2013 NJSACC
Expanded Learning Opportunities and Summer Learning Symposium

April 24, 2013
Monroe, NJ

Keynote:

Aligning Afterschool with College and Career Readiness

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The Voice of the Afterschool Professional

NAA is where professionals representing different disciplines and diverse programs in the afterschool field *convene, share ideas* and *contribute* to the advancement of the field.

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How does NAA Achieve Its Goals?

- Increasing and mobilizing membership
- Sustaining, building, developing strong state affiliates
- Forging new partnerships and collaborations
- Supporting public policy
- Promoting quality and sustainability

The Drivers: What is influencing and informing our profession and the professional?

- New Economy
- Access and (to) Opportunity
- Policy and Reform
- Sustained Achievement and Outcomes
- Advancing Technology
- Social Innovation and Responsibility
- Leadership Innovation and Capacity

Premise:

Much of the recent focus in the discourse regarding practice, policy and research in afterschool has emphasized educational outcomes for older youth. The presumed intent of this emphasis is to promote achievement which can be defined as high school success, college access and career-readiness particularly for those students who are from low-income backgrounds or are first in their families to potentially attend college. Not much of an effort has been given to date that joins the interests of two very large fields- ***afterschool and college access and success and career-readiness***- to think about how to build an educational pipeline that intends to yield similar results.

Identifying the Problem:

For a country in which education is the premier means of promoting equal opportunity and social mobility, increasing college access and success for low-income students is a moral, social and economic imperative.

"Reclaiming the American Dream"

William Bedsworth, Susan Colby, Joe Doctor

The Bridgespan Group, October 2006

Framing Questions:

How do we define the relevancy of afterschool and who is our audience?

What can afterschool "do" and what is it that we can not "do"?

What are the drivers that influence and inform the afterschool profession and the professional?

Why should we focus on alignment, networks, capacity-building and system-building?

What are the implications for the learner, parents and families and the communities in which we serve?

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Global Influence

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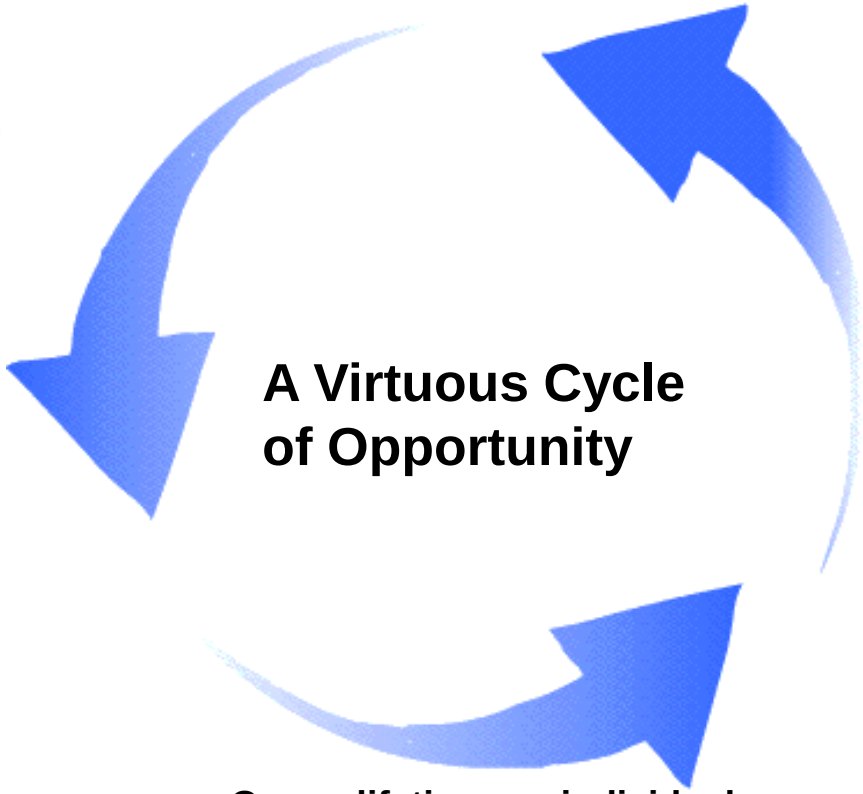
Well-trained and highly skilled workers will be the best positions to secure high-wage jobs, thereby fueling American prosperity.

