



Engaging Youth as Workers Within High School Afterschool Programs

A Briefing Paper

Sam Piha and Laura Karosic

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Engaging Youth as Workers Within High School Afterschool Programs: A Briefing Paper

Executive Summary

Many 21st Century Community Learning Center (CCLC) high school afterschool programs in California strive to engage high school age youth as responsible workers and helpers within the program. However, because afterschool programs for older youth are relatively new, there is confusion in the field regarding the use of 21st CCLC funds for youth employment and compensation and there is a lack of knowledge about practices which have found to be effective. The purpose of this paper is to clarify guidelines regarding the employment of youth and to share strategies that are currently being used by After School Safety and Enrichment for Teens (ASSETs) programs to engage high school age youth through work within their afterschool programs. To gather information for this paper, we interviewed leaders from the California Department of Education (CDE), organizations that promote the employment of youth under the age of 18, exemplar high school afterschool programs, and by conducting internet research.

Benefits: There are many benefits that come about as a result of employing youth. Offering employment opportunities is well aligned with the developmental tasks of older youth, as well as their personal interests. It offers experiences that build workforce and career skills, offers important leadership roles and opportunities for service, creates career pathways to professions such as teaching and social work, and ensures the program is more relevant to other youth.

Regulations and Policies: There are specific regulations and guidelines governing the employment of young people under the age of 18. These requirements call for underage youth to obtain a work permit in advance of employment, establish the number of hours a young person may work in a given day or week, the wages they can be paid, and other working conditions that must be adhered to by the employer. Specific to the hiring of 21st CCLC staff who work directly with youth and are part of the 20:1 youth-to-adult ratio, hires must meet the qualifications of instructional aide as defined by the local school district. As a result, most high school age youth do not qualify as staff described above. However, many 21st CCLC and ASSETs afterschool programs in California engage older youth as workers within the program. State afterschool funds can be used to compensate these high school age workers under certain circumstances described in this report.

The Role of Youth as Afterschool Workers: The afterschool program leaders that we interviewed provide many opportunities for youth to serve as workers and helpers. Roles include tutors, mentors, and activity assistants serving younger children in afterschool programs. This often serves as an early career pathway towards teaching, social work and youth work. Some youth also offer tutoring, mentoring, and activity workshops to their high school peers. Afterschool programs also offer work roles providing administrative support to the afterschool program. These roles include marketing, guiding tours, assisting with recruitment and outreach, taking attendance, and data entry. It is important to consider that these intentional work-based learning opportunities connect high academic expectations with enriched learning experiences that can inform youth about career and educational options, and motivate a wide range of students to see the relevance of high school studies, graduation, and continued education to high wage work.

Compensation to Youth as Afterschool Workers: Young workers are compensated in many ways, including with hourly wages, stipends, promotions, the awarding of high school credits that can be applied to graduation or community service requirements, gift cards, special end-of-the-year trips, and gift packages (i.e., a prom ticket, graduation tickets, and a yearbook). Most programs utilize leveraged funds (non-21st CCLC) to cover the cost of compensation of high school age workers within the program.

The Selection and Training of Youth as Afterschool Workers: Most program leaders we interviewed use the same process to select young workers that is used in the workforce. This includes requiring that youth submit an application and resume, participate in a formal interview process, and attend orientation and training. Once hired, high school age workers are required to participate in rigorous training before and after assuming their work duties. Training topics include workplace professionalism, business writing and ethics, personal mission statements, defining leadership styles, peer mentor responsibilities and benefits, developing program budgets, goal setting, effective communication strategies, and first aid/CPR.

Youth Voices: Ultimately, high school youth who served as workers and helpers within their afterschool programs are in the best position to talk about the benefits of these experiences. This report includes 30 quotes from youth who had the opportunity to work within their afterschool programs. These youth reported, among other things, that these program experiences were instrumental in their development of valuable leadership and workforce skills.

Conclusion: Involving older youth as workers within afterschool programs makes a great deal of sense. Engaging youth in this way addresses their developmental tasks and personal interests, helps develop their workforce skills, offers opportunities for leadership and service to others, and brings youth input, making the program more relevant.

Recommendations: Based on our interviews with program providers, we offer the following recommendations. Many of these recommendations can be supported by Regional Leads, afterschool networks, and those providing technical assistance to ASSETs programs and workshops at afterschool conferences.

1. CDE develop and distribute clear policies and guidelines on the use of 21st CCLC funds to engage youth as workers within the afterschool program. CDE should also issue guidelines for the use of After School Education and Safety (ASES) funding to compensate high school workers within elementary and middle school programs. These guidelines should be designed to encourage, not restrict, programs from using the funds for this purpose.
2. Document promising practices being successfully used at afterschool programs and share them with those who are seeking to expand their programs' capacity to engage youth as workers. This can be done by those who support the implementation of high school afterschool programs, including the California Afterschool Network, ASAPconnect, CDE, Regional Leads, as well as those who receive technical assistance funds from private sources.
3. Identify supplemental funding to support career pathways to engage older youth working within afterschool settings. If needed, policy changes should be enacted to encourage access or eliminate any barriers impeding access to these funds by ASSETs programs. Identifying funds is a form of technical assistance and can be done by those named in recommendation #2, above. Efforts needed to change policy can be led by afterschool advocacy organizations within California.

4. Assist afterschool leaders in identifying and obtaining workforce and other supplemental dollars to support efforts that engage youth as workers in the afterschool setting. If needed, policy changes should be enacted to encourage access or eliminate any barriers impeding access to these funds by ASSETs programs. Those named above in recommendation #3 can work together to support this recommendation.
5. Incorporate into existing studies or identify dedicated funding to evaluate the efficacy in providing youth with work opportunities within afterschool settings. This can be achieved by local ASSETs grantees who are charged with evaluating their programs, as well as larger evaluations that are funded by CDE or private sources.

Engaging Youth as Workers Within High School Afterschool Programs: A Briefing Paper

Introduction

Many 21st Century Community Learning Center (CCLC) high school afterschool programs are striving to engage high school age youth as responsible workers and helpers within the program. According to the *California 21st CCLC 2007 Annual Performance Report*, issued by the U.S. Department of Education, 5.4% of the paid employees of California's 21st CCLC programs (high school, elementary, and middle) were high school students. Further, 22% of 21st CCLC volunteers were high school students. Engaging youth as workers and helpers within afterschool programs addresses young people's developmental tasks as well as their personal interests.

However, because afterschool programs for older youth are relatively new, there is confusion in the field regarding the use of 21st CCLC funds for youth employment and compensation. In the words of one veteran leader of high school afterschool programs, *"We want a set of guidelines so folks know they are inside the boundaries. We need to come up with a document that lays out what is allowed and what isn't, because we don't want to misuse funds. Additionally, there is an interest among program leaders to know about how others are addressing these issues and the various strategies they are using."*

Purpose

The purpose of this paper is two fold: the first is to inform high school afterschool program leaders and stakeholders on policies and guidelines related to employing high school age youth and the use of 21st CCLC funds for compensation.

The second purpose of this paper is to document strategies currently being used by ASSETs programs to engage high school age youth through work within their afterschool programs.



Acknowledgements

Temescal Associates is dedicated to building the capacity of leaders and organizations in education and youth development who are serious about improving the lives of young people. Much of our work over the last five years has been focused on promoting the awareness of the potential of high school afterschool programs and working to build their quality. For more information, visit: www.temescalassociates.com

We want to thank the following people for providing information through interviews and for reviewing drafts of this briefing paper:

- ❖ **Kim Boyer**, Interim Executive Director, *Central Valley Afterschool Foundation*: The Central Valley Afterschool Foundation (CVAF) supports high-quality afterschool programs through training, communications, funding partnerships, and public policy initiatives benefiting children and youth in a six-county region. www.centralvalleyafterschool.org

- ❖ **Katie Brackenridge**, Director of Out-of School Time Initiatives, *Partnership for Children and Youth*: The mission of the Partnership for Children and Youth is to ensure that school-age children and youth living in low-income communities have the support and the opportunities they need and deserve to be successful in school and in life. www.partnerforchildren.org
- ❖ **Bob Cabeza**, Vice President of Community Development, *YMCA Greater Long Beach Youth Institute*: The YMCA Youth Institute recruits youth from 8th through 10th grades in high school and middle schools near Long Beach each year to its afterschool program. The YMCA Youth Institute currently operates at five high schools in the Long Beach area. www.lbymcayl.org/institute
- ❖ **Jane Corbett**, High School Program Director, *A World Fit For Kids*: A World Fit For Kids is the leading provider of healthy behaviors and personal empowerment programming and training that result in: obesity reduction, increased graduation rates, work readiness and jobs. A World Fit For Kids currently operates at four high schools in the Los Angeles area. www.worldfitforkids.org
- ❖ **Yvonne Evans**, Consultant, *After School Programs Office (ASPO) at California Department of Education*: ASPO provides programmatic and fiscal resources to build, implement, and sustain quality before and afterschool programs, including school-age care and other out-of-school opportunities for children and youth. www.cde.ca.gov/ls/ba/
- ❖ **Bill Fennessy**, Director of High School Programs, *THINK Together*: THINK Together is one of the nation's largest and leading non-profit providers of extended learning time programs (afterschool, small group tutoring, summer learning, early literacy, etc.). THINK Together currently operates at four high schools. www.thinktogether.org
- ❖ **Joe Hudson**, Regional Lead, Region 4/SPAN Afterschool Programs: They work with grantees at both the district and the site levels, and at every stage of program development from planning to implementation and sustainability. They coordinate technical assistance services and resources that are available in Region 4 in association with several other entities. www.afterschool.acoe.org
- ❖ **Brad Lupien**, Founder of CHAMPIONS, USA: CHAMPIONS is a national organization utilizing innovative programming in outdoor education, adventure retreats, afterschool enrichment, and physical education to increase self-confidence, communication skills, teamwork, and community among youth. CHAMPIONS currently operates at 22 high schools in southern California. www.championsusa.com
- ❖ **Cathie Mostovoy**, Executive Director, **Leon Mostovoy**, Senior Program Consultant, and **Jerry Garcia**, Manager, *Woodcraft Rangers*: Woodcraft Rangers' Nvision Afterschool Program engages students (ages 6-18 years) in fun and stimulating group activities that measurably enhance their educational success now and benefit them well into the future. Woodcraft Rangers currently operates at three high schools in the Los Angeles area. www.woodcraftangers.org
- ❖ **Susan Neufeld**, Director of Child and Youth Development Services, *Hope Through Housing Foundation*: Hope Through Housing provides resident services, including afterschool programs, to affordable housing communities across the country. www.hopethroughhousing.org
- ❖ **Brock Ogletree**, Site Manager at Presidio Middle School, *Richmond Village Beacon Center*: The Richmond Village Beacon Center (RVBC) is a community center that provides afterschool programming for middle and high school age youth in San Francisco. RVBC currently operates at one high school campus in San Francisco. www.rvbeacon.org

- ❖ **Michelle Perrenoud**, Project Director of After School Programs in Region XI, Los Angeles County Office of Education, After School Technical Assistance Unit: Providing technical assistance and staff development opportunities for grantees and site level staff for over 1,600 21st CCLC afterschool program sites funded in Los Angeles County, including 130 ASSETs funded high school afterschool programs. www.aspire.lacoe.edu/contact_us.php

Note: Because some program leaders we interviewed for this paper were not fully confident that their practices were “inside the boundaries,” they requested that they remain anonymous.

