

BREAKOUT SESSION DESCRIPTIONS

! LWH 3094	1. New Instructor Breakout (Required for <u>all</u> new instructors! (ONLY) offered at 10:20 a.m.)	SU 215 NEW!	2. Conflict Transformation
BACK! LWH 3020	3. Connect and Collaborate!	SU 214 NEW!	4. Culturally Responsive Practices
NEW! Alumni Hall North	5. Mental Health Awareness	LWH 3031 NEW!	6. Mentoring Male Youth
NEW! LWH 3071	7. Money Myths: Demystifying Financial Aid	LWH 3105 NEW!	8. It's More than a Score: Decoding your Youth Program Quality Assessment
NEW! LWH 3081	9. Relationship Realities	SU 003 NEW!	10. The Long Haul: Retention Strategies that Work
NEW! LWH 3109	11. Tough Stuff: Walking with youth through Trauma	Golden Eagles (SU 103) 	12. Using Skills to Power Praise: The Skills Recognition Revolution
NEW! Alumni Hall South	13. Youth Speak: Respecting Values Across Generations		<ul style="list-style-type: none"> ! Required for new instructors! NEW! New session this year! NEW! New presenter this year! BACK! Session back by popular demand! ★ Recommended for veteran instructors!  Hands-On!  Youth-Led!

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-  Youth-Led!

Use the white boxes to rank your first and second choices for breakout sessions!

*The color of your track DOES NOT INDICATE what color breakout session you are required to attend.

1. NEW INSTRUCTOR BREAKOUT

LWH 3094 Required for all new spring 2020 instructors (E.g. Instructors who have not taught with After School Matters prior to Spring 2020) Offered during Breakout Session One ONLY (10:20 a.m. – 11:20 a.m.)

OBJECTIVES:

Participants will understand After School Matters program quality and compliance standards.

Participants will use the One Great Day planning tool to prepare for their spring program.



YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Supportive Environment- staff encourages youth to try skills



MHA SKILL ALIGNMENT: PLANNING FOR SUCCESS

Applies existing/newly acquired knowledge, skills, and/or strategies that one determines to be useful for achieving goals.

PRESENTED BY: Kasumi Kato and Leah Holmes, *After School Matters Program Specialists*

SESSION DESCRIPTION: Are you a new After School Matters instructor and wondering how you can start your journey with After School Matters successfully? This session is required for all new instructors who have not taught with After School Matters before spring 2020. In this session, participants will learn the expectations and framework for Youth Program Quality, discuss After School Matters processes, and use a program planning tool to understand the components of a quality After School Matters program. Participants will also have an opportunity to connect with other new instructors from across the city and ask questions.

PRESENTER BIOS

KASUMI KATO, *After School Matters Program Specialist* received her Bachelor of Science in Public Policy and Economic Development from Georgia State University. While attending university, Kasumi took her life-long practice of circus arts to a professional level through touring and teaching circus arts across the country. In 2012, Kasumi relocated to Chicago to work with a longstanding social-circus organization in the Uptown neighborhood where she led the organization as Director of Programming. Kasumi is certified through the American Youth Circus Organization to facilitate nationwide instructor trainings and has decades of experience working with diverse youth. She brings her experience as a youth program leader, adult-educator and non-profit administrator to After School Matters in the role of Program Specialist in the downtown region.

LEAH HOLMES, *After School Matters Program Specialist* began her After School Matters journey as an intern. Fifteen years later, she is now a Program Specialist with the South Branch. As a Program Specialist, Leah manages programs located at high schools and community sites in Auburn Gresham, Roseland, Washington Heights, Pullman, West Pullman, Morgan Park and Great Grand Crossing. Leah enjoys creating new opportunities for teens in her portfolio through the enhancement of existing programs, implementation of new programming, partnerships with community organizations and initiatives like After School Matters' annual Pre-Kwanzaa Celebration and West African Dance Initiative.