Council of Economic Advisors
Executive Office of the President
"Preparing the Workers of Today for the Jobs of Tomorrow"
July 2009

America's global competitiveness is contingent upon high school graduates persisting towards **earning at least a bachelor's degree**.

The economy will be driven by jobs not yet created. Education contributes critically to the **economic mobility and opportunity** of our students.



A Virtuous Cycle of Opportunity

Over a lifetime, an individual with a **bachelor's degree will earn an average of $2.1 million-** nearly twice as much as a high school graduate.

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Our education system is lagging…

US ranks 21st of 33 OECD countries in high school graduation rates; 1.1 million students fail to complete each year (Greece=100%; Germany 100%; Finland 95%; Japan; 93%; Korea 93%; US 76%)

In PISA scoring; 26th in math and 24th in science (and loosing ground)

US ranks 9th in college-going; (ranked 1st one generation ago)

76% of 17-24 year olds (~32 MM) cannot qualify for military service (reasons: medical condition, criminal history= 19MM; lack of education= 13MM; overweight= 8MM)

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“A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act”. U.S. Department of Education, March 2010

National Priority

Moral Imperative

Social Responsibility

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“Cradle to College” by 2020 (Arne Duncan, US Secretary of Education)

Focus on early childhood education

Commitment to provide the support **youngest children** need to success later **in school**.

Reform and invest in K-12 education

Reform to deliver **21st century education** to prepare all children for success in **global economy.**

Restore leadership in higher education

Regain lost ground to become country with **highest proportion** of students graduating from **college** in the world.