Thanks to the following programs for providing photos for this paper: A World Fit For Kids, CHAMPIONS, USA, Long Beach YMCA Youth Institute, Richmond Village Beacon, and Woodcraft Rangers.

Lastly, we want to thank our funder, The William T. Grant Foundation, for providing funds to conduct research towards the writing of this paper.

Why Engage Older Youth as Workers?

Many high school afterschool programs are striving to engage high school age youth as responsible workers within the program. These efforts address young people’s developmental tasks as well as their personal interests. According to program leaders we interviewed, they also help develop young people’s workforce skills, offer opportunities for leadership and service to others, and bring youth input, thereby making the program more relevant to other youth. Below these are described in more detail.

The Developmental Tasks of Older Youth

In his book, *The Means to Grow Up: Reinventing Apprenticeship as a Developmental Support in Adolescence*, author Robert Halpern describes the developmental tasks of older youth.



Halpern's descriptions of these tasks include:

- Asserting control over their lives and the forces that affect them and their communities, while balancing preoccupation with self and commitment to others
- Beginning to think about the adult world, how it works, make sense of it, and discern their role
- Ability to carry out more complex tasks: to plan, apportion time, sustain attention and effort, gather and organize information, monitor one's work, recognize problems, seek help when appropriate, revise as needed. (These are all important workforce skills.)
- Forging a sense of identity and voice as someone who has power, can positively impact others, and can demonstrate real accomplishment and achievement that has meaning

According to the program leaders we interviewed, these tasks are addressed by afterschool programs that offer high school age youth opportunities to contribute to the program as workers and helpers.

Workforce Skills and Career Development

High school age youth are on a short pathway to early adulthood. To succeed as young adults, they need skills that will allow them to succeed in the workforce and operate independently from their parents and guardians. The need to prepare young people for the workforce is a theme that is repeatedly emphasized by the business community. CDE's Career Technical Education standards and framework incorporate cutting-edge knowledge about career options, technology, and skills required for success in adult life:

<http://www.cde.ca.gov/ci/ct/sf/>

When asked, high school age youth cite they are most interested in opportunities to gain work experience that is meaningful and relevant to the real world, and that can translate into their ability to earn their own money. In response, a number of high school afterschool programs are



increasingly engaging young people as workers and helpers within the afterschool program.

Many of these programs involve the young people in a "hiring process" that mirrors the experience they can expect in the outside world (resume preparation, interviews, etc.), offers training and development, and/or some sort of actual compensation in return for work that is successfully completed.

In many cases, especially where high school youth are helping younger children in afterschool programs, these experiences can serve as an early career pathway towards teaching, social work and youth work.

According to Jane Corbett, High School Program Director at A World Fit For Kids, "Many of our youth have said they didn't know what they wanted to do career-wise, but after completing their positions, they now want to go into education, social work, nursing, or some other helping profession."

Leadership and Opportunities to Serve Others

The opportunity for high school age youth to serve in roles as responsible workers and helpers within the afterschool programs are designed to advance their leadership skills. Brad Lupien, Founder of CHAMPIONS, noted that some of these skills include gaining a sense of civic responsibility, working collaboratively with others and with a supervisor, gaining ownership over their own education, and understanding what it means to work as a professional.



Many programs utilize leadership ladders – a system whereby high school youth earn their way into positions of greater responsibility and compensation. Some of these positions, such as ones where they offer tutoring and mentoring to their peers, provide an opportunity to serve others. Young people benefit by “having an increased sense of self-worth” in the appreciation that they can make the world a better place, said Bob Cabeza, Vice President of Community Development, YMCA of Greater Long Beach.

One young man who was interviewed about his experience as a tutor at a summer youth program said, “What I learned this summer, I couldn’t just keep it to myself. I felt like more people should know. It made me feel good, made me feel like the elder for once - to tell them how to do stuff and know what I’m doing while I’m doing it. It feels really good.”

Making the Program More Relevant

High school age youth want to be more than recipients of afterschool programs. They have the skills, readiness and desire to participate in program delivery.

When youth are involved in planning and delivering the program, the program is viewed as more attractive and relevant to potential youth participants. Youth who are engaged as workers within the program also serve as positive role models to other youth.

Defining Terms

ASSETs: Afterschool Safety and Enrichment for Teens (ASSETs) is a California state-administered, federally funded program that provides funds to schools and districts that collaborate with community partners. These programs provide academic enrichment opportunities and supportive services to help students meet state and local standards in core content areas during non-school hours. ASSETs grants are five-year grants. Each year is renewable based on good standing. There are 345 high schools currently operating afterschool programs.

Hiring Youth as Afterschool Staff: This refers to placing youth on the payroll and paying them through the payroll system that is used for all employees of the afterschool provider.



Engaging Youth as Afterschool Workers and Helpers: This refers to young people providing services to other afterschool participants, which may include tutoring, mentoring, or serving as a small group leader. It may also include engaging youth in administrative duties, such as data entry, attendance tracking, or program outreach.

Stipend: Stipend refers to an established amount of cash compensation that is awarded to young people who provide a service or complete an agreed upon task or program.

Incentives: This refers to privileges or objects of value that are awarded to young people who provide a service or complete an agreed upon task or program. Examples of incentives include fieldtrips, yearbooks, or prom tickets. Incentives also include high school credit that can be applied toward graduation, such as elective credits or credits for community service.

Job Ladders: These terms are used to denote vertical job promotion. In afterschool programs, the ladder typically describes the progression from entry-level youth positions to higher levels of responsibility, skills, compensation, and/or authority.

Internships: An intern is someone who works in a temporary position with an emphasis on on-the-job training rather than merely employment. Internships provide opportunities for students to gain experience in their field, determine if they have an interest in a particular career, create a network of contacts, or gain school credit. An internship may be either paid, unpaid or partially paid (in the form of a stipend).

Job Shadowing: Job shadowing is a work experience option where youth learn about a job by following a competent worker as they perform their work duties. The job shadowing work experience is a temporary, unpaid exposure to an occupation of interest to the young person.

Leveraged Funding: This refers to non-21st CCLC program funds, which may be cash or material awards from foundations, local businesses, or other sources. These funds may be used to expand the services offered through the 21st CCLC ASSETs program.

Policies and Guidelines Regarding Youth Employment

Employing Underage Youth Regulations

There are specific regulations and guidelines governing the employment of young people under the age of 18. These requirements call for underage youth to obtain a work permit in advance of employment, establish the number of hours a young person may work in a given day or week, the wages they can be paid, and other working conditions that must be adhered to by the employer.

Appendix A shows a table that summarizes these requirements. You may also visit this link for a pamphlet from the US Department of Labor on which occupations youth can and cannot participate in and what hours they may be employed:

<http://youthrules.dol.gov/pdf/brochures/YouthRulesBrochure.pdf>

Department of Education Regulations

The Federal Department of Education (DOE) and the California Department of Education (CDE) clearly defined the eligibility requirements of staff hired as 21st CCLC employees: All hires of the afterschool program who directly supervise youth must meet the qualifications of the instructional aide as defined by the local school district. (Staff who are hired that do not directly work with youth, such as administrative or janitorial staff, do not need to meet these requirements.)

All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district. (ED Code 8483.4). These requirements also apply to community-based organizations that are subcontracting with the school district. This hiring requirement is also referenced in the CDE ASSETs RFA (10/2008).

To be in compliance with the above regulations, ASSETs programs that we are familiar with do not include high school workers within the 1:20 adult-to-youth ratio, as they do not meet the instructional aide qualifications. In fact, only 5.4% of 21st CCLC paid employees are high school students working in high school, middle school, or elementary school afterschool programs (*California 21st CCLC 2007 Annual Performance Report*).

CDE advises against using 21st CCLC funds to employ high school age students, even outside the 1:20 ratio, unless the use of these funds in this way was described in the grant proposal that was submitted and approved by CDE. If programs want to add a youth employment component not in their original proposal and that changes the allocation of ASSETs grant funds, they need to consult with their CDE Program Consultant in advance. If the component is part of the ASSETs program, approval from the CDE Program Consultant is still necessary, unless the component is totally separate from the ASSETs program.

Yvonne Evans, a CDE representative, also noted that students being employed couldn't be simultaneously counted as program participants, unless they are part of a program that is designed to develop workforce and leadership skills and provides training or other benefits. Alternative suggestions included using leveraged funding (non-21st CCLC) to cover the costs of student employment.



Tax Implications

High school students who are regular employees of the afterschool provider would be treated as other employees: They would have taxes taken out of their paychecks and be issued a W-2 at the end of the year.

Policies and Guidelines Regarding the Use of Stipends and Incentives

Department of Education Regulations

To our knowledge, there are few policies, regulations, or guidelines issued by DOE and CDE regarding the use of 21st CCLC funds as stipends or incentives for youth who provide services within the program. There are federal guidelines prohibiting the use of federal funds for entertainment (i.e., amusement park tickets, and sporting events).