2. CONFLICT TRANSFORMATION

OBJECTIVES:

Participants will understand conflict as a learning opportunity.

Participants will explore strategies and practices to reframe conflict.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Supportive Environment – Reframing Conflict



MHA SKILL ALIGNMENT: SOCIAL AWARENESS

Recognizes the consequences of one's actions.

PRESENTED BY: Henry Cervantes, *The Peace Exchange*

SESSION DESCRIPTION: Conflicts are inevitable. Participants will learn of how conflicts escalate based on ideas, feelings, and actions. As instructors, it is invaluable for us to be tuned into how conflicts arise and grow. This session presents a way to break down different steps in an interpersonal conflict in order to better recognize the process of conflict. Instructors will use a reenactment to identify these steps and will then talk about the motivating factors that lead us and other people to act in ways that grow, rather than solve problems we experience in a community. We will explore self-awareness and emotional intelligence as it relates to personal and internal conflict. This session will also provide an overview of different approaches of engaging in conflicts and encourage ways to transform conflict. We will learn and practice three different conflict resolution methods in order to work productively to transform conflicts in our program spaces. Instructors will have the opportunity to analyze interpersonal causes of conflict, learn nonviolent conflict transformation methods and tactics, understand the steps that lead to personal and interpersonal and collective violence, and explore the steps and actions that lead to peacemaking.

PRESENTER BIOS:

HENRY CERVANTES is the Program Manager for The Peace Exchange, an organization that engages youth in leadership training and international travel to study global nonviolent movements. Cervantes has trained youth activists from Asia, Africa, the Middle East, Central and South America. Henry volunteers facilitating study groups at Cook County Jail, Department of Corrections. Cervantes is also an adjunct faculty professor for North Park Theological Seminary, where he teaches restorative arts at Stateville Prison Correctional Center. Henry was born and raised in Little Village.

LWH
3020

3. CONNECT AND COLLABORATE!

OBJECTIVES:

Participants will create connections with instructors participants to grow their learning community.
Participants will develop best practices for connecting with parents and other community stakeholders.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Supportive Environment – Reframing Conflict

**MHA SKILL ALIGNMENT: SOCIAL AWARENESS**

Recognizes the consequences of one's actions.

PRESENTED BY: Karina Esparza, *After School Matters Program Specialist* and Maranielly Vazquez, *After School Matters North Program Manager*

SESSION DESCRIPTION: Be empowered through your connections and collaborations to dream up partnerships, joint projects, and field trips with your incredible After School Matters colleagues. In this breakout session bring your innovative ideas and best practices as we develop our community of practice to discuss possible ways to expand your reach and programming. There are over 400 After School Matters instructors across the city of Chicago engaging with the same passion you have for young people! Instructors coming together for this breakout will have an opportunity to connect and collaborate beyond the program space and think innovatively about how to connect with families, parents, and communities. Connecting with other instructors gives you thought partners to discuss ideas, colleagues to seek out when you have questions, and a resource for content material, field trips, connections, and potential projects.

PRESENTER BIOS

KARINA ESPARZA is a Program Specialist in the South/Southwest Branch of After School Matters. Karina collaborates and supports youth programming with instructors, liaisons, and teens in the communities of Gage Park, West Elsdon, West Lawn, Brighton Park, Archer Heights. Prior to working at After School Matters, Karina provided mental health services at Metropolitan Family Services and worked on the social emotional team at Hernandez Middle School. Karina hopes to provide teens opportunities to showcase and strengthen their talents within their program, school, and community.

MARANIELLY VAZQUEZ is a nonprofit professional, youth development advocate, and champion for young people. Maranielly joined the After School Matters team in 2015 as a Program Specialist for the Little Village and North Lawndale community areas. She then transitioned to North/Northwest Program Manager in November 2017, and now serves as the Senior Program Manager for the Michael & Karyn Lutz Center for After School Matters in the Belmont Cragin community. In addition to her roles at After School Matters, Maranielly served as the Youth Council Facilitator for Peace Hub Chicago, and as a youth development specialist for various organizations, including Central States SER, The Harbour, The Miracle Center and ASSIST HER Inc. Maranielly holds a BA in Psychology from DePaul University, and an MEd in Youth Development from University of Illinois at Chicago.