Future Careers

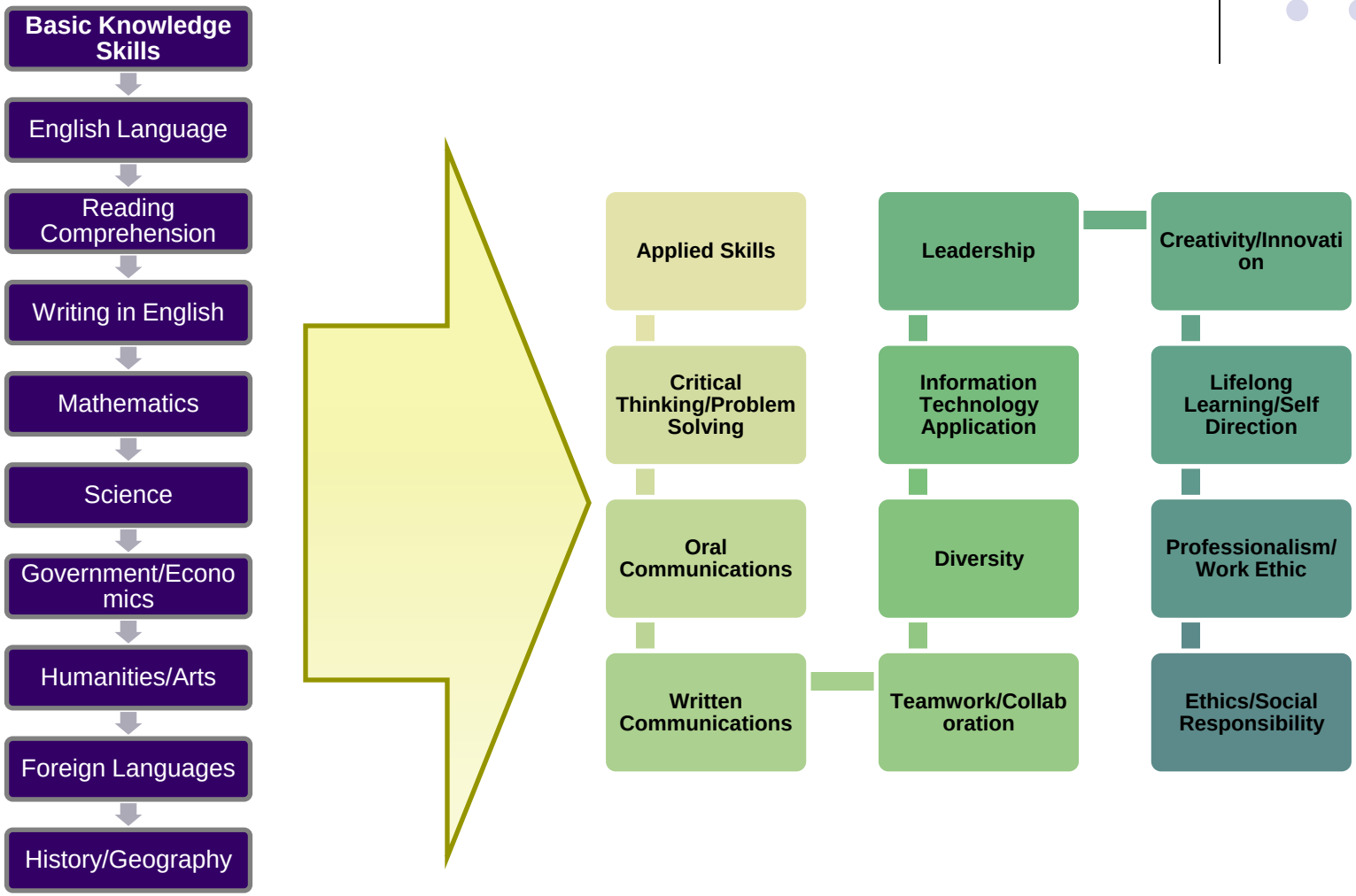
- Medical Roboticist
- Distance Education Consultant
- Sustainable Urban Planner
- Genetic Counselor
- Quantitative Finance Analyst
- Financial Engineer
- Integrated Digital Media Specialist
- Computer Forensics

Future Careers

- augmented reality architects
- alternative currency bankers
- global system architects
- waste data managers
- locationists
- urban agriculturalists
- avatar designers and relationship managers
- 3D printing engineers
- social education specialists
- data hostage specialists
- smart dust programmers
- smart contact lens developers
- nano-medics
- drone dispatchers
- brain quants
- extinction revivalists
- gravity pullers
- time hackers
- clone ranchers
- body part and limb makers
- memory augmentation therapists
- space-based power system designers
- geoengineers
- weather control specialists
- nano-weapons specialists
- mass energy storage developers
- amnesia surgeons

But, there are persistent and pervasive barriers to accessing and succeeding in elementary, secondary, post-secondary and career experiences.