CDE advises against using 21st CCLC funds to compensate young workers in the afterschool program, unless the use of the funds in this way was described in the grant proposal that was submitted and approved by CDE.

Yvonne Evans, CDE representative, provided the following suggestions for funding stipends and incentives:

- Using leveraged funding or donations from businesses or other sources;
- Partnering with the school district to award elective credit and/or credit for completed community service as a form of incentive.

Tax Implications

Youth who received a cash stipend greater than \$600 during the calendar year require the receipt of a 1099 form showing the amount of cash awarded. Stipends normally do not have taxes deducted in advance, and declaring the income is the responsibility of the recipient.



Both Federal and California law recognize that scholarships awarded to matriculating students are not considered taxable income if the scholarships are to be used for educational purposes (which may include tuition, fees, books, supplies, or equipment).

Engaging Youth as Afterschool Workers: Strategies and Practices

Few afterschool programs attempt to employ youth as 21st CCLC employees using program funds. However, some afterschool providers use leveraged funds to employ high school interns in their afterschool programs or organization offices. We also know that the involvement of high school youth as volunteers within these programs is very common, with 22% of volunteers at 21st CCLC programs being high school age youth (*California 21st CCLC 2007 Annual Performance Report*).

Serving Elementary and Middle School Youth

A growing number of high school afterschool programs engage youth as mentors and tutors to elementary and middle school youth. Below we cite some examples of programs in California.

- **CHAMPIONS** partners with LA's BEST and Development Without Limits to mentor elementary school age youth at LA's BEST afterschool programs. CHAMPIONS high school age youth also mentor youth at middle school afterschool programs within Los Angeles Unified School District. This mentoring occurs on a weekly basis and includes older youth helping out with tutoring, assisting with enrichment activities, and discussing best practices for successful high school transitions. All older youth are trained by CHAMPIONS and the partner agency on how to mentor younger youth.



- At **A World Fit For Kids** in Los Angeles, high school age youth have the opportunity to become Assistant Coaches to middle and elementary school age youth. Assistant Coaches help plan and facilitate academic, enrichment, and physical activities. They are involved in mentoring the younger youth, while they, in turn, are mentored by the college age coaches who supervise them. Assistant Coaches also have the option of helping to plan and facilitate quality physical education activities on the playground, with a college age coach's supervision. For those youth who aren't able to commit to working after school, A World Fit For Kids offers the opportunity to assist a credentialed teacher on Saturday parent programs. For example, older youth assist teachers in supervising the children of parents attending the Juvenile Intervention and Prevention Program.

- The **Youth Institute** at YMCA of Greater Long Beach (www.lbymcayl.org) offers the Tech Tutor program, where older youth work part time during the year to teach younger youth age-appropriate technology curriculum aligned with California content standards. Tech Tutors work two days a week for two months, going into middle and elementary schools to teach graphic design, animation, and more to younger youth.
- Kim Boyer, Interim Executive Director of the **Central Valley Afterschool Foundation**,

reported that several local ASSETs programs in the Central Valley engage youth as academic tutors and enrichment activities assistants at middle and elementary school afterschool sites.

Serving Other High School Age Youth

Many high school afterschool programs engage their older youth as mentors, tutors, and/or small group leaders within their afterschool program. Below are some examples.

- At Valley High School's afterschool program (**THINK Together**), youth apply for a peer mentor position in May and if they are accepted, begin their training in the summer. In the summer, they also help out with freshmen orientation and registration and are trained on office management, professionalism, and marketing. When the school year starts, youth are assigned to become a peer mentor within the afterschool program, which includes a variety of positions that youth can choose according to their skills and interests. These duties are described below.

- Asuza High School's afterschool program (**THINK Together**) offers participating seniors the opportunity to become a peer mentor within the afterschool program. This position consists of academic tutoring/assistance and enrichment support. Other responsibilities include program administrative duties, which are described further on page 17.
- At Gladstone High School's afterschool program (**THINK Together**), seniors are eligible to become peer mentors within the afterschool programs. After an application and interview process, seniors who are accepted as a peer mentor are responsible for engaging socially with other youth in the program during activities.
- Assistant Coaches at **A World Fit for Kids** have the option of helping an adult staff lead a club or activity in the high school afterschool program.
- Assistant Coaches at **Woodcraft Rangers** are responsible for assisting with homework, taking attendance, distributing snack, leading activities, peer tutoring, and assisting computer club leaders in the high school afterschool program. The Assistant Coaches job-shadow more experienced staff for a certain amount of time before leading their own activities.
- Older youth at **CHAMPIONS** who are "masters of their trade" in some area (dance, music, etc.) are given the option of leading or co-leading with a professional instructor their own club and teaching this skill to their peers in the high school program.



Providing Program Support: Recruitment, Outreach, and Administration

Many high school afterschool programs engage youth as workers providing other forms of program support. Some examples are cited below.

- Older youth at **A World Fit For Kids** have the option of working at their high school as an assistant program coordinator, where they help with administrative duties such as filing, taking attendance, and making phone calls.
- **CHAMPIONS** afterschool programs have youth leadership councils at each site where youth assist with program planning, assessment, and marketing. They also help out with daily program operations like snack distribution and attendance taking. There are approximately 10-30 youth in each leadership council.
- Peer mentors at Valley High School's afterschool program (**THINK Together**) may be responsible for attendance taking, assisting with program activities and snack, peer tutoring, marketing, guiding tours, and assisting with recruitment and outreach.
- Azusa High School's afterschool program (**THINK Together**) offers youth the opportunity to develop their job skills by participating in a number of administrative positions, including: data entry clerk, inventory controller, picture/history archivist, marketing/advertising specialist, activities manager, greeter/Junior Quality Assurance Coach, and Link Crew Liaison, who is responsible for planning special events and communicating with 9th grade youth. (See Appendix B2.)
- At Century High School, seniors have the opportunity to become Senior Assistants in the **THINK Together** afterschool program. Fourteen Senior Assistants run and manage the afterschool program and are responsible for observing and coaching the instructor, running staff meetings, leading site tours, interviewing and hiring program instructors, and grants management.
- At Gladstone High School (**THINK Together**), seniors who are accepted as a peer mentor are responsible for monitoring the afterschool program through attendance tracking, activity set up, preparing snack, assisting with clean up, and recruiting other youth to the program.



Summer Employment

- **CHAMPIONS** partners with the South Bay Community Collaboration to use Workforce Investment Act dollars to pay young people an hourly wage (\$8) during the summer for 100-130 hours of work. Youth have the option of working at summer camps, assisting with projects at the high school summer program, or interning at the CHAMPIONS headquarters, where they assist with data entry, picture archiving, marketing, and other tasks.

Leadership or Job Ladders

- Youth participating in **CHAMPIONS'** leadership councils go through four levels of leadership curriculum. The curriculum is divided into service learning, celebrating arts, developing leadership skills, and more. Topics include such things as business writing, personal mission statements, and defining leadership styles. Each lesson has four parts (levels 1-4) and the idea is that level 3 and 4 council members are responsible for teaching the level 1 and 2 lessons to the younger participants. These level 3 and 4 council members are called "ambassadors".
- Older youth at **Woodcraft Rangers** have the opportunity to participate in a job-training program, where they are taught digital media skills through curriculum and job-shadowing media club leaders at elementary and middle school Woodcraft Rangers programs. After successfully graduating from high school, these youth are eligible to be hired by Woodcraft Rangers to facilitate elementary and middle school media clubs.

- Youth Program Assistants (YPAs) in the **Richmond Village Beacon** afterschool program have graduated levels of responsibility from the time they enter as a Jr. YPA as a 6th grader to the time they graduate from high school. Jr. YPAs assist program leaders with attendance taking, hallway monitoring, safety and support outside of the program, and conflict mediation. Ninth and 10th graders are eligible to volunteer as program assistants within the program. Once they reach 11th and 12th grade, youth are eligible to apply for a paid position as a Youth Program Assistant where they function as "second staff" within the program. Their responsibilities include facilitating activities and leading conflict resolution meetings. Eleventh and 12th grade YPAs also have the opportunity to run their own class within the afterschool program. After YPAs graduate from high school, they are eligible to become an employee of the afterschool program.
- After youth graduate from the **Youth Institute**, former Tech Tutors have opportunities for teaching within the Youth Institute.



Youth Entrepreneurship

- Change Agents Productions (www.changeagentproductions.org) is a youth-led social enterprise sponsored by the **Youth Institute** at Long Beach YMCA. Change Agents hires youth interns and graduates from the Youth Institute to make promotional videos for nonprofits and foundations, do technology consulting, purchase, set up, and training for clients such as nonprofits, schools, and colleges. They also do AV for conferences, graphic design magazines and brochures, corporate branding and website design. Teens must have graduated from the Summer Youth Institute to be eligible for Change Agent jobs.



Engaging Youth as Afterschool Workers: Compensation

High school age youth who work within ASSETs programs are compensated or recognized for their contributions in several ways. One method of compensation is paying young people an hourly rate or a fee-based wage. Below are two examples.

Wages

- Eleventh and 12th grade Youth Program Assistants (YPA) in the San Francisco **Richmond Village Beacon** afterschool program receive an hourly minimum wage for their work duties.
- Change Agents interns and graduates of the **Youth Institute** are paid by Change Agent clients anywhere from \$12/hour for movie editing and photo shoots to \$200 per magazine layout page (see “Youth Entrepreneurship,” below).

- According to Kim Boyer, student workers who are engaged as tutors and activity assistants at local elementary and middle school programs **in the Central Valley** are sometimes compensated with an hourly minimum wage from the program/grantee.



Other examples of compensation are cited below:

Cash Stipends

- Older youth participating in the Tech Tutor program at the **Youth Institute** at Long Beach receive a \$50 community service award for working two days a week for two months teaching technology to elementary and middle school youth. This award money comes from foundation dollars.
- In some cases, Assistant Coaches at **Woodcraft Rangers** are compensated with stipends using funding from grants or partnering organizations such as LA84 or Coaches Across America.



