Connecting the Dots:

SEL and Employability Skills

Afterschool Alliance

Introduction

Panelists:

Veronica Escobedo
Director of Program Services, Girls Inc. of Orange County

Eric Vanden Heuvel
Chief Academic Officer, Boys & Girls Club of Greater Green Bay

Carlos Santini
Vice President of Programs, After-School All-Stars

Moderator: **Dan Gilbert,** *Project Manager, Afterschool Alliance*

Agenda

1. Introductions
2. Overview: SEL and Employability Skills
3. Panel Discussion
4. Audience Q&A

Veronica Escobedo

Director of Program Services, Girls Inc. of Orange County

Established in 1954

- **Girls Inc. Center & 52 partner sites: K-12 schools, Family Resource Centers (county operated), juvenile hall & treatment facilities**

- **5,500 girls ages 5-18+ participated in 2016; 92% 1st to attend college**

- **Launched largest planned growth: Eureka! in 2011**
  - **500 teens/5 years/$5M project**
  - **STEM + workforce development focus**

GIRLS INC. @ WORK

- The Girls Inc. Experience

Over 150 years of collective work

– Social & Emotional Learning
  - Mentoring Relationships
  - Sustained Exposure
  - Intentional Programming
  - Interactive Activities

Eric Vanden Heuvel

Chief Academic Officer
Boys & Girls Club of Greater Green Bay

- 50 years of service to youth
  - 8 locations
  - 700 youth/day
  - Ages 7-18
- Nationally Recognized ‘Teens 2 Work’
  - CareerLaunch, Money Matters, Junior Staff
  - ~100 teens served/year
  - Goal- Part time employment or volunteerism
  - Fatal Flaw preventing large scale success

Carlos Santini

Vice President of Programs, After-School All-Stars

Established in 1993

- School-based, comprehensive afterschool programming for middle school youth
- Offering free programs to families in 400 Title 1 schools
- Serving 70,000 students in 19 cities across the U.S.
- Programming dedicated to keeping youth safe and healthy, preparing students to graduate high school on time, connecting participants with opportunities for future careers, all while building a mindset of leadership and service
- National Program Initiatives include Career Exploration (CEO), Sports As A Hook (SAAH), Life Service Action (LSA), and We Are Ready (WAR)

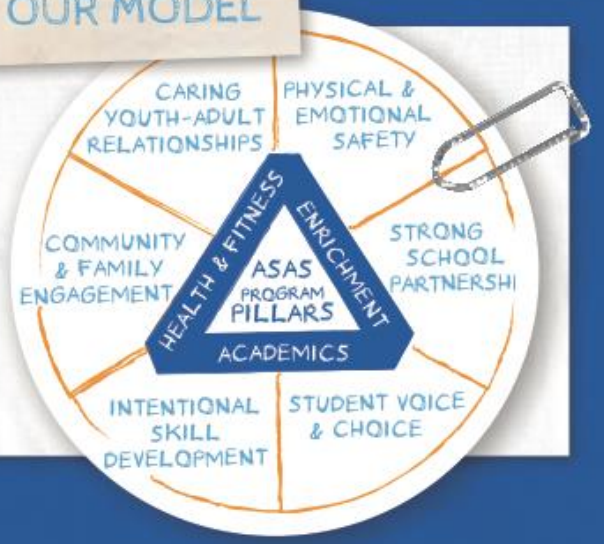
OUR FOUR NATIONAL INITIATIVES

Preparing kids for success:

OUR VISION

Our vision is for our All-Stars to be safe and healthy, graduate high school and go to college, find careers they love, and give back to their communities.

OUR MODEL



Introduction: *Afterschool, SEL, and Employability Skills*

Recent Developments in the Field:

- Growing research & public awareness around the importance of SEL
  - Between 2010 and 2015, the number of mentions of SEL in publications multiplied by 8
  - In the same period, the number of articles focused on SEL multiplied by more than ten
- ESSA's "**5th Indicator**": opening the door for SEL & school climate in education policy

Introduction: *Afterschool, SEL, and Employability Skills*

Things We Know:

- High quality afterschool and summer learning programs result in the development of **social and emotional skills**
- Social and emotional skills are the **same skills** that employers say they want in **tomorrow's workforce**

The Connection

"Evidence Suggests that we already know a lot about how to develop some key employability skills – we may just be calling them something else."