The 3 R's +



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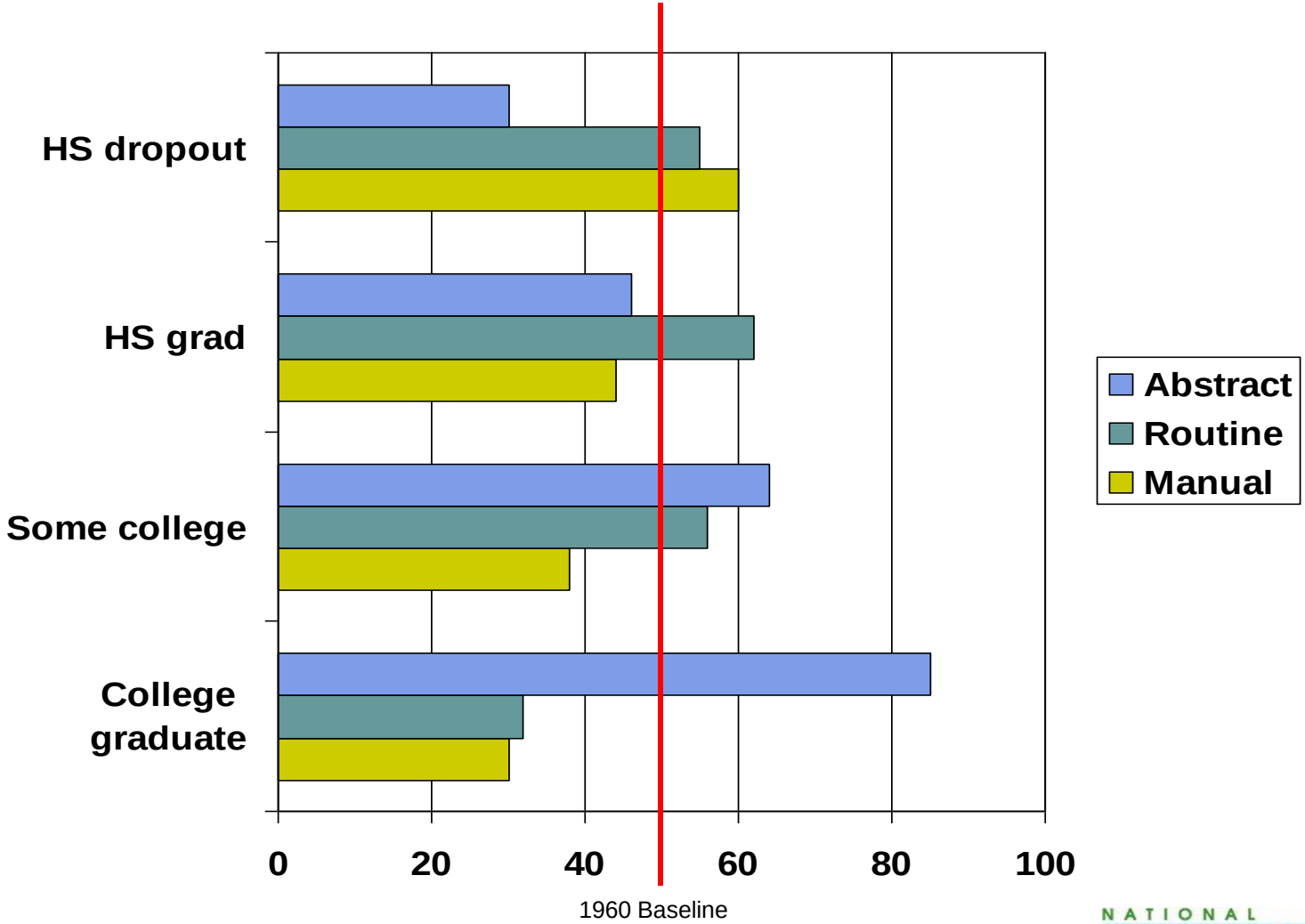
How Jobs Are Changing:
Task Demand Affect on Human Capital



