

EDUCATION

# Policy Brief

## Afterschool Workforce Development Strategies: From Recruitment to Career Pathways

**High-quality afterschool programs contribute to California's economic development. Such programs allow parents to be gainfully employed while their children are in safe and enriching environments. They are also an investment in the children themselves, helping ensure young people are ready to fully participate in and enter our economy, society and democracy. In addition, afterschool programs represent an immediate economic stimulus opportunity for the state; there is a large and growing unmet demand for afterschool workers.**

Currently, 137,000 positions are available within the afterschool workforce in California, the equivalent of nearly 75 percent of the elementary teacher workforce or all police and firefighters in California combined.<sup>1</sup> According to some estimates, however, the annual rate of workforce turnover in afterschool reaches or exceeds 40 percent.<sup>2</sup>

Over the last three years, several leaders in afterschool, including members of the California Workforce Innovation Network (CalWIN)<sup>3</sup>, with support from The David and Lucile Packard Foundation, have been trying many approaches to address the workforce development needs of the field. In partnership with the California Department of Education's Afterschool Advisory Committee Workforce Subcommittee, this brief was prepared to provide useful information on several pilot projects across California. It identifies potential funding opportunities to support afterschool workforce development strategies locally and includes a list of additional resources.



There are many ways to tailor afterschool workforce development strategies to meet local needs and leverage available resources. The pilot projects described in this brief have developed unique partnerships that can be replicated, including working with community-based organizations, school districts, county offices of education, afterschool regional leads, community colleges, four-year colleges and universities, workforce investment boards (WIBs), community development departments, social service agencies, housing authorities, unions, local chapters of the American Association of Retired People (AARP) and chambers of commerce.

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Many of these pilot programs also take into account that an afterschool job—with its part-time employment, ability to work directly with youth and service-oriented focus—is exactly the right kind of job for individuals at various points in their life; therefore, the programs have tailored their outreach to attract specific segments of the workforce. This includes providing pre-entry screening, unique training opportunities and dedicated support to high school students, at-risk youth, foster youth,

unemployed workers, college students, veterans and older adults.

The following pilot projects are grouped along a continuum, from recruitment, pre-training and placement approaches to more comprehensive models that provide support structures to afterschool workers on a career pathway.

## **Recruitment Strategies**

**Central Valley Afterschool Foundation** – Central Valley Afterschool Foundation launched a comprehensive workforce development strategy for Region 7, comprising Fresno, Kings, Madera, Mariposa, Merced and Tulare counties. The project, supported by the Region 7 Lead Office, is currently in its second year. Based on a survey of the field, the initial stage of the project focused on recruitment. Efforts included the implementation of an Afterschool Job Board for employees and employers. The foundation recruited candidates through college and community job fairs, AARP, advertising, local WIBs and word-of-mouth campaigns. It is currently developing a workforce marketing toolkit to provide templates and other tools to afterschool administrators so they can advertise available jobs.

The next phase of the project will continue to identify new avenues for recruitment and staff retention. One strategy is to offer incentives, including discounts at local businesses, leadership retreats and longevity bonuses.

For more information, please visit: <http://www.centralvalleyafterschool.org>

## **Pre-training & Placement Strategies**

**LA Scholars** – LA Scholars began in 2008 as a joint program of the Los Angeles Community Development Department, Los Angeles Unified School District (LAUSD), Los Angeles Community College District and Los Angeles Area Chamber of Commerce. In its inaugural year, the program served over 300 LAUSD high school seniors and recent graduates interested in working with children and youth after school. The scholars, as the participants are known, attended college preparatory classes for six weeks during the summer at one of seven community colleges throughout Los Angeles. They also received over 30 hours of training from the California School-Age Consortium (CalSAC) and completed 24 hours of job shadowing. Upon completion of the six-week program, CalSAC hosted a job fair that sought to match them with afterschool employers.