- **A World Fit For Kids** offers its Assistant Coaches a maximum \$600 educational stipend. This dollar amount is distributed on a biweekly basis to youth once they have completed the 38 hours of training and have applied for and been assigned a position within an elementary, middle, or high school afterschool program. Funding for stipends comes from grants from foundations like LA84, Ahmanson, and Keck, as well as from A World Fit For Kids' fundraisers.

Gift Cards

- For youth who participate in LA's BEST job readiness program with perfect attendance and received a positive recommendation from the partner agency, **CHAMPIONS** provides them with a gift card valuing \$100. Funding for the gift cards come from the funds CHAMPIONS raises at CORE Educational Services, a nonprofit organization that strengthens partnerships between out-of-school time organizations and nonprofits, for-profits, schools, and other agencies.

These participating youth are also then eligible to work at the CHAMPIONS summer camp.

Scholarships

- **CHAMPIONS** partners with LAUSD's Take Action Leadership Campaign, a 29-school effort to raise awareness about smoking, violence, and other issues. Each school is responsible for developing a team to promote anti-drug, anti-smoking, anti-violence, community service and arts events on their campus. CHAMPIONS youth ambassadors, who are responsible for teaching leadership curriculum to younger youth, are eligible to apply for a \$1,000 stipend that is funded through foundations like the Carson Foundation. The Assistant Superintendent from LAUSD's Beyond the Bell Branch decides which 10 or more students are selected to receive the scholarships.

High School Credits

- Youth who participate in the peer mentoring program at any one of **THINK Together's** four sites have the opportunity to fulfill their community service requirements for graduation. The youth must complete 90-200 hours of peer mentoring throughout the year to receive up to 2.5 community service credits. The number of hours and credits differ, depending on each school's requirements.
- **A World Fit For Kids** offers 2-5 community service credits to older youth who participate in the 38 hours of training and become an Assistant Coach. Participating high schools must be on board with issuing graduation credits to youth Assistant Coaches. Credits are offered in addition to the stipend that the Assistant Coaches receive.
- Assistant Coaches at **Woodcraft Rangers** are compensated with community service hours or elective credits that can be used toward graduation.

- Student workers who are engaged as tutors and activity assistants at local **ASSETs programs in the Central Valley** are sometimes compensated with community service hours required for graduation.

Gift Awards

- **THINK Together** offers youth who participate as peer mentors at any of the four high schools an incentive package. The package includes a yearbook, one prom ticket, and graduation night tickets. This package is available to youth who participate in the peer mentoring program and complete 100-200 hours of peer mentoring throughout the year. (The exact number of hours required to receive the package differs by each school).

Some students choose to opt out of receiving the incentive package, and instead just use their time as community service and volunteer hours (see above, under "*High School Credits*").





Trips

- Youth who advance to the ambassador level in the youth leadership councils at **CHAMPIONS** afterschool programs are invited to participate in an “ambassadors only,” all expenses-paid outdoor adventure program. Non-ambassador council members are incentivized with outdoor adventure trips, such as rock climbing, etc. They also are first in line for the paid internships and scholarships that CHAMPIONS finds, but the two are not programmatically linked.
- Youth Program Assistants (YPA) in the **Richmond Village Beacon** afterschool program are compensated with year-end field trips or parties for their work as a program assistant. These events include rock climbing, bowling, and pizza parties.
- Older youth seeking to obtain a position as a “paid” (scholarship/educational stipend) Assistant Coach at **A World Fit For Kids** must first complete the 38 hours of training. They are then assigned a worksite (based on personal interest and geographical location) and must complete 24 hours of unpaid community service at this site.

During this time, the youth learn what is expected of them and program leaders evaluate the quality of their on-the-job performance.

After completing this portion of the training, youth are eligible to apply for a paid (educational stipend) position. They must have a minimum 2.0 GPA, submit a copy of their most recent report card, provide references from their afterschool supervisor, and submit a portfolio. Youth also must be interviewed by a staff member at A World Fit For Kids, where they discuss their portfolio, experiences, and interests.

Engaging Youth as Afterschool Workers: Hiring and Selection Process

Many of these programs involve the young people in a “hiring process” that mirrors the experience they can expect in the outside world. Below are some program examples.

- Most of the peer mentor programs offered through **THINK Together’s** high school programs require applicants to submit an application and resume and be interviewed by adult staff.

- **Youth Institute** participants wanting to be Tech Tutors must apply for the position. Applicants who do not currently access other resources and who demonstrate a higher need for support receive special consideration.
- Youth who want to become Assistant Coaches at **Woodcraft Rangers** must have no failing grades or incompletes and their counselors must approve their eligibility for coaching. Several interviews are held throughout the year by Woodcraft Rangers staff to determine which youth are best suited to become an Assistant Coach. Those youth who take on the role of peer tutoring are recommended by teachers in the field of study in which they will be tutoring.
- According to Kim Boyer, youth who want to become tutors and activity assistants in many of **Central Valley's ASSETs** programs must go through an application process and meet similar guidelines that regular adult tutors must meet.
- Any young person in middle or high school can apply to be a Youth Program Assistants (YPA) in the **Richmond Village Beacon** afterschool program. Youth must first fill out an application, go through an interview process, and go through a screening with reference checks.
- Mentors in Motion: (Physical Activity Leadership) training where the students gain the skills to plan and facilitate quality physical activities.
- Personal Empowerment: Students learn how to set goals, build trust in themselves and others, and identify personal gifts and qualities of leadership.
- Learning to Lead: Students learn the difference between being a friend and a mentor; how to effectively communicate with others; projections and limiting views.
- Work Readiness: Students learn about workplace professionalism, work safety, work ethics, the laws pertaining to teen employment, and begin to build their portfolios.
- First Aid/CPR Certification
- Once hired, Senior Assistants at **THINK Together's** Century High School afterschool program must attend a new hire orientation and sign a Senior Assistant contract. They are trained on workplace professionalism, resume building, interview skills, coaching strategies, and building professional relationships.

Engaging Youth as Afterschool Workers: Training and Support

Many high school afterschool programs offer their high school age workers more than compensation for their work. They offer these young workers training and ongoing support by adult staff. Below are some program examples.

- At **A World Fit For Kids**, older youth who want to obtain a position as an Assistant Coach must go through the Teen Fit For Success 38-Hour Work Readiness Training Program. This training includes:





Most of the peer mentor programs offered through THINK Together's high school programs require peer mentors to attend multiple workshops and trainings on the following topics: the mission of THINK Together, peer mentor commitments, what a youth-run program looks like, marketing strategies, what peer tutors gain from the position, roles and responsibilities of peer mentors, and role playing scenarios. THINK Together also offers one-on-one coaching on a weekly basis.

- Youth participating in **CHAMPIONS'** leadership councils receive comprehensive training and support as council members. Each week the Site Director meets with the leadership council members to teach them the leadership curriculum. The curriculum is divided into service learning, celebrating arts, developing leadership skills, and more. Topics include such things as business writing, personal mission statements, and defining leadership styles.

Older youth at CHAMPIONS who are "masters of their trade" in some area (dance, music, etc.) are interviewed by the HR team at CHAMPIONS, conduct a sample class, and develop a written curriculum, which is reviewed by CHAMPIONS adult staff. They follow the same professional development system as adult staff.

- Assistant Coaches at **Woodcraft Rangers** must complete a 30-hour training and work one week in the field before they can officially start as an Assistant Coach in the afterschool program and receive a stipend.
- According to Kim Boyer, youth tutors and activity assistants in many **Central Valley ASSETs programs** are sometimes trained using the AVID model, a rigorous academic elective course with a sequential curriculum for grades 7 through 12 that focuses on writing, inquiry, and collaboration.

- Tech Tutors at the **Youth Institute** have the opportunity to participate in an 8-week, 8-hour/day program where they master 18 different types of software and create web-based portfolios, which are useful for youth going on to art school, etc.
- Youth Program Assistants and Jr. YPAs in the **Richmond Village Beacon** afterschool program participate in weekly leadership skills training and receive ongoing support from staff. Twice a year, YPAs come together from six Beacon sites to participate in a more intensive group training where they learn how to write a resume, practice building programming budgets, and more.



Why Engage Older Youth as Workers Within Afterschool Programs? Just Ask the Youth.

Ultimately, high school youth who served as workers and helpers within their afterschool programs are in the best position to talk about the benefits of these experiences. Below are quotes from youth who had the opportunity to work within their afterschool programs. The quotes were gathered from a survey created by Temescal Associates and focus groups and program evaluations conducted by Think Together and the Long Beach YMCA.

The developmental tasks of older youth

- ❖ *"Being a peer mentor/ LINK Crew Member has been a great experience. It has helped me take on more responsibility. It has helped me in my future by planning ahead and knowing what's ahead in life."* – HS youth, Azusa Think Together
- ❖ *"A lot of us here have that passion and that drive to create. Change Agent Productions has given us a hand, and with that hand we're able to pick something that is a passion for us."* – HS youth, Long Beach YMCA Youth Institute

Workforce skills and career development

- ❖ *"It has helped me become a better leader. I have never really taken on a leadership role until I became a part of LINK Crew. It has also been helpful for my future because I can use it as a reference for jobs and for college applications."* – HS youth, Azusa Think Together
- ❖ *"At my job, I work alongside staff who have many years of experience at the arts. I am currently taking art classes at school, so being able to work with someone who has the same interest is fun and educational at the same time."* – HS youth, Richmond Village Beacon Center

- ❖ *"It helps me learn new things. I also benefit from it because I'm gaining experience and I know the responsibilities of growing up and having a job."* – HS youth, Richmond Village Beacon Center
- ❖ *"This job applies to my major. I was able to learn more skills and more about my future career. I not only learned the tools of the program, but also talked to people and companies about designing and advertising."* - HS youth, Long Beach YMCA Youth Institute
- ❖ *"I think it bumps me up when I need to get a job. The benefits of [working for Change Agent Productions] are getting to know people out there in your field in different states. Some of them have given me their business cards so I can call them if I'm looking for a job and even reference them in my resume."* - HS youth, Long Beach YMCA Youth Institute
- ❖ *"I want to become a physical therapist, and to do that you have to work with people. Communication is one of the most important things. Over here we learn about that a lot. I think this will help me in my future goals."* - HS youth, Long Beach YMCA Youth Institute