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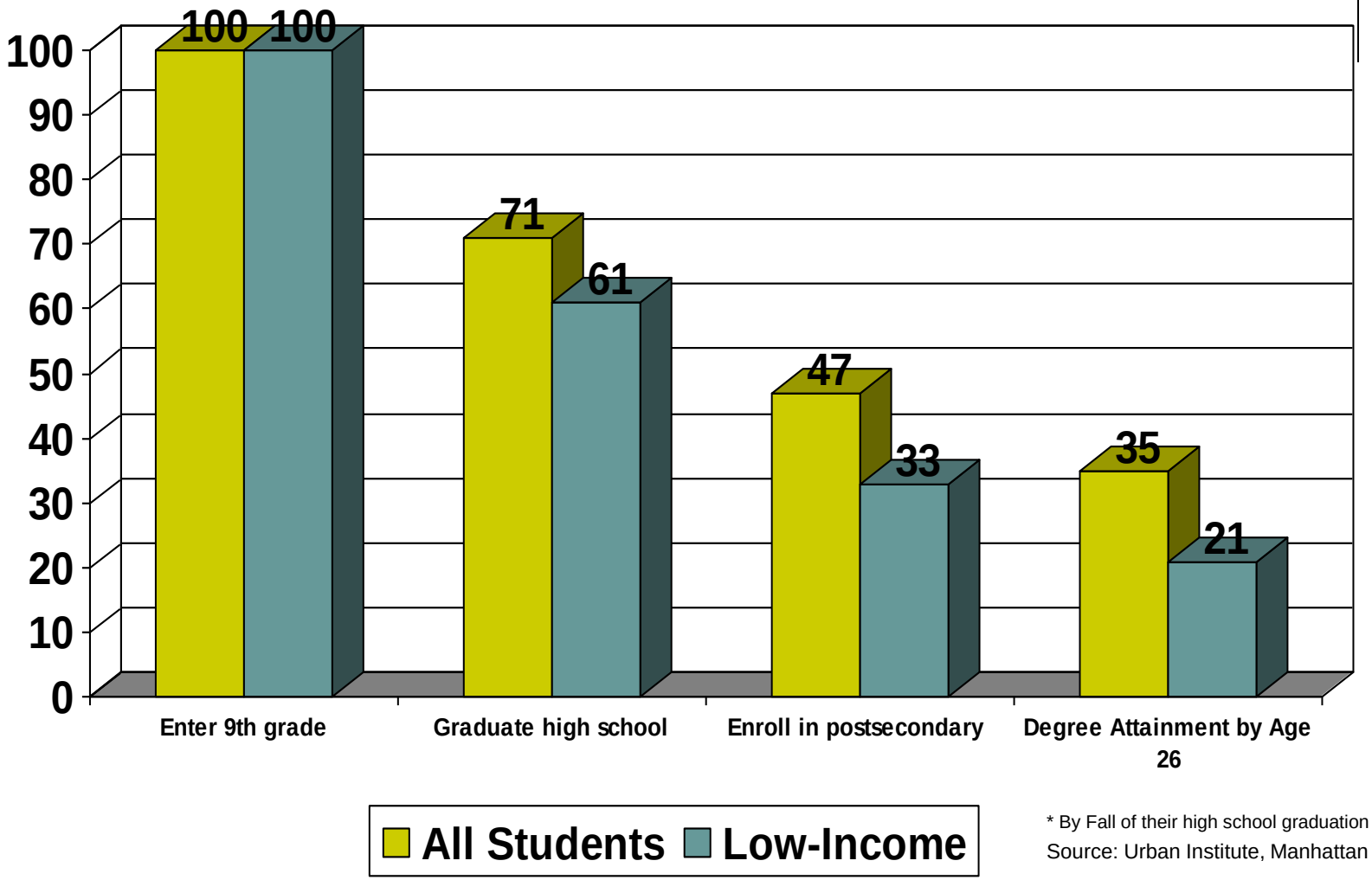
Loss of Students in Education Pipeline