SU
214

4. CULTURALLY RESPONSIVE PRACTICES

OBJECTIVES:

Participants will explore the role of cultural awareness in responsive teaching.
Participants will understand how identity can impact practice and the way youth engage in a space.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Safe Environment- Lack of Bias

**MHA SKILL ALIGNMENT: SOCIAL AWARENESS**

Develops and implements strategies for navigating in different contexts.

PRESENTED BY: Ceily Moore

SESSION DESCRIPTION: How can we speak to the range of cultural and personal backgrounds of our teens in a way that is inclusive? One of the best ways to improve your work professionally is to do your work personally. This workshop will define and explore examples of culturally responsive practices. In addition, this workshop will provide you with the space and opportunity to get to know your colleagues a little better and engage in dialogue about yourself, your identity, biases, and stereotypes. We will explore ways that intentionally think about these aspects of yourself and will help improve your practice and provide a more responsive, sustainable environment for your teens personally and culturally.

PRESENTER BIO

CEILY MOORE is a dedicated and experienced educator determined to improve in and out of school experiences for youth of color. She worked for several years as an elementary teacher, and now works in administration and evaluation for educational programming. Her contract work in program and project planning and curriculum development has been collaborative in nature, often focusing on youth development and culturally responsive practices. Ceily earned her B.S. in Health Sciences from Howard University in Washington D.C. and completed her Master of Education in Youth Development from the University of Illinois at Chicago. Ceily is currently pursuing a PhD in Educational Psychology, focusing on culturally responsive practices in schools and the development of identity among youth of color. Ceily is currently working at Planning Implementation Evaluation (PIE) Org as an Evaluation Coach where she supports community and school-based programs design and implement evaluation plans.

Alumni
Hall
North

5. MENTAL HEALTH AWARENESS

OBJECTIVES:

Participants will have an increased awareness of mental health issues.
Participants will receive information about mental health resources.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Safe Environment – Positive Emotional Climate

**MHA SKILL ALIGNMENT: SOCIAL AWARENESS**

Develops and implements strategies for navigating in different contexts.

PRESENTED BY: National Alliance on Mental Illness (NAMI) Chicago

SESSION DESCRIPTION: How can we recognize when a young person might be struggling with mental health issues? How can we respond compassionately and proactively to support young people experiencing these challenges? What resources are available for us to refer young people to if we have concerns about mental health issues? We all can support the mental health of the young people in our programs and in our lives. In this training, participants will be able to recognize common warning signs that a young person is struggling with their mental health and develop strategies for providing support.

PRESENTER BIO

NATIONAL ALLIANCE ON MENTAL ILLNESS (NAMI) CHICAGO is a mental health advocacy organization with the mission of improving the lives of those living with mental health conditions and their loved ones. NAMI, the National Alliance on Mental Illness, is the nation's largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness. What started as a small group of families gathered around a kitchen table in 1979 has blossomed into the nation's leading voice on mental health. Today, we are an association of more than 500 local affiliates who work in your community to raise awareness and provide support and education that was not previously available to those in need.

LWH
3031

6. MENTORING MALE YOUTH

OBJECTIVES:

Participants will understand instructor strategies for mentoring male youth.
Participants will discuss supports for building authentic relationships with male youth.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Safe Environment – Positive Emotional Climate

**MHA SKILL ALIGNMENT: SOCIAL AWARENESS**

Develops and implements strategies for navigating in different contexts.

