Existing staff can also engage in community college coursework. Many colleges offer both credit and non-credit courses (non-credit are free) and common courses in non-credit include English as a Second Language, GED (high school equivalency preparation) and Parent Education which may meet the needs of some EL programs. Existing staff and administrators at EL programs can enroll in second language courses, child behavior courses, first aid and CPR as well as business administration, non-profit management and special education content!

Some colleges also offer courses to staff on-site and have grant-funded projects and programs designed to meet the academic needs of specific employers! Explore these options with your local college!

Employers have many roles in supporting higher education goals for their employees. Ensuring that work schedules match college schedules is important. In addition to reaching out to colleges to describe the restrictions of certain schedules, ensuring that substitutes are available if needed supports existing staff. Providing a place to study during breaks and access to a computer supports students as well as having materials and information available on local colleges and registration procedures. Additionally, EL administrators can ask if staff have Educational Plans and have seen academic counselors to plan a course of study. This important step saves time and money!

Developing pay scales that reflect college completion and assisting with tuition or textbook costs helps your employees stay in school. Ensuring that your EL program values higher education for employees also sends a message to your younger participants. Encouraging a college-going culture starts at the top!

Community colleges can also help to alleviate on-going training costs that many EL programs incur.

By using college courses that cover basic topics that are ALWAYS in demand such as, behavior management, youth development principles, child abuse and mandated reporting, curriculum for older children, for example, EL programs are then free to utilize professional development funds for specialized and targeted training. It also ensures that staff engage in college coursework and progress towards graduation. Knowing that EL staff are often juggling multiple responsibilities and have limited time, maximizing training opportunities and encouraging college credit and completion when possible allows for staff to reduce the hours spent outside of work, family and community responsibilities.

At CCSF, we have numerous courses and 16 programs and degrees. The programs most aligned with EL staff needs include:

Degrees

- [Child and Adolescent Development \(AA-T\)](#)
- [Child Development and Family Studies \(AS\)](#)

Certificates

- [Child Development: Administration](#)
- [Child Development: Pre-Teacher](#)
- [Child Development: School-Age Care](#)
- [Child Development: Youth Worker](#)
- [Introduction to Special Education](#)
- [Special Education TK-12](#)

<http://www.ccsf.edu/en/educational-programs/ccsf-catalog/courses-by-department/cdev-courses.html>

Community colleges make good partners for EL employers. Please feel free to contact me at kwhite@ccsf.edu for additional information or resources! Many California Community Colleges have courses and programs that can support Extended Learning staff!

Addendum D

Objective 5.1: Explore the landscape of post-secondary coursework and certificates, partnership models, and professional development offerings for Expanded learning professionals; and provide guidance for the Expanded Learning field to develop models for college-credit attainment. (College-Credit System)

Example Matrix of Programs to Explore

Possible Types of Models	What is currently being done in the field	Organizations Exemplifying Types of Internships
Paid work experience	Career Catalyst pilot	EXLD/FCCC
Credit bearing	Credit for PD	California Teaching Fellows Foundation
Unpaid work experience	Volunteers; high school service learning	California Teaching Fellows Foundation
On the job training	Needs to be researched	Needs to be researched
Field work training	Needs to be researched	Needs to be researched
Coaching model/ junior model	“Grow your own”	YMCA
Practicum College Courses/Field Work Course	College students take courses that require field work	Community Colleges; UC Irvine
Financial aid paid work experiences (work study)	Needs to be researched	UC Links?

Addendum E

Objective 5.1: Explore the landscape of post-secondary coursework and certificates, partnership models, and professional development offerings for Expanding Learning professionals; and provide guidance for the Expanded Learning field to develop models for college-credit attainment. (College-Credit System)

School-Age Certificate Programs in CA Community Colleges

College	Program	Certificate Requirement
Compton	School-age	30 to < 60 semester units / 18 to < 30 semester units
Contra Costa	School-age	8 to fewer than 16 semester units / 12 to < 18 units
El Camino	School-age	18 to < 30 semester units
Glendale	School-age	30 to < 60 semester units
Los Angeles	School-age	30 to < 60 semester units / 12 to < 18 units
Los Rios	School-age	18 to < 30 semester units / 12 to < 18 units
Mt. San Antonio	School-age	30 to < 60 semester units
Palomar	School-age	6 to < 18 semester units
Pasadena	School-age	30 to < 60 semester units
San Bernardino	School-age	30 to < 60 semester units
San Diego	School-age	6 to < 18 semester units
San Francisco	School-age and Youth Worker	18 to < 30 semester units / 18 to < 30 semester units
Santa Clarita	School-age	18 to < 30 semester units
S. Orange County	School-age	30 to < 60 semester units / 18 to < 30 semester units
Yuba	School-age	18 to < 30 semester units

Key Terms

21st CCLC refers to the 21st Century Community Learning Centers program, authorized by the No Child Left Behind Act of 2001 that was signed into law in January 2002. This state-administered, federally funded program provides five-year grant funding to establish or expand before-and after-school programs that provide transitional kindergarten through twelfth-grade students.

ASES refers to After School Education and Safety grant program. The ASES program is the result of the 2002 voter-approved initiative, Proposition 49. The ASES program funds the establishment of local after school education and enrichment programs. The current funding level for the ASES program is \$600 million.