Leadership and opportunities to serve others

- ❖ *"Being a Peer Mentor from THINK Together was great! It really helped me perfect and harness my leadership abilities -- something I'll definitely need in the future!"* – HS youth, Azusa Think Together
- ❖ *"Being a peer mentor has made me less shy. Now I am more open to talk to random people. Being a LINK Crew Member has changed my future because now I am thinking of maybe becoming a "tutor" in college for high-schoolers."* – HS youth, Azusa Think Together
- ❖ *"Being a Link Crew Member made me more of a leader and less of a trouble maker."* – HS youth, Azusa Think Together
- ❖ *"I am a peer mentor/LINK Crew Member, therefore I know that helping others can sometimes be hard work. This experience has helped me become patient and understanding. I now understand that with a little bit of effort anything is possible. The program has deeply affected my future in many ways that I cannot yet describe. One thing that I did learn is that you need to take the time to understand that helping others is a good thing, because even though you don't get anything in return, you can always say you made a difference."* – HS youth, Azusa Think Together
- ❖ *"I like participating in this role, because it is not very stressful and it's fun. Also, it makes me feel good about myself because I know I'm helping kids with their work and they are learning something new from me, or at least learn how to do their homework better."* – HS youth, Richmond Village Beacon Center
- ❖ *"I improved my public-speaking skills. I had to step out of my box, express my feelings. Change Agent Productions really helped me to expand, especially in speaking."* – HS youth, Long Beach YMCA Youth Institute
- ❖ *"Leadership skills involve the ability to be in a group and guide the group; take account of the ideas of your group members, and then work with all of them. A leader is not always bossing people around. She gets people together, uniting them, and having them work together."* – HS youth, Long Beach YMCA Youth Institute

Making the program more relevant

- ❖ *“Having youth workers work at the Beacon give students the opportunity to work with staff who are closer in age to them. That gives students a feeling of community rather than the feeling of more school after school.” – HS youth, Richmond Village Beacon Center*
- ❖ *“It benefits the program because sometimes I feel like adults can’t really fit into a young kids’ age and having younger people in the programs helps out with the kids more. They can play with them too and they have a fresher mind about school.” – HS youth, Richmond Village Beacon Center*
- ❖ *“I think the kids who are in this program feel more connected with us young workers. Middle school kids feel more comfortable with people who are around their age whom they can associate with. It also make the program more fun and lively! Young people are way more energetic and happy then older people.”- HS youth, Richmond Village Beacon Center*

Serving elementary and middle school youth

- ❖ *“I work as a Youth Program Assistant in a class called the Art Academy, a class within the Beacon Program. My job is to work with staff to introduce projects and lead activities. I enjoy this job because I am able to use my creativity to come up with interesting projects that encourage the students to use their imagination.” – HS youth, Richmond Village Beacon Center*
- ❖ *“I do like participating as a staff assistant in the middle school program. I just love it when you have someone that looks up to you, running to you asking what class you’re helping that day. It feels good helping others. I also enjoy this role because they’re not the only ones learning from me; engaging with them helps me learn more about other things.” - HS youth, Richmond Village Beacon Center*

Youth entrepreneurship

- ❖ *“What made me interested was getting the opportunity to work with different people; expand my knowledge base, and work for clients. It helped me develop my skills to full potential.” – HS youth, Long Beach YMCA Youth Institute*
- ❖ *“My job was to create layouts for each of the articles that the youth created. I had to come up with a concept for the magazine cover. This made me think more innovatively in terms of giving something that the client wants.” – HS youth, Long Beach YMCA Youth Institute*
- ❖ *“I used to be a big procrastinator, but when you are working with Change Agent Productions, you can’t do that. They have deadlines; you have to make sure you keep them. So that helps me in school because I check myself.” - HS youth, Long Beach YMCA Youth Institute*
- ❖ *“I had serious behavior issues. Before I came here, I was a juvenile delinquent. I got in fights, I took stuff personally, and I ignored what people said. The staff here talked to me and they helped me out emotionally. They told me stuff that made me feel good about myself. So, I calmed down. My anger isn’t as intense as it used to be. I owe it to Change Agent Productions for changing me.” – HS youth, Long Beach YMCA Youth Institute*
- ❖ *“People at Change Agent Productions are open-minded, so you’re freer to do things without being in someone’s way. They teach you work ethics, they teach skills. You become a better worker and a better person.” – HS youth, Long Beach YMCA Youth Institute*

Cash stipends and wages

- ❖ *"I needed to pay for registration and a deposit for housing [for college]. I was able to have that money saved up through working for Change Agent Productions." – HS youth, Long Beach YMCA Youth Institute*
- ❖ *"You get a stipend, you get paid for that, and that could help in your household." – HS youth, Long Beach YMCA Youth Institute*
- ❖ *"By participating in this program, I have benefited so much! First of all, I have gained work experience. Secondly, I get to earn some money for my future college and personal expenses." –HS youth, Richmond Village Beacon Center*

More comments

- ❖ *"I think that bringing youth within their program benefits the youth and the program. The youth because he/she is getting job experience. The program because they are helping the students in their program feel closer to the program and have a role model." – HS youth, Richmond Village Beacon Center*
- ❖ *"Some of the work is difficult and requires a lot of effort. You have to be committed and dependable and not give up easily." – HS youth, Long Beach YMCA Youth Institute*
- ❖ *"It's not like at school where you have your cliques. Here we get rid of all that stuff. Everybody knows everybody and we at least have a conversation. We're really close here." – HS youth, Long Beach YMCA Youth Institute*
- ❖ *"I would tell the other afterschool programs that it is an excellent idea to bring youth workers to their program because it is giving them a chance to succeed in life, and they won't be just in the streets doing nothing. Instead, they will be in the programs learning about new experiences and how to be better in the future." – HS youth, Richmond Village Beacon Center*
- ❖ *"DO IT. It might be difficult to have the youths come to work everyday, as they have school work and other things to attend to, but overall their presence livens the place up. Both parties will ultimately benefit!" – HS youth, Richmond Village Beacon Center*



Conclusion

Involving older youth as workers within afterschool programs makes a great deal of sense. Engaging youth in this way addresses their developmental tasks and personal interests, helps develop their workforce skills, offers opportunities for leadership and service to others, and brings youth input, making the program more relevant.

Recommendations

Based on our interviews with program providers, we offer the following recommendations. Many of these recommendations can be supported by Regional Leads, afterschool networks, and those providing technical assistance to ASSETs programs and workshops at afterschool conferences.

1. CDE develop and distribute clear policies and guidelines on the use of 21st CCLC funds to engage youth as workers within the afterschool program. CDE should also issue guidelines for the use of After School Education and Safety (ASES) funding to compensate high school workers within elementary and middle school programs. These guidelines should be designed to encourage, not restrict, programs from using the funds for this purpose.
2. Document promising practices being successfully used at afterschool programs and share them with those who are seeking to expand their programs' capacity to engage youth as workers. This can be done by those who support the implementation of high school afterschool programs, including the California Afterschool Network, CDE, Regional Leads, as well as those who receive technical assistance funds from private sources.
3. Identify supplemental funding to support career pathways to engage older youth working within afterschool settings. If needed, policy changes should be enacted to encourage access or eliminate any barriers impeding access to these funds by ASSETs programs. Identifying funds is a form of technical assistance and can be done by those named in recommendation #2, above. Efforts needed to change policy can be led by afterschool advocacy organizations within California.
4. Assist afterschool leaders in identifying and obtaining workforce and other supplemental dollars to support efforts that engage youth as workers in the afterschool setting. If needed, policy changes should be enacted to encourage access or eliminate any barriers impeding access to these funds by ASSETs programs. Those named above in recommendation #3 can work together to support this recommendation.
5. Incorporate into existing studies or identify dedicated funding to evaluate the efficacy in providing youth with work opportunities within afterschool settings. This can be achieved by local ASSETs grantees who are charged with evaluating their programs, as well as larger evaluations that are funded by CDE or private sources.

APPENDICES

Below are several program sample materials and examples from THINK Together and the Partnership for Children and Youth that readers may find useful.

Appendix A: Summary chart of employing minors from the California Department of Industrial Relations

Appendix B: *Frequently Asked Questions, After School Education and Safety Program, 21st Century Community Learning Centers Program, California Department of Education (January 2009)*

Appendix C: AzusaTHINK's Peer Mentor Description

Appendix D: CenturyTHINK's Senior Assistant Description

Appendix E: THINK Together's Peer Mentor Training

Appendix F: THINK Together's Peer Mentor Commitments/Contract

Appendix G: THINK Together's Application for Peer Mentor

Appendix H: *Defining the Minimum Qualifications of After School Staff: Policy Options for School Districts (Partnership For Children and Youth)*

APPENDIX A

Special rules or provisions, which may be important to you, may not be included in these summaries. Where doubt remains, you should consult the Division of Labor Standards Enforcement for details on California laws or the Wage and Hour Division of the U.S. Department of Labor for details on federal laws