For more information, please visit:

[http://www.calsac.org/projects/workforceDev/?\\_c=xz927fmli59e8l](http://www.calsac.org/projects/workforceDev/?_c=xz927fmli59e8l)

## **Pre-training, Placement and Onsite Support Strategies**

**Encore AfterSchool** – Encore AfterSchool is a pilot program supported by the nonprofit family services agency, Aspiranet, to demonstrate that mature adults with more than 20 years of work experience can help meet California's high demand for afterschool staff. In addition to connecting afterschool programs with qualified, reliable and experienced staff, Encore also helps experienced adults transition from private sector jobs to social service work. The program pre-screens, trains and assists applicants with securing employment in afterschool programs. Continued support and professional development are provided after applicants have secured employment. The program currently operates in Oakland (Alameda County) and Santa Clara County.

For more information, please visit: <http://www.aspiranet.org/encore>

Encore AfterSchool has an informational video, available online at:

<http://www.youtube.com/watch?v=honNL2SIMzs>

**LA's Generations United in Afterschool Services (Las Guias)** – CalSAC, in collaboration with the Housing Authority for the City of Los Angeles (HACLA), launched Las Guias to focus on recruiting and preparing older adults, 62 years and older, to work in afterschool programs. CalSAC and HACLA currently reach out to senior residents in several housing developments in Los Angeles. Las Guias' goal is to form two cohorts of 25-30 adults interested in afterschool employment.

The first cohort started in November 2008 to prepare job seekers for January 2009 hiring opportunities; the second cohort will start in summer 2009 to prepare

job seekers for 2009-2010 school year employment. Additionally, training will be provided to participating afterschool work sites to support them in effectively utilizing an intergenerational staff team.

For more information, please visit:

[http://www.calsac.org/projects/workforceDev/?\\_c=xz927fmli59e8l](http://www.calsac.org/projects/workforceDev/?_c=xz927fmli59e8l)

## **Pre-training, Placement and College Coursework Strategies**

**Peninsula & South Bay Afterschool Workforce Initiative** – The Peninsula & South Bay Afterschool Workforce Initiative runs from 2007 to 2010, and operates in both San Mateo and Santa Clara counties. In San Mateo County, partnerships have been developed with youth employment and other employment agencies to aid job referrals. Job seekers receive pre-employment training and coaching for a stipend, and CalSAC facilitates the hiring process into an afterschool program.



In Santa Clara County, a bridge program—the equivalent of an abbreviated college semester—provides academic instruction to underprepared college students. This bridge-to-career-pathways model is part of the Career Advancement Academies (CAAs) implemented at several California community colleges. During the program, the students attend CalSAC trainings focused specifically on working with youth in afterschool settings. Upon completion, they

are expected to enroll full-time in San Jose City College and work part-time in an afterschool program. CalSAC facilitates the hiring process with local employers.

For more information, please visit:

[http://www.calsac.org/projects/workforceDev/?\\_c=xz927fmli59e8l](http://www.calsac.org/projects/workforceDev/?_c=xz927fmli59e8l)

**CalSAC Rural Workforce Development Model** – In an effort to recruit young adults looking to work in afterschool programs in rural communities, CalSAC partnered with community-based organizations in Ukiah (Mendocino County) to fill open positions. The program includes a training course with Mendocino College that counts as course credit and work experience opportunities that are either paid or unpaid. CalSAC also provides mentorship opportunities with afterschool program staff.

For more information, please visit:

[http://www.calsac.org/projects/workforceDev/?\\_c=xz927fmli59e8l](http://www.calsac.org/projects/workforceDev/?_c=xz927fmli59e8l)

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## Career Pathways

**Linking Afterschool Employment to Career Pathways** – The California Community Colleges Chancellor’s Office expanded its investment in the statewide Career Advancement Academy (CAA) initiative by launching, a new grant-funded initiative, Linking Afterschool Employment to Career Pathways. Participants attend a bridge program that covers skills required for the field while addressing foundational basic skills and work readiness; it is structured as a learning community, where students take all of their classes together as one cohort. Students then continue their regular coursework while working in afterschool programs to earn college credit and income. The program enables students to pursue career paths in teaching, youth development or human services.

Participating community colleges partner with employers, local workforce investment boards, social service agencies and community organizations for outreach, recruitment and support services. The colleges also work closely with county offices of education and afterschool providers to develop and facilitate programs, trainings and job placements. The project targets a wide variety of potential participants, with special focus on underserved and underemployed youth and adults. The participant pool varies by region.