-**American Institutes for Research**, *"Ready for Work? How Afterschool Programs Can Support Employability Through Social and Emotional Learning"* (2015)

SEL and Employability Skills

SEL Competencies

(*CASEL*)

Intrapersonal:

1. Self-Awareness
2. Self-Management

Interpersonal:

1. Social Awareness
2. Relationship Skills

Cognitive Competence:

1. Responsible Decision-Making

SEL and Employability Skills

Employability Skills

(*Office of Career, Technical, and Adult Education (OCTAE) @ Dept. of Ed.*)

Applied Knowledge:

1. Problem Solving Skills
2. Sound Decision-Making
3. Critical Thinking Skills

Effective Relationships:

1. Interpersonal Skills
2. Ability to Collaborate
3. Ability to Communicate Effectively

Workplace Skills:

1. Time Management
2. Resource Management

SEL vs. Employability Skills

SEL Competencies (CASEL):	Terms:	Employability Skills (Dept. of Ed.)
	Stress Management	
	Exercising Leadership	
	Communication Skills	
	Organizational Skills	
	Taking Initiative	
	Impulse Control	
	Teamwork	
	Time Management	
	Analyzing Situations	
	Critical Thinking Skills	
	Collaboration	
	Self-Efficacy	

Wallace Foundation & EDGE Research Study (2016)

- There is no "**silver bullet**" term, but SEL is relatively well-known
  - ***Concern:*** Does "SEL" as a term lack urgency?
- Best strategy is to speak to the "**gains**" for children:
  - Universal Benefits of SEL
  - Specificity Helps - i.e. building positive relationships, navigating social environments,

Wallace Foundation & EDGE Research Study *(cont'd)*

- The Term SEL is **politically neutral**, but talking about emotions can give it a "liberal feel"
- SEL is well known in the education field, but may not always resonate with a **wider audience**
- EDGE Research also tested "**21st Century Skills**," a common proxy for employability or workforce readiness skills, but found that it was too closely **tied to specific organizations** and had too many **mixed interpretations**

The Challenge

What We *Don't* Know:

How best to help stakeholders **realize** that the skills that they want to help develop in today's children are the same skills that **we are already developing in youth every day.**

girls inc.

SOCIAL EMOTIONAL LEARNING AND EMPLOYABILITY SKILLS

SEL at Girls Inc.

- **Integrated into all programming**
  - **Externship Program, example**
  - **What we've learned: we can't do it alone!**
    - **Staff, Board, Committees & Corporate Community must work together**