SUMMARY CHART

	Ages 16 and 17 Must have completed 7th grade to work while school is in session. (EC 49112)	Ages 14 and 15 Must have completed 7 th grade to work while school is in session (EC 49112)	Ages 12 and 13
SCHOOL IN SESSION*	4 hours per day on any schoolday** [EC 49112, 49116, LC 1391(a)(4)] 8 hours on any non-schoolday or on any day preceding a non-schoolday. [EC 49112, LC 1391(a)(3)] 48 hours per week [LC 1391(a)(3)] WEE students and personal attendants*** may work more than 4 hours on a schoolday, but never more than 8. [EC 49116, LC 1391(a)(4)(A)]	3 hours per schoolday outside of school hours [EC 49112, 49116; LC 1391(a)(2)] 8 hours on any non-schoolday [LC 1391(a)(1)] 18 hours per week [EC 49116, LC 1391(a)(2)] WEE students may work during school hours and up to 23 hours per week. [EC 49116, LC 1391(a)(2)]	May be employed only during school holidays and vacations (usually construed to include weekends). May never be employed on any schoolday, either before, during, or after school. [EC 49111] Daily and weekly work hour maximums while school is in session are not specified in statute, but may not exceed the maximum allowed when school is not in session or the maximum stated on permit. [LC 1391] Not eligible for WEE programs. [EC 49113]
SCHOOL NOT IN SESSION	8 hours per day [LC 1391(a)(3)] 48 hours per week [LC 1391(a)(3)]	8 hours per day [LC 1391(a)(1)] 40 hours per week [LC 1391(a)(1)]	8 hours per day [LC 1391(a)(1)] 40 hours per week [LC 1391(a)(1)]
SPREAD OF HOURS	5 a.m. – 10 p.m. However, until 12:30 a.m. on any evening preceding a non-schoolday [LC 1391(a)(3)] WEE students, with permission, until 12:30 a.m. on any day [LC 1391.1] Messengers: 6 a.m. – 9 p.m. [LC 1297]	7 a.m. – 7 p.m., except that from June 1 through Labor Day, until 9 p.m. [LC 1391(a)(1)]	7 a.m. – 7 p.m., except that from June 1 through Labor Day, until 9 p.m. [LC 1391(a)(1)]

Source: The California Department of Industrial Relations:
<http://www.dir.ca.gov/dlse/minorssummarycharts.pdf>

APPENDIX B

Frequently Asked Questions After School Education and Safety Program 21st Century Community Learning Centers Program

California Department of Education
Updated January 2009

NOTE: This FAQ document has been edited by Temescal Associates to include only those questions that pertain to this paper. To see the entire document, go to:
<http://www.cde.ca.gov/ls/ba/cp/documents/faq08.doc>

STAFFING

Question: Are there specific staffing requirements in after school programs?

Answer: For the ASES program, the administrator for the ASES program must establish minimum qualifications for each staff position and ensure that all staff members who directly supervise students meet at least the minimum qualifications for an instructional aide as defined by the school district. Each school district sets the minimum qualifications for an instructional aide vary, so it is important to check with the LEA's personnel department.

School site principals approve the selection of program site supervisors. All program staff and volunteers are subject to health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district. All employees and volunteers must have skills that will benefit the local program. Grantees should identify these skills through an assessment. Employees and volunteers should be offered appropriate staff development opportunities to develop their skills.

The administrator must ensure that the program maintains a student to staff ratio of no more than 20:1. A lower student to staff ratio is allowable and may be achieved with a cadre of trained volunteers and other strategies.

For the 21st CCLC Program and ASSETs programs, federal legislation does not specify the qualifications for staff members who provide educational enrichment or tutorial services under the 21st CCLC programs. Note, however, that under federal statute, a paraprofessional is defined as an individual who is hired by an LEA, provides instructional support, has earned a high school diploma or its equivalent, and meets one of the following requirements:

- Has completed at least two years of study at an institution of higher education
- Has obtained an associate's or higher degree

- Has met a rigorous standard of quality and can demonstrate – through a formal state or local academic assessment – knowledge of, and the ability to assist in instructing, as appropriate, (a) reading/language arts, writing, and mathematics; or (b) reading, writing, and mathematics readiness, as appropriate

Question: We would like to hire high school students to work with the elementary ASES students in addition to the regular staff. Obviously, they won't meet the instructional aide requirement. Are we allowed to have them as support staff provided we are meeting the 20 to 1 requirement through other qualified staff?

Answer: High school students would be additional staff and only the instructional aides could be considered for calculating the 20 to 1 student/adult ratio. High school students would have the same status as a college student or paid mentor/tutor. Some programs have discouraged paying high school students, but have allowed them to meet their service learning requirement or earn (elective) credits by "working" in the after-school program. High school students are a wonderful resource to help support the after-school program. How you choose to recognize or reward their support is a local decision.

APPENDIX C



AzusaTHINKs Peer Mentor Description

Selection Process

AzusaTHINKs has successfully partnered with Azusa High School to offer a new and engaging program, focused on connecting freshmen to their high school community. This is done by “linking” 9th grade students with positive juniors and seniors who emulate the following qualities:

- Strong communication skills
- Willingness to lead others
- Responsible enough to manage a group
- Accountable to show up throughout all phases of the program during the year
- Willing to take risk
- Interest in helping others
- Positive role model
- Dedicated
- Self-confident and self-directed
- Has respect for diverse ideas and personalities
- Enthusiastic

Application Process

During the month of May staff and faculty members are distributed recommendation forms: 1) describing the Link Crew Program; 2) listing desired characteristic qualities of applicants; and 3) requesting nominations for Link Crew Leaders. This body of students are sent a formal application (refer to attached document, Link Crew Leader Application 1, 2, & 3), stating that they have been nominated to apply for a Link Leader Position in the upcoming school year. Additionally, the Assistant Principal of Guidance supports the selection process by formally inviting students with the determined minimum G.P.A. to apply as well.

Students desiring a unique opportunity to heighten their level of commitment to the Link Crew Program, self-select by enrolling in 7th Period Service Learning (refer to attached document, Peer Mentor Application). This body of students performs a servant-leadership model that enables them to: 1) focus on meeting the needs of the student body; 2) facilitate individual growth to bring out their personal best; 3) provide job skills training and service learning opportunities; and 4) build a sense of community. Additionally, students selecting this option earn 5 Elective Service Learning Credits and receive a letter of recommendation denoting the hours of service performed.

Training

Students that submit a Link Crew Leader Application and are approved are invited to May Development Day. This is the first opportunity for the program to establish expectations and tone.

Appendix C (continued)



It is designed to familiarize the students with some of the activities to be conducted at Freshmen Orientation, and allow students that do not feel that they will be able to step-up to the challenge the opportunity to opt-out. Leaders also design the program t-shirts and compile a list of “100 Things Every Freshman Should Know”. The next phase of training occurs in the summer months prior to Freshman Orientation. Leaders are brought together to train on activities to: 1) foster positive relationships with peers; 2) character development; 3) group management; 4) recognition and praise; 5) teamwork and leadership.

The last tier of training occurs for students that have self-selected to enroll in 7th Period Service Learning. These students are trained on the AVID tutoring model, as it is to be emulated by students supporting academic classes. As the year progresses they are trained on areas such as effective tutoring/mentoring, assessment, conducive environments, etc. Leaders report to 7th Period, Monday through Thursday to support the AzusaTHINKs academic/enrichment opportunities and occasionally on Fridays for trainings and special events. Their attendance is logged in YouthServices as to accurately track their participation.

Leaders are provided rotating schedules that allow them to spend: 2 days in academic support; 1 day in an enrichment opportunity, and 1 day developing job skills. Additionally, they receive training on the various positions listed below to support their specific job assignment.

Data Entry Clerk- primary role is to effectively process data for the benefit of the AzusaTHINKs program. Complete assigned task of storing information in YouthServices. Accuracy in this assignment is essential.

Inventory Controller- compiles and maintains records of quantity and type (snacks, supplies, etc.) in AzusaTHINKs. Inventories supplies in stock and post totals to inventory records, manually or using computer.

Historian- successfully documents successes of program. Keeps record of AzusaTHINKs accomplishments and activities. Collects items such as pictures, news clipping, video, etc. and prepares PowerPoint Presentations documenting program activities.

Manager of Activities- focuses on supporting a selected enrichment activity/event. Determines and supports the various roles, problem solves, coordinates logistics and provides suggestions for improvement to AzusaTHINKs programming.

Marketing/Advertising- creatively works with instructor and students of digital media lab to campaign and advertise for the AzusaTHINKs program. Prepares daily announcements, flyers, and other promotional materials.

Greeter/Jr. Quality Assurance Coach- is knowledgeable about the AzusaTHINKs program and all academic/enrichment options available to students. Is responsible for updating and maintaining the Publication Board, and facilitating tours for visitors.

Link Crew Liaison- is responsible for determining monthly events; facilitate interaction with 9th grade students; construct monthly event calendar; and make communication to 9th grade students on behalf of Link Crew.

APPENDIX D



CenturyTHINK Senior Assistant Description

It is CenturyTHINK's goal to engender and develop each students potential, creativity, and leadership skills. We want to provide a space where students can learn and grow by experiencing new things and challenging themselves beyond their limits. Because of this, CenturyTHINK's after school program is mainly run and managed by a staff of 14 Senior Assistants, with the hands off supervision of the Site Coordinators. These students are responsible for observing and coaching our instructors, running staff meetings, leading site tours, interviewing and hiring the program instructors, and keeping on track with grant objectives and program paperwork. The students have undergone trainings in work professionalism, resume building, interview skills, constructive feedback, coaching strategies, and professional relationship building.

Specific Responsibilities of Senior Assistants:

- Pass out snack and make sure the left over snacks are counted and returned properly.
- Update the GPS Office Board
- Gather, audit and input attendance
- Attend, take minutes, and attend after school administration and staff meetings.
- Interview and hire program instructors
- Lead site tours, giving specific information about each program
- Promote student involvement – via flyers, classroom presentation, and personally inviting students.
- Participating in after school staff meetings and leading the coaching and observations section
- Review site assessment and ensure the program is meeting its standards.

To become a Senior Assistant, students had to undergo the common hiring process of submitting a resume and interviewing for the position. Resume workshops were held prior to the submission date to teach students how to compile a resume. In compensation for their hard work, CenturyTHINK is paying for their yearbooks, prom tickets, and grad night tickets. Students need to complete 100 hours of work in order to receive the complete package. Once hired, Senior Assistants were required to attend a new hire orientation and sign a Senior Assistant contract. All of this was done in order to give students a real experience of a typical job hiring process.

Every week, our Senior Assistants observe and grade each program and then present their findings to our instructors in the staff meetings. This not only assures that our programs are running as they should, but it also allows our instructors to catch a glimpse of what students want in a program and make the necessary adjustments. We are proud that it gives our students a chance to use the skills they are learning with real world application.

APPENDIX E



Peer Mentor Training Day 1

Thursday Oct. 7, 2010

Check-In: Sign in

Intro: Welcome to THINK

- Brief description of company

- Brief description of what they signed up for

 - (90 hrs will get you 2.5 hrs of service credit and senior package)

Expectations:

- What do you want out of this?