PRESENTED BY: Johnny Dorsey

SESSION DESCRIPTION: Today's young men face many obstacles. Community violence and other stressors create at-risk environments where making positive life choices can feel impossible. It's easy for young men, particularly from disadvantaged communities, to become angry and afraid. One great mentor or trusted adult can facilitate a positive, safe and comfortable space for young men to grow. In this session, instructors will explore activities that provide male youth with opportunities to react to one another. These activities teach instructors how to reframe the thinking processes that inspire young men's actions. Instructors will have the opportunity to discuss challenges and strategies for successfully recruiting and building relationships with male participants.

PRESENTER BIO

JOHNNY DORSEY was born and raised in Chicago, Illinois. He graduated from Harlan High School and was awarded a college track and field scholarship. Mr. Dorsey attended Northeastern Illinois University where he received his Bachelors degree in Business Administration. With over 20 years of experience, Mr. Dorsey has sustained and developed his professional background in community health and prevention education. He has provided services for Chicago Public Schools (CPS), Illinois Department of Children and Family Services (IDHS), Chicago Alternative Policing Strategies (CAPS), Men of Action (MOA), and he was on the committee to elect the late Mayor Harold Washington. Mr. Dorsey is the one of the founders of Becoming A Man, and the founder of 360 Man Hood Development. His goal and ambition in life is to strengthen and better the human race by educating and instilling self-empowerment, self-knowledge, and self-respect in all individuals he encounters.



7. MONEY MYTHS: DEMYSTIFYING FINANCIAL AID

NEW!

OBJECTIVES:

Participants will be empowered to engage with students to be proactive about their finances as they look ahead to life after high school. Participants will receive a lesson plan that they can provide to their teens on post-secondary financial guidance.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Engagement-Opportunities to Make Plans



MHA SKILL ALIGNMENT: PLANNING FOR SUCCESS

Sets and prioritizes goals that reflect a self-awareness of one's capabilities, interests, emotions, and/or needs.

PRESENTED BY: A.M. Money and The After School Matters Postsecondary Team

SESSION DESCRIPTION: The financial aid aspect of college planning is often the most important and yet the least talked about with high school youth. Talking about money carries a huge stigma in our communities, especially when we don't have any. Even if we feel comfortable enough to ask for help or guidance, the resources are often invisible, archaic, or non-existent. This workshop will help instructors de-stigmatize conversations about money in the safe spaces they create, empower instructors to be proactive for our young people when it comes to helping them think about their finances, and provide resources and guidance that will support instructors and their college-bound students as they find themselves making the biggest financial decision of their lives so far.

PRESENTER BIOS

AMANDA OSTER (A.M. MONEY) is an advocate for what she calls "financial justice," highlighting the inequality baked into traditional financial systems and building solutions to make the systems work better for everyone. Her current position is the Director of Operations at AM Money, a startup financial services company dedicated to making college more affordable and accessible to low-income students.

JOSEPH ROTH (AFTER SCHOOL MATTERS) is the After School Matters Post-Secondary Program Manager. Joe designs, implements, and supports After School Matters post-secondary programming. Joe also assists in the management of teen internship programs. Joe previously worked with Academic Approach and has served as the Coordinator for Diversity Recruitment and Retention at Indiana University in South Bend, where he worked with students as they transitioned along their post-secondary pathways and served as a mentor to students during their first year in college.



8. IT'S MORE THAN A SCORE: DECODING YOUR YOUTH PROGRAM QUALITY ASSESSMENT

NEW!

OBJECTIVES:

Participants will be able to understand their program's YPQA Scores.

Participants will create strategies to improve scores they would like to work on and improve.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Safe Environment- Lack of Bias



MHA SKILL ALIGNMENT: PLANNING FOR SUCCESS

Applies existing/newly acquired knowledge, skills, and/or strategies that one determines to be useful for achieving goals.

PRESENTED BY: Lydia Pruess, After School Matters Research and Evaluation Team

SESSION DESCRIPTION: What are the national and citywide trends in youth data and youth outcomes? What can we learn from data as educators, community builders, and mentors to young people? This session will explore the ways After School Matters uses and interprets data and outcomes. Participants will better