The Career Ladders Project provides strategic support and technical assistance to the Linking Afterschool sites, and connects them to a community of learners within the CAAs. Award recipients include Hartnell College, Laney College, San Diego City College, San Jose City College and State Center Community College District’s (CCD) Central Valley Career Advancement Academy. State Center CCD has since launched programs at Clovis Community College Center, Madera Community College Center, Modesto Junior College and Reedley College.

For more information, please visit:  
<http://www.careerladdersproject.org/afterschool.php>

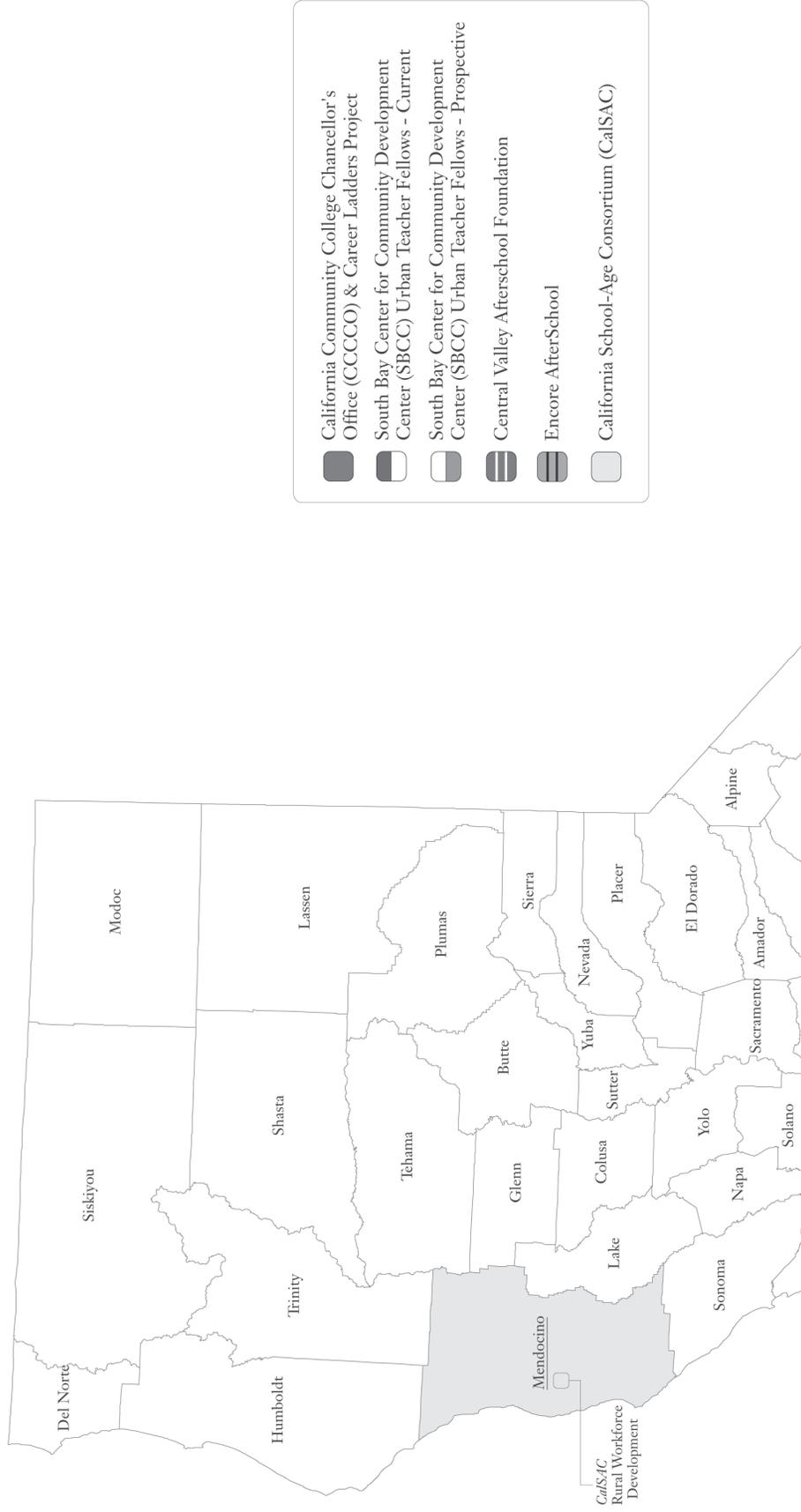
**Urban Teacher Fellowship** – Urban Teaching Fellowship (UTF) is an initiative created by South Bay Center for Community Development (SBCC). UTF (1) recruits low-income community members interested in becoming teachers; (2) supports them academically through skills remediation, tutoring and a cohort-based learning community classroom model, as they take courses at a community college and then transfer to a state university; and (3) supports them personally with wrap-around supportive services, which include part-time job assistance, free counseling, transportation assistance, job coaching and other services, as needed. SBCC, Los Angeles Harbor College and California State University at Dominguez Hills have created an accelerated four-and-a-half year teacher training program, leading to both