- What is a peer mentor? (Handout)

 - Go over handout together

Important things to remember

- A.D.A. (importance of it)

- Stakeholders (Who they are and why are they important)

- Building relationships (Acting professionally and not holding grudges)

Roles (Broken down by area of assignment)

- Gladiator Lounge:

 - Priorities (Assisting THINK staff, building relationships, brining students in, supervising, interacting, starting up games, creating activities, having fun)

 - Attendance Sheet (Have students sign in/out)

- Library

 - Priorities (Assisting THINK staff, building relationships, brining students in, supervising, interacting by tutoring, having fun)

 - Attendance Sheet (Have students sign in/out)

- Teen Center

 - Priorities (Assisting THINK staff, building relationships, brining students in, supervising, interacting, starting up games, creating activities, having fun)

 - Attendance Sheet (Have students sign in/out)

- Various activities/programs

 - Priorities (Assisting THINK staff, building relationships, brining students in, supervising, interacting by tutoring, having fun)

 - Attendance Sheet (Have students sign in/out)

- Saturday Test Prep Class

 - Priorities (Assisting THINK staff, building relationships, brining students in, supervising, interacting by tutoring, having fun)

 - Attendance Sheet (Have students sign in/out)

Schedule:

- When are you available (1st, 2nd semester? Hours you can work during week?)

APPENDIX E (continued)



Peer Mentor Training Day 2

Friday Oct. 8, 2010

Check -In: Sign in

Expectations:

- Student-run program

 - What it looks like. Describe

- Marketing (You are the eyes and ears of the program)

 - What can we do to bring more students?

 - Write responses on poster board

- Recruitment and retaining

 - What the difference is? How can they affect the program?

Safety:

- Go over handout

Scenarios:

- Pass out scenarios for students to act out. Rest of mentors comes up with ways to fix the situation.

Peer Mentor Commitments:

- Read through and go over each commitment together. (Have students sign and return)

Job Assignments:

- Assign peer mentors area to work in

APPENDIX F



Peer Mentor Commitments to Meet Standard Program and Employee Expectations

- 1) I understand that meeting Average Daily Attendance (A.D.A.) targets is critical to THINK Together having funding renewed from year to year. I agree to have every student participating in the program to sign in on the attendance sheet and will actively participate in the recruitment and retention of students for the after-school program.
- 2) I understand the daily Attendance Sheet is how A.D.A targets and other funding requirements are tracked for Compliance. I will verify that my attendance sheets are completed and verified for accuracy and will submit all related forms to my AEC daily.
- 3) I understand that my attitude and motivation affect my classmates and will bring my best so that students in my class stay engaged and eager to attend the program at all times.
- 4) I understand that supervision and student safety is a major priority.
- 5) I understand that appropriate student behavior is critical to the success of THINK Together programs. I commit to support positive behavior and apply behavior management strategies.
- 6) I will lead by example. I will model other students by meeting all of my non-negotiables such as, but not limited to, wearing badges, taking accurate attendance, timeliness to work and implementing program according to standard program expectations.
- 7) I understand that my work conduct reflects on THINK Together and that my failure to adhere to standards of conduct, company and site policies, and professional standards as described in training seriously jeopardizes THINK Together's public image and ability to serve other high school attendance.
- 8) I understand that relationships make or break a program. I will do my part to positively interact with stakeholders such as school and district staff, parents, community partners, THINK Together team members and especially other students on a daily basis to establish good relationships.
- 9) I understand that my position makes me a role model for our youth and that my words and actions must reflect what is appropriate and positive for other students.
- 10) I understand that Staff Development activities are opportunities for me to improve my ability to make a difference in the lives of other students. I will take responsibility for my own learning and attend them as required.

The above mentioned standards must be met and maintained. Failure to do so may lead to disciplinary action up to and including termination. By signing this form, I agree to uphold the program and mission of THINK Together in my capacity as a Peer Mentor.

Print Name

Signature

Date

School Site

Site Coordinator Signature

Date

APPENDIX G



Application for Gladiator Peer Mentor



Must be filled out completely with the following document:
Letter of Recommendation from a Gladstone High School Teacher
*****ALL applications due Wednesday 9/10/2010 at 3:00pm*****

Name:	ID:	Grade:	Phone #:
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Please complete the following areas: (Should you need more space, feel free to type out your responses and attach to this form)

Why do you want to be a Gladiator Mentor?	
Why do you consider yourself a mentor?	
What are your interests? (For example, what do you do in your free time)	
Please list any prior work or volunteer experience.	

APPENDIX G (continued)



As a peer mentor you will serve at least 60 hours either first or second semester, please circle the semester you wish to serve.

1st Semester

2nd Semester

Please list your availability for the semester you have selected:

Example: Friday	Monday	Tuesday	Wednesday	Thursday	Friday
2:45pm-6:00pm					

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

APPENDIX H



Defining the Minimum Qualifications of After School Staff

Policy Options for School Districts

There has been some confusion about the requirements for the minimum qualifications of staff working in after school programs funded by the After School Education and Safety Program (ASES) or the 21st Century Community Learning Center (21st CCLC). Staff from the California Department of Education (CDE), Regional Leads and after school administrators have been working hard to interpret, provide information and implement policies that meet the legal requirement. To this end, CDE recently issued a helpful clarification of this section of the Education Code (8483.4). This clarification states that every district may set its own minimum qualifications for instructional aides that apply to after school staff directly supervising students (counted toward the 20:1 required student to staff ratio), and that these qualifications do not necessarily have to be the same as the instructional aide qualifications under No Child Left Behind (NCLB).¹ A formal assessment or test of qualifications is an option but not a requirement. The “after school instructional aide” qualifications must be approved by the school district’s Board of Education.¹

This clarification highlights the fact that school districts have the option to adopt qualifications that are specifically targeted to after school work and after school staff. School districts that choose not to take this option are subject to the existing district policy for instructional aide qualifications, which in the vast majority of cases aligns with NCLB.¹

This paper is intended to provide information for school districts and other after school providers interested in exploring policy options for “after school instructional aide” qualifications. It contains the following elements:

Part 1: The Benefits of Redefining Minimum Qualifications for After School Staff

This section explains why school districts might consider adjusting their minimum qualifications specifically for the needs of after school work.

Part 2: Sample District Policies

This section provides several sample policy options that your school district could adopt as a whole - or mix and match different elements - to establish qualifications for its after school staff.

Part 3: Suggested Steps for Exploring the Options in Your School District

This section outlines some possible first steps in exploring whether it is appropriate and possible to change your school district’s policy for after school staff qualifications.

Attachments:

Resources for Identifying Basic Skills or Core Competencies for After School Staff

Sample Staff Qualification Text for Job Descriptions

Part 1: The Benefits of Redefining Minimum Qualifications for After School Staff

By adopting separate after school staff qualifications, school districts will support the development of quality programming. They will gain the flexibility to identify relevant staff qualities, to recruit from a broad pool of potential workers, and to train to the specific skills that after school staff need. With just one policy change, these benefits will be repeated every time a new staff person is hired.

The Challenges of Complying with NCLB Requirements for After School Staff

With the rapid expansion across the state, after school programs have been challenged to find qualified staff to fill the many new positions. The requirement that these workers meet the “minimum qualifications of an instructional aide” has significantly reduced the pool of eligible workers. Those who do meet the minimum qualifications – school day teachers and paraprofessionals – are in limited supply and often hard to match with after school programs’ schedule and resources. If districts hire after school staff that don’t meet the NCLB qualifications, it is expensive to train and qualify them through district or county exams. With high turnover rate among after school staff, the expense is repeated frequently.

The Benefits of Adopting Separate Qualifications for After School Staff

The CDE clarification highlights the significant flexibility school districts have to establish their own qualifications and, therefore, to hire after school staff that meet the specific needs of programs and youth in their communities. It also allows gives districts flexibility in deciding how they will screen and hire new employees. More specifically, the after school program regulations allow for:

- *Staff better matched to after school work* - School districts can hire staff using criteria that reflect the needs of youth and programs in the after school hours, including criteria that match applicants with after school work in specific areas like art, music, math, science, etc.. The NCLB requirements were established for staff that provide individual or small group support under the direction and supervision of a classroom teacher. In after school classes, staff are in charge of 20 participants at a time and are leading enrichment, recreation and academic activities, often in non-traditional teaching spaces and with students who choose whether or not they will attend. The challenges of group management, lesson planning and teaching require a different set of skills and experience than is required of school-day instructional aides.

- *A broader applicant pool* - School districts can set up qualifications that provide access to a more diverse and broader pool of candidates, including the college students, community members, and program alumni that have traditionally filled after school positions. These staff often have rich experience of the communities, schools and even the specific after school program that children are attending, and are, therefore, uniquely well-positioned to serve as role models and mentors to young people. They are often available for part-time work in the after school hours.
- *Targeted use of limited training dollars* - Rather than spending limited training dollars on qualifying staff under NCLB, school districts could be providing workshops and on-the-job coaching that matches the specific needs of after school staff. This training could, for example, focus on the core competencies of after school staff – positive behavior management; creative, standards-based lesson planning; safe environments; relationship building with youth and parents; etc..

School districts and communities have the opportunity to define after school staff qualifications that match the needs of after school work and that widen the range of people who can be hired for these hard-to-fill part-time positions.

Part 2: Sample District Policies

The law requires that district policies for minimum qualifications of any staff are approved by the local board of education. The following are examples of some policies that school boards could adopt. The elements of these options could be combined or revised to meet specific district and community needs. As referenced in the samples below, other hiring and training requirements – in addition to the board-approved policies – could be adopted by after school program administrators and/or partners. The options range in flexibility – from those that give after school administrators and partners maximum flexibility in staff hiring to those that set more proscriptive requirements at the district level.

In considering these options, a school district should consider the needs of young people, the design of the after school program, and the supply of potential staff in the local community. All of these factors are critically important to delivering a program that meets the students', schools' and community's needs. The ultimate goal is to hire staff that are well qualified for the specific tasks they will be charged with in the after school setting.

“After School Administrator” Option: The District requires that staff working in the ASES or 21st CCLC-funded after school program, at a minimum, have a clear fingerprint and TB test. The after school administrator or partner agencies may establish additional requirements for after school staff in order to ensure the provision of quality after school programming.