* By Fall of their high school graduation year

Source: Urban Institute, Manhattan Institute, NCES

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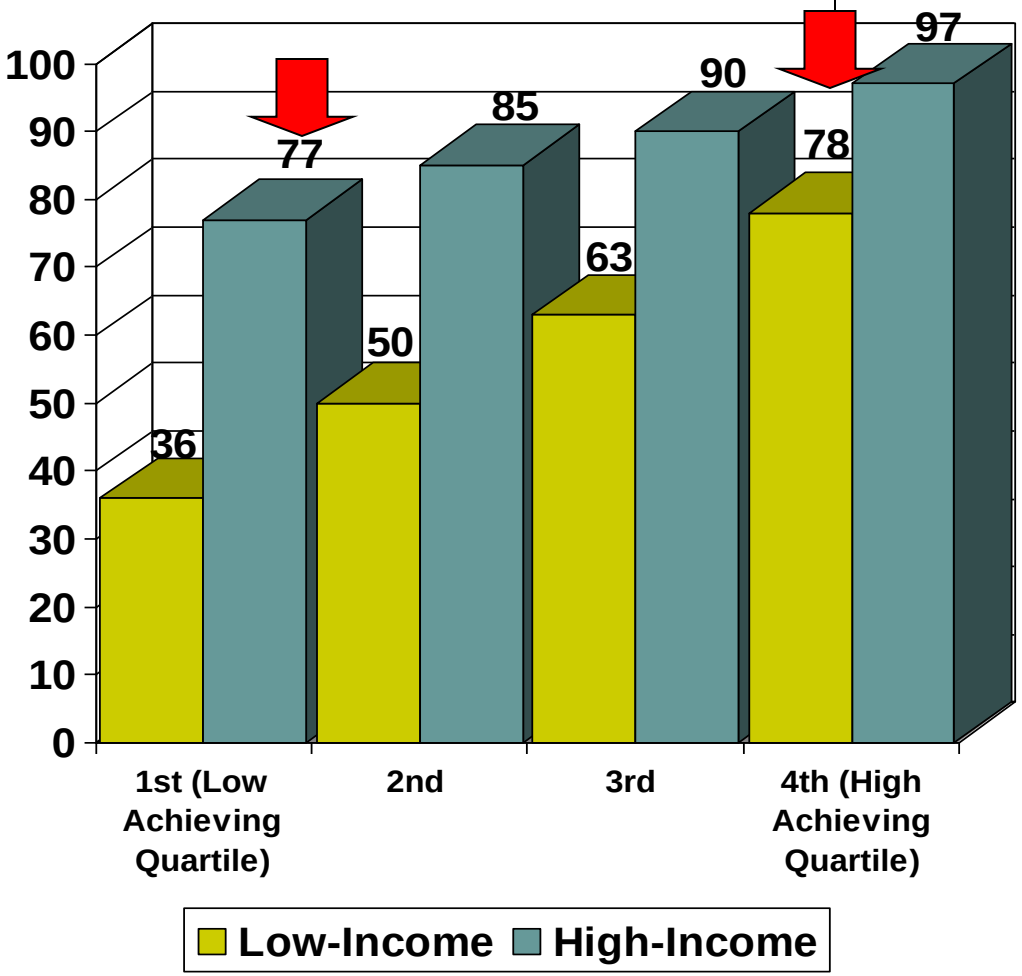
College Going Rates: Income and Achievement Levels

Low-income students in the highest achievement quartile go to college at only one percentage point higher than high-income students who are in the lowest achievement quartile ~ 78% to 77% respectively.



Source: Promise Abandoned: How Policy Choices and Institutional Practices Restrict College Opportunities, The Education Trust, August 2006

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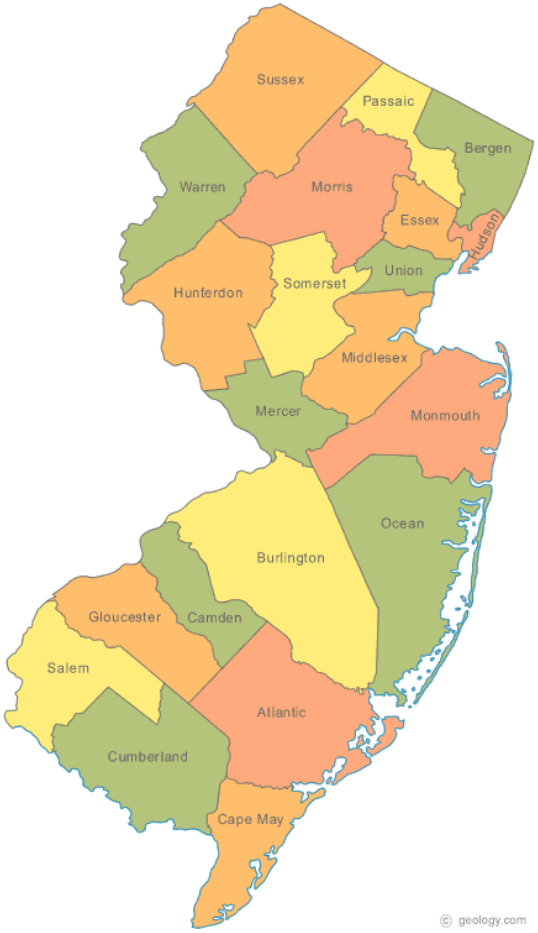
College access but not success…