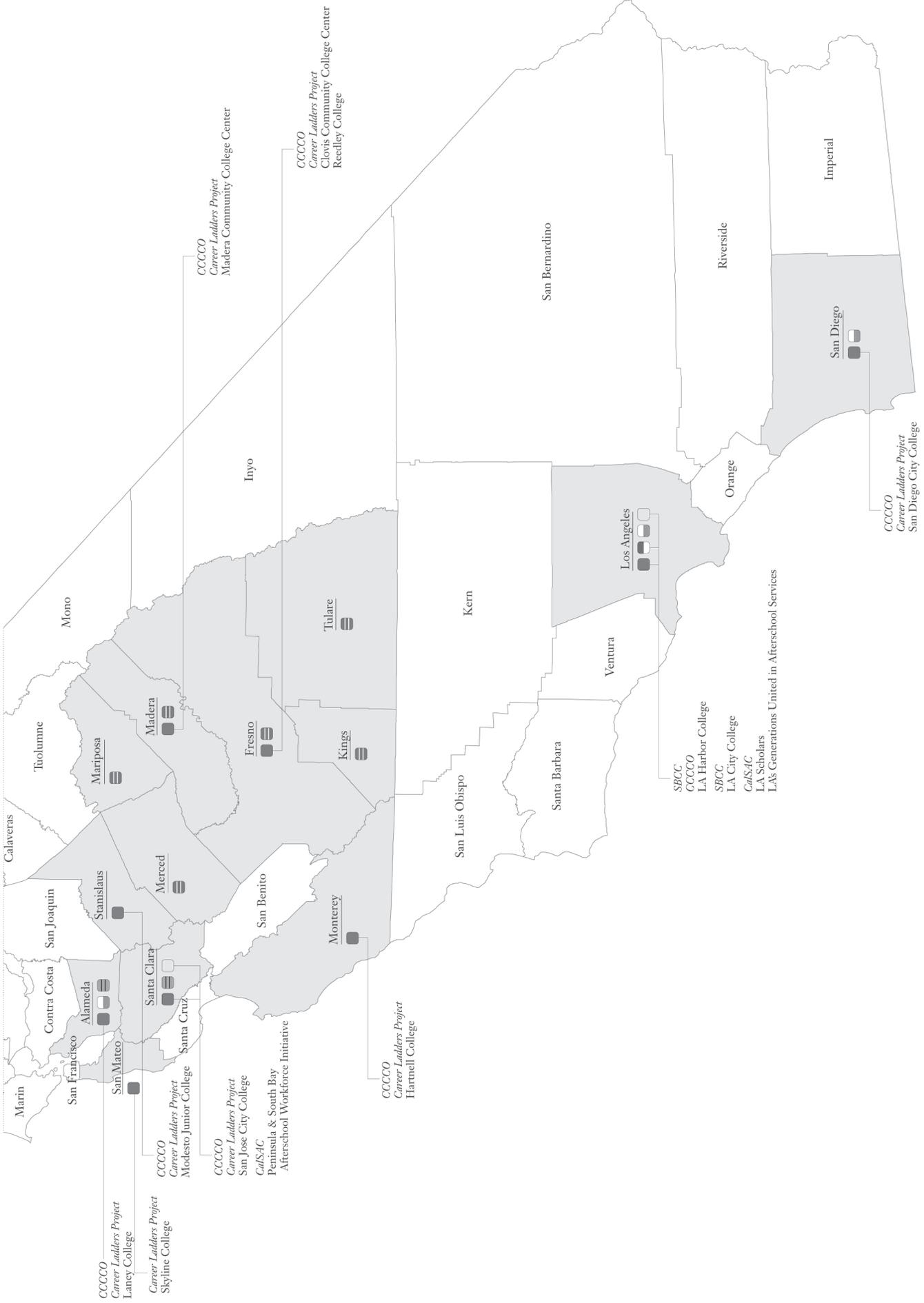
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## CalWIN Afterschool Workforce Development Sites