CA3 refers to California Afterschool Advisory Committee

CAI refers to the California Apprenticeship Initiative Grant Program. CAI is the result of the California Budget Act of 2017-18 that allocates \$15 million to support the development of new and innovative apprenticeship programs and is administered through the California Community Colleges Chancellor's Office.

CalSAC refers to California School-Age Consortium

CAN refers to California Afterschool Network

CBO refers to Community-Based Organization

CCDBG refers to Child Care and Development Block Grant Act that provides federal funding to states for child care subsidies for low-income families with children under age 13, as well as flexibility to pair state and federal funds to improve the quality of child care available to families within existing state and local systems.

CDE refers to California Department of Education

ELL refers to English Language Learner

EXLD refers to the CDE's Expanded Learning Division

EXL refers to Expanded Learning

Expanded Learning programs refers to an expanded learning program that focuses on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on engaging learning experiences. Expanded Learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate learning activities in the regular school day and school year (*EC* Section 8482.1(a)).

FCCC refers to Foundation for California Community Colleges

High Road Training Partnerships Initiative is a \$10 million project of the California Workforce Development Board aimed at developing effective partnership models that are industry-based, worker-focused, and build skills for California's "high road" employers. The "high road" framework is premised on the idea that equity must involve

attention to job quality, economically resilient communities must address environmental concerns, and that jobs are at the center of effectively calibrating supply and demand.

LEAs refers to Lead Education Agency

Local Workforce Development Boards (or Workforce Development Boards) provide oversight for the Workforce Investment Act program, acts as a catalyst to provide seamless services among various workforce programs, and provides community leadership around workforce issues. Workforce funds allocated to Local Boards support the job training, placement, and business services delivered through the One-Stop Career Centers. Each Local Workforce Development Board has its own charter, organization, and unique context.

NAA refers to the National Afterschool Association

O*NET refers to the Occupational Information Network, developed by the United States Department of Labor, Employment and Training Administration. O*NET is the primary source of national occupational information.

Opportunity Youth refers to young people between the ages of 16 and 24 who are neither enrolled in school nor participating in the labor market.

PCY refers to Partnership for Children and Youth

PD refers to Professional Development

SEL refers to Social Emotional Learning

Site Coordinator refers to a staff person that generally oversees one site.

SSEL refers to the System of Support for Expanded Learning. The purpose of the California (SSEL) is to build the capacity of Expanded Learning programs to meet all grant requirements defined in California statute and to promote high quality programs and services. The SSEL consists of EXLD staff, designated County Leads/Staff and contracted Technical Assistance Providers.

SOC refers to Standard Occupational Classification

SoLD refers to Science of Learning and Development

STEM refers to Science, Technology, Engineering & Math

STEAM refers to Science, Technology, Engineering, Arts & Math

TA refers to technical assistance. TA has been defined as ongoing, needs-driven support services to create effective and quality Expanded Learning programs. TA includes coaching, training, resource brokering, mentoring, consultation, and facilitation.

TA Providers refers to individuals, organizations, and associations that provide technical assistance to support Expanded Learning programs.

WSC refers to the Workforce Strategy Committee

End Notes

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- ⁱ Williams, Heather, *State of the State of Expanded Learning in California 2018-19* (California AfterSchool Network, 2019)
- ⁱⁱ Lambert, Diana, [*California's effort to turn school staff into teachers starts to pay off*](#) (EdSource, 2020)
- ⁱⁱⁱ [*A Nation at Hope*](#) (Aspen Institute for National Commission on Social, Emotional, and Academic Development, 2018)
- ^{iv} Luchner, Jillian, [*Afterschool goes to college*](#) (Afterschool Snack, 2018)
- ^v Frey, William, [*The millennial generation: A demographic bridge to America's diverse future*](#) (Brookings Institute, 2018)
- ^{vi} [*2018 California Youth Priorities Poll*](#) (Evitarus on behalf of Power California, 2018)
- ^{vii} Russell, Christina and Alisha Butler, [*The Afterschool Leadership Landscape: Supporting and Strengthening Racial Equity*](#) (National Afterschool Association and Policy Studies Associates, 2020)
- ^{viii} Thomas-Breitfeld, Sean and Frances Kunreuther, [*Race to Lead: Confronting the Leadership Race Gap*](#) (New York, NY: Building Movement Project and Annie E. Casey Foundation, 2018)
- ^{ix} See definitions of “equity” and other terms in Addendum B
- ^x Okun, Tema, *White Supremacy Culture* ([dRworks](#), 2001)
- ^{xi} Nelson, Riva, [*What Workforce Diversity Means for Millennials*](#) (Monster.com)
- ^{xii} [*After School Workforce Survey*](#) (Employment Development Department, California Department of Education, 2012)
- ^{xiii} [*Millennials at Work: Perspectives on Diversity and Inclusion*](#) (Weber Shandwick, KRC Research, Institute for Public Relations, 2016)
- ^{xiv} [*High Road - Overview*](#) (California Workforce Development Board, 2018)
- ^{xv} Stiles, Jon, Michael Hout, and Henry Brady, [*California's Economic Payoff: Investing in College Access and Completion*](#) (The Campaign for College Opportunity, 2012)
- ^{xvi} Robin DiAngelo, *White Fragility: Why It's So Hard for White People to Talk About Racism* (Beacon Press, 2018)