- Low-income, first generation college students are nearly 4X more likely to leave college after their first year
- Six year graduation rates: Whites 60%, Latino 49%, African American 40%, Native American 38%
- African Americans and Latinos comprise 25% of college student population but only 17% of degree recipients
- 11% of low-income, first generation earned bachelors degree in 6 years
- Low-income community college students are half as likely to successfully transfer and earn a 4-year degree compared to higher income peers

New Jersey Statistics



- **Children in poverty: 272,697 (13.5%); 120,840 (6.0%) extreme**
- **High School Graduation Rates: 86.4%; ~16,000 dropout annually**
- **8th Grade Proficiency: 42% (reading); 44% (math)**
- **"Chance for College": 58.21%**
- **Student Pipeline: 22.3; National average 20.5**
- **18-24 year olds enrolled in college: 33.7%; National average 36.2%**
- **New Economy Index: 75.6 (10th)**

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- What is unique and discernible about afterschool and college access fields?
- What is the relationship between afterschool programming and college access and success?
- What can afterschool not do (or not do effectively) to promote college access, success and career readiness?

Major Influencers of College-Going

1. **Academic Preparation**: students' level of academic preparation and readiness to attend a post-secondary institution

2. **Expectations**: students' expectations about attending college (or not) as well as their parents' and teachers' expectations

3. **Culture and Support**: peer culture and the presence (or absence) of parental and school support

4. **Information and Awareness**: information and awareness of planning for college and admissions and applications processes

5. **Perception of Affordability**: perspective of the cost of a post-secondary experience

Ensuring College Readiness and Success

Types of Support	Description	Examples
Emotional	Fosters self-esteem and trust by providing empathy, caring, love, respect, concern and willingness to listen	Counseling, group and peer support, mentoring, proactive advising, interpersonal connections
Instrumental	Specific behaviors that help reach particular outcomes or goals	Workshops on study skills, test taking, time management; summer transition programs; test preparation; supplemental course instruction
Informational	Information that helps meet academic goals; advice, suggestions, directives and information	College goal education plans, advisories, career exploration, financial aid information, college campus visits
Appraisal	Transfer of information derived through assessment	Assessment of student progress toward academic standards; PSAT, ACT, Accuplacer; early warning reports
Structural	Formal and informal structures fostering positive outcomes such as community and school engagement, social networking, motivation	Culturally-relevant practices and strategies, college-going culture and expectations, academies and learning communities

A Model of Continuum of Programs and Services

	Elementary	Middle School	High School	Higher Education
Afterschool and College and Career Readiness Programs	**4th Grade** *"Earlier" College Awareness*	**6th Grade** *Thriving in Transition*	**9th Grade** *COACH Program I*	**Pre-College** *Bridging Services*
	5th Grade *"Earlier" College Awareness & Middle School Transition*	**7th Grade** *Leadership Academy*	**10th Grade** *COACH Program II*	
		8th Grade *Get Ready for College Day & High School Transition*	**11th Grade** *COACH Program III*	
			12th Grade *COACH Program IV*	

REIMAGINING*Afterschool*

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Abridged Worksheet

Program	• Is this a new program or existing?
Outcome(s)	• What difference (∆) are you intending to make?
Measure(s)	• What measures or indicators will be used to determine the outcome(s) have been achieved?
Activity	• Describe the activity or program.

We have to believe that high-quality afterschool programming can significantly influence the skills our students need to be successful in a 21st global economy.

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