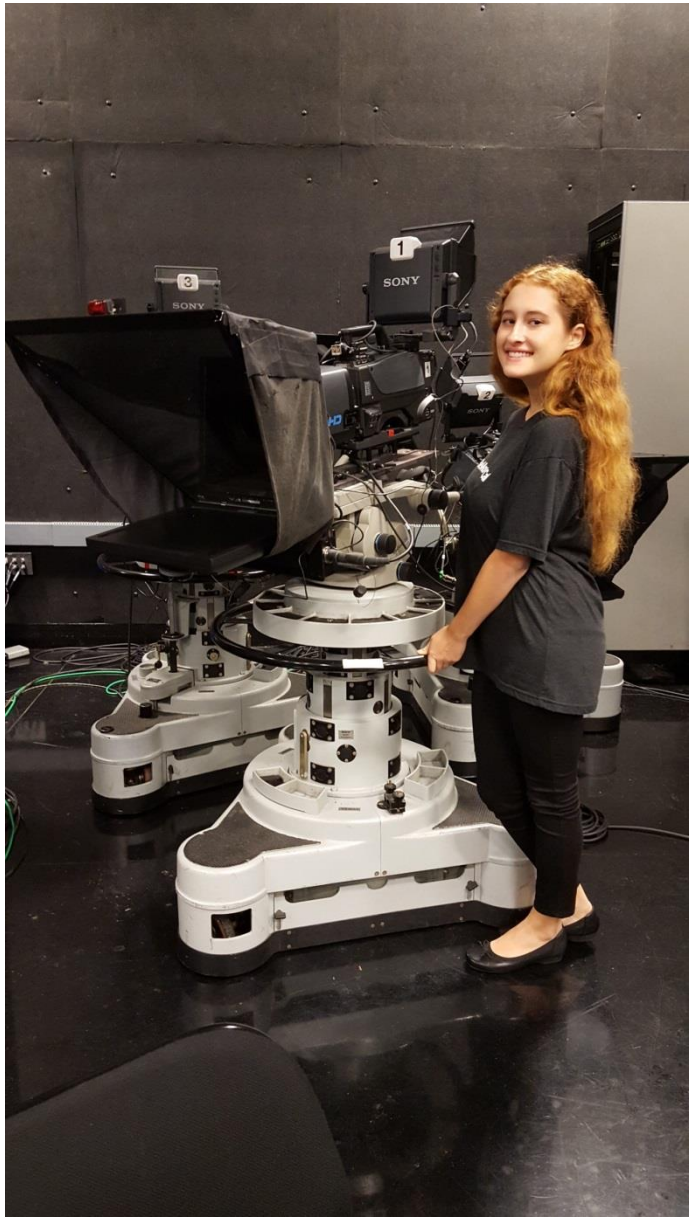
Externship Program

- **Applying learning to real world experiences and exposure**
- **Providing opportunities for leadership and decision-making**
- **Training components, career panels & mock interviews**
  - **Successes: meet Arrely, 3rd year at Cal Poly San Luis Obispo studying Civil Engineering**

girls inc.

Orange County Externship Sponsors

PBS
KARI KINGDOM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LIFE-LINE

Boys & Girls Clubs of Greater Green Bay:

Building a Better Kid

- Fatal Flaw-Ignoring Mental Health
  - Elliot's Story
- Define the Work
  - SEL, TIC, MHFA, etc.
  - What can we do? vs. Who can we partner with?
  - Branding
- Educating our BOD
  - Misconceptions/Stereotypes/Fears
- Measuring Success

HIGH SCHOOL GRADUATION

WORKFORCE READINESS

HEALTHY LIVING

LEADERSHIP & SERVICE

SEL & Workforce Development

Program Case Study

- Gameheads' goal is to prepare low income youth and youth of color (ages 15-24) for a career in the tech and video game industry
- Participants learn how to create, code and design games, building skills across a variety of disciplines from visual art, creative writing, design, programming, sound design, animation, game theory and history
- Social Justice is a key ingredient in the learning experience at Gameheads. Moving youth from feeling victimized to them feeling accomplished (regulating emotions and relationship building as a skillset that leads to workplace success)

Home Program Activities Team Mentors Blog DONATE

Gameheads

Gameheads is a youth program at United Roots' Youth Impact Hub whose goal is to prepare low income youth and youth of color (ages 15-24) for a career in the tech and video game industry. The intention of the Gameheads program is to address the knowledge divide but to do so in a way that is focused on one arm of the tech field: electronic entertainment. Participants of Gameheads will learn how to create, code and design games, building skills across a variety of disciplines from visual art, creative writing, design, programming, sound design, animation, game theory and history.

Workforce Development: Programs Now/Jobs Later

A Cycle of Support

- Partners provide real-world context such as social justice integrated into entrepreneurship
- **This has equipped youth to infuse opportunity with their own backgrounds and experiences**
- Products reflect both their history and future
- **Social Emotional Learning in this context is about youth being self-aware as to who they are and what they need to succeed in the workplace**
- As students move on from our middle schools, they have the opportunity to be a part of future cohorts offered through our workforce development partners

SEL, MINDSET in the Workplace

- Funders and supporters should know that school and career success is as much about dealing with adversity as it is about achievement (partnership with 9 Dots around “debugging failure”)
- A focus on social emotional learning provides the building blocks for a sense of belonging in youth. This is a vital workplace skill, believing that you belong and that your ideas matter (EverForward project in Oakland)
- Skill-building, group leadership skills, collaboration, teamwork, and the ability to navigate circumstances is vital to building leadership abilities in youth (Youth Advisory Board project)

Panel Discussion

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Q&A

Questions?