The California Workforce Innovation Network (CalWIN) is a collaborative of organizations focused on recruiting, developing and supporting afterschool workers in California. Members include Bay Area Partnership, California School-Age Consortium (CalSAC), Career Ladders Project, Central Valley Afterschool Foundation, Children Now, Encore Afterschool, FowlerHoffman, Growth Sector, Next Generation Youth Work Coalition, and South Bay Center for Community Development (SBCC).

The following map provides county-level information on existing CalWIN workforce development sites, as well as three potential projects currently under development. The color-coded markers identify entities operating in each county. In addition, specific sites and regional program names are mentioned, where applicable.





a BA and teaching credential. The program leads to placement as an elementary or single-subject teacher.

UTF has several key partners: local community colleges, California Community College Career Advancement Academy Initiative, California State University, community-based organizations like SBCC, and afterschool employers. Collaboratively, the partners design a program that targets low-income community residents and, sometimes, more specific populations, such as out-of-school youth, at-risk or gang-involved youth, emancipating foster youth, and recently-separated veterans.

For more information, please contact Rebecca Goldberg, SBCC's co-director of Career & Workforce Development, at [rgoldberg@sbaycenter.com](mailto:rgoldberg@sbaycenter.com) or (310) 414-2090.

## Funding Opportunities

The pilot programs spotlighted in this brief were able to blend foundation, private and public funding to support their efforts. Below is a list of their public funding sources, which may be available in your local community. Additional funding sources, which may become available as early as fall 2009, are also listed.

## Examples of Current Funding Sources

- **Workforce Investment Act Funds** – California received \$188.58 million from the American Recovery and Reinvestment Act of 2009 (ARRA) to employ young workers through the Workforce Investment Act. This funding, which flows through local WIBs, will support approximately 75,400 new youth jobs. Afterschool program providers and WIBs can use these funds to recruit, train and provide partial wage subsidies for thousands of new afterschool workers.  
For more information, see “Afterschool Programs & Workforce Investment Boards: Making Stimulus Funds Work for Youth,” [http://www.childrennow.org/issues/education/after\\_school\\_stimulus\\_2009.html](http://www.childrennow.org/issues/education/after_school_stimulus_2009.html)
- **CalGRIP** – Several communities across California received CalGRIP (Gang Reduction, Intervention, and Prevention) grants from the California Employment Development Department to implement strategies to reduce gang violence, including providing job training and education programs. While these grant awards have already been distributed, there may be opportunities to partner with existing local providers to implement afterschool workforce development strategies.

For more information, please visit: <http://gov.ca.gov/issue/anti-gangs> and <http://www.labor.ca.gov/pdf/nwsrel09-03.pdf>

- **AmeriCorps** – ARRA includes over \$200 million to support the expansion of AmeriCorps State and National and AmeriCorps VISTA programs, which will create approximately 13,000 new positions nationally. The Afterschool Alliance recommends that afterschool programs explore whether current staff could qualify as Corps members to ease pressure during the state’s fiscal crisis. The Alliance also suggests that afterschool programs become VISTA sponsors or partner with VISTA sponsors to receive VISTA volunteers.

For more information, please visit:

<http://www.afterschoolalliance.org/policyEconRecovLocalProgramIdeas.cfm>

## Future Funding Opportunities

- **American Recovery and Reinvestment Act “Invest in What Works” Grants** – American Recovery and Reinvestment Act “Invest in What Works” Grants, totaling \$650 million, are competitive grants to local education agencies (LEAs) and partners that have: (1) closed the achievement gap significantly; (2) exceeded the state’s annual measurable objectives for two or more consecutive years; (3) made significant progress in other areas (e.g., graduation rates and placement of quality teachers and leaders); and (4) demonstrated successful public-private partnerships with private matching funds. Local afterschool programs associated with an LEA and with a proven track record of success may submit a grant application that implements the pilot programs outlined above. The field, however, is awaiting guidance to learn more about the parameters for the competitive grant application. The U.S. Department of Education will award in two grant cycles: first in fall 2009 and second in summer 2010.