[This option gives the after school administrator the ability to establish and adjust qualifications for specific after school positions over time. A school district could include additional district-level qualifications such as high school diploma or GED; at least 1 year of experience working with children; a specified number of college credits or units of child/youth development credits; etc.]

“Basic Training” Option: The District requires that staff working in the ASES or 21st CCLC-funded after school program, at a minimum, have a clear fingerprint and TB test, and receive training (or document that training has already been received) in a least X of the basic skills or core competencies identified by the after school administrator as essential for effective after school staff. The after school administrator or partner agencies may establish additional requirements for after school staff in order to ensure the provision of quality after school programming.

[An after school administrator could, for example, require that after school staff receive (or document that they have received) training in first aid, classroom management, and/or standards-based lesson planning. Another version of this option is that the board-approved policy define the list of core competencies, rather than the after school administrator. Part 3 of this paper provides a list of basic skills or core competencies that have been identified by initiatives across the country as essential to quality staffing and a list of resources for further research.]

“Basic Skill” Option: The District requires that staff working in the ASES or 21st CCLC-funded after school program, at a minimum, have a clear fingerprint and TB test, and are able to demonstrate that they have experience and skills in the basic skills or core competencies identified by the after school administrator as essential for effective after school staff. Competence in these areas must be demonstrated through analysis of resumes, interviews and, when possible, reference checks. The after school administrator or partner agencies may establish additional requirements for after school staff in order to ensure the provision of quality after school programming.

[In this option, the after school staff would need to show that they already have the basic skills – i.e.: first aid, classroom management, or standards-based lesson planning – in order to qualify for the position. As in the previous option, the district’s policy, rather than the after school administrator, could define the list of core competencies. Part 3 of this paper provides a list of basic skills or core competencies have been identified by initiatives across the country as essential to quality staffing and a list of resources for further research.]

“Academic Staff” Option: The District requires that staff working in the ASES or 21st CCLC-funded after school program, at a minimum, have a clear fingerprint and TB test, and that staff, working on the *academic component of the after school program*, must have (A) completed at least 2 years of study at an institute of higher education, (B) obtained an associate's degree (or higher); or (C) demonstrated academic proficiency through a formal state or local test. Staff working only on the enrichment component would need to meet only the fingerprint and TB test qualifications, not the academic qualifications. The after school administrator or partner agencies may establish additional requirements for after school staff in order to ensure the provision of quality after school programming.

[Some districts and county offices of education have an abridged “instructional aide” exam that they use to qualify after school staff. For more information, please contact Katie Brackenridge at Katie@bayareapartnership.org.]

Part 3: Suggested Steps for Exploring the Options in Your School District

The process for changing your school district's qualifications for "after school instructional aides" will vary from district to district, depending on the conditions in the local community, the political environment, and the key stakeholders involved. In all cases, the process will require that you understand your community and its politics, know who the key stakeholders are, and have a solid rationale and policy proposal for the revised qualifications. The following steps are intended to provide some initial guidance though specific steps will vary by district.

Step 1: Figure out if a new set of qualifications are needed.

- What are the elements of a quality program in your school(s) and community?
- What are the staff skills (or core competencies) needed to provide these quality elements?
- Does the current district policy align with these competencies or give your program enough flexibility to hire to these competencies?
- What would be the benefits to your program and youth of changing the policy?
- Do these benefits outweigh the costs – in terms of staff time and effort - of changing the policies and implementing a new policy?

Step 2: Assess your district's readiness.

- Are the key stakeholders in your district – superintendent, assistant superintendents, members of the board of education, and other key staff – supportive of the after school program? Do they share your vision of quality programming?
- Are there other big initiatives, changes or crises happening in the district that would make it particularly difficult to hold people's attention to this issue? Does this work align well with any of those initiatives or changes?
- Is the after school program using Title 1 funding at all or any of its sites? If so, the NCLB requirements will apply to after school staff.

Step 3: Develop a draft policy proposal.

- What is the policy that would best support the quality of staffing and programming in your district?
- Gather input from after school stakeholders – including program partners and district staff – as you develop this proposal.

Step 4: Gather input and support for your proposal from key allies.

- How supportive is the district administrator in charge of the after school grants? This position could be the district coordinator of after school and/or the assistant superintendent charged with overseeing the after school grants.
- Who are the key decision-makers in your district? Consider the superintendent, members of the board of education, human resources personnel, business services personnel, legal counsel, and union representatives.
- Who among these key decision-makers are your natural allies and how can you leverage their support?

- Who might be opposed to this change and how can you best address their opposition?
- Figure out who needs to meet with whom in order to gather input and support for your proposal.
- Revise your proposal based on input.

Step 5: Understand the schedule and process for school board decision-making.

- What is the process for getting a policy proposal on the school board agenda?
- What is the schedule of school board and relevant school board committee meetings?
- What type of public input is allowed and helpful?

Step 6: Work with district administrators to move the change from policy to practice.

- What changes are needed in job descriptions and outreach for applicants based on the new policy?
- What, if any, additional qualifications beyond the district policy should the after school coordinator establish?
- What changes are needed to the hiring process?

Attachment 1: Resources for Identifying Basic Skills or Core Competencies for After School Staff

After school initiatives in communities across the country have been working to identify the core competencies or basic skills that make an effective after school staff person. While the lists vary in detail, there are common threads that include the following abilities:

- Build positive relationships with youth
- Develop and implement engaging activities
- Promote meaningful youth participation
- Support the development of positive behaviors
- Provide a safe environment
- Foster good nutrition and physical health
- Interact effectively with families, school staff and community
- Administer program effectively

Additional detail and examples of core competencies are available through the following reports and organizations:

- Achieve Boston - <http://www.achievethecore.org/competency.asp>
- Advancing Youth Development - <http://nti.aed.org/Curriculum.html>
- Association for Child and Youth Care - <http://www.acycp.org/standards/CYCcomp10-20-2001.pdf>

- City of Philadelphia - <http://www.sp2.upenn.edu/ostrc/pdf/CoreStandardsIntro.pdf>
- Kansas and Missouri: *Core Competencies for Youth Development Professionals*; <http://www2.ku.edu/~ken/Core%20Competencies%20for%20Youth%20Development%20Professionals11.pdf>
- National Afterschool Alliance (formerly: National School Age Care Alliance) - <http://www.naaweb.org/>
- National Collaboration for Youth - <http://www.nydic.org/nydic/documents/Competencies.pdf>
- Next Generation Youth Coalition: Bowie, Lillian and Bronte-Tinkew, Jacinta *THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT FOR YOUTHWORKERS* December 2006: http://www.childtrends.org/Files//Child_Trends-2007_06_15_RB_ProDevel.pdf
- Vermont Northern Lights Career Development Center: *Core Competencies for Afterschool Development* February 2007; http://northernlights.vsc.edu/after_comps.html

Attachment 2: Sample Staff Qualification Text for Job Descriptions

The following job description provides 4 possible staff qualification sections that are consistent with the 4 different district policy options described in the attached paper. These sections are provided only as examples for your district or program to modify for its specific policies and requirements.

Job Title: After School Teacher

General Overview:

Under the direction of the Site Coordinator, the After School Teacher will provide assistance and tutoring to students in the after school program, and will lead engaging academic, enrichment, and recreation activities with groups of up to 20 students. After School Teachers will provide opportunities for students to develop and strengthen academic, physical, and social skills.

Job Responsibilities:

- Develop daily lesson plans, under supervision of the Site Coordinator.
- Lead organized learning activities for students to develop and strengthen their academic, physical, and social skills.
- As needed, differentiate lessons and activities so they are appropriate to students with various abilities.
- Review program work plans with Site Coordinator for effective program implementation.
- Participate in and evaluate the effectiveness of activities and events.

- Instruct students on the safe and proper use of supplies and equipment.
- Implement discipline techniques and classroom management.
- Participate in cleaning and maintaining the facilities and equipment.
- Inspect the school site and the equipment for potential safety hazards; taking corrective action to prevent injuries.
- Interact professionally and appropriately with parents, teachers and school staff.
- Participate in after school staff meetings and on-going training opportunities.
- Comply with all district policies and procedures.
- Perform related duties as assigned.

Staff Qualifications – 4 variations based on 4 different district policies

“Most Flexible” Option:

- Health Screening/TB Clearance
 - Background/Fingerprint Clearance
- (The After School Administrator could include additional qualifications. For example:*
- *Minimum 1 year experience working with diverse youth in an organized setting*
 - *High School Diploma or GED*
 - *Minimum 2 years of college preferred.)*

“Basic Training” Option:

- Health Screening/TB Clearance
- Background/Fingerprint Clearance
- Demonstrated training, or willingness to receive training, in the following basic skills:
(After School Administrator would list the X required basic skills. Options offered in the attached paper, include:
 - *Build positive relationships with youth*
 - *Develop and implement engaging activities*
 - *Promote meaningful youth participation*
 - *Support the development of positive behaviors*
 - *Provide a safe environment*
 - *Foster good nutrition and physical health*
 - *Interact effectively with families, school staff and community*
 - *Administer program effectively)*

“Basic Skill” Option:

- Health Screening/TB Clearance
- Background/Fingerprint Clearance
- Demonstrated ability and experience in the following basic skills:
(After School Administrator would list the X required basic skills, possibly from the same list referenced in the previous options.)
- Applicant must submit a qualifying resume, undergo an interview and, if possible, provide the names of X references who can describe previous job performance.

“Academic Staff” Option:

- Health Screening/TB Clearance
- Background/Fingerprint Clearance
- Additional Qualifications for staff working on the *academic component of the after school program*:
 - At least 2 years of study at an institute of higher education,
 - An associate's degree (or higher); or
 - Demonstrated academic proficiency through a formal state or local test.

Hours:

18 hours/week, including 3 to 6 pm, Monday through Friday, plus 3 hours/week of meeting and prep time.

Salary:

Depending on experience.

¹ After school programs that use Title 1 funding to support their after school program must comply with NCLB staffing qualifications.

² California Education Code (Section 8483.4) states that “The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district.”