For more information, please visit:

<http://www.ed.gov/policy/gen/leg/recovery/factsheet/stabilization-fund.html>

- **American Recovery and Reinvestment Act “Teacher Quality Enhancement” Grants** – American Recovery and Reinvestment Act “Teacher Quality Enhancement” Grants, totaling \$100 million, are competitive grants to stimulate systemic policy and practice changes in such areas as teacher preparation, certification and licensing, and classroom practice. Grant activities must focus on content knowledge, teaching methods and technology preparation; mentoring new teachers; recruiting for high-need schools; encouraging meaningful teacher accountability; and high-quality professional development. The career pathways models outlined in this brief are well aligned with the intent of these grants. The deadline for grant applications is July 23, 2009. Grants should be available fall 2009.

For more information, please visit:

<http://www.ed.gov/programs/heatqp/index.html>

- **Edward M. Kennedy Serve America Act** – The Edward M. Kennedy Serve America Act was enacted in March 2009 to support 175,000 new volunteers nationwide. Overseen by the Corporation for National and Community Service, the program established four new service corps: Clean Energy Corps, Education Corps, Healthy Futures Corps and Veterans Services Corps. The Education and Veterans Services Corp, in particular, could potentially be integrated into a local afterschool workforce development strategy. In addition, the act creates Youth Engagement Zones, Silver Scholarships and Encore Fellowships, which may also be applicable for future funding.

For more information, please visit:

<http://edlabor.house.gov/blog/2009/03/the-edward-m-kennedy-serve-ame.shtml>

## Additional Resources

For additional information on creative strategies and funding sources to support afterschool workforce development, please visit:

*Afterschool Programs & Workforce Investment Boards: Making Stimulus Funds Work for Youth*

[http://www.childrennow.org/issues/education/after\\_school\\_stimulus\\_2009.html](http://www.childrennow.org/issues/education/after_school_stimulus_2009.html)

*Afterschool Alliance, Youth Training & Employment in Economic Recovery Act*

<http://www.afterschoolalliance.org/PolicyEconRecovYouthTrainEmploy.cfm>

*Next Generation Youth Work Coalition*

<http://www.nextgencoalition.org>

If you have any additional questions, please contact Samantha Tran at (916) 443-1582 or [stran@childrennow.org](mailto:stran@childrennow.org).

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## Endnotes

1. California School-Age Consortium, *California Afterschool & School-Age Care At a Glance* (San Francisco: California School-Age Consortium, 2009).
2. California School-Age Consortium, *CalSAC's Afterschool Workforce Development Initiatives: Providing Workforce Solutions for the Future* (San Francisco: California School-Age Consortium, 2006).
3. California Workforce Innovation Network (CalWIN) is a collaborative of organizations focused on recruiting, developing and supporting after-school workers in California. Members include California School-Age Consortium (CalSAC), Children Now, Career Ladders Project, Growth Sector, Next Generation Youth Work Coalition, FowlerHoffman, Bay Area Partnership, South Bay Center for Community Development, Central Valley Afterschool Foundation, and Encore AfterSchool.

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This publication represents the collective work of the California Workforce Innovation Network (CalWIN), a collaborative of organizations focused on recruiting, developing and supporting afterschool workers in California. Members include California School-Age Consortium (CalSAC), Children Now, Career Ladders Project, Growth Sector, Next Generation Youth Work Coalition, FowlerHoffman, Bay Area Partnership, South Bay Center for Community Development, Central Valley Afterschool Foundation, and Encore AfterSchool.

Children Now is a nonpartisan research and advocacy organization working to raise children's well-being to the top of the national policy agenda. The organization focuses on ensuring quality health care, a solid education and a positive media environment for all children. Children Now's strategic approach creates awareness of children's needs, develops effective policy solutions and engages those who can make change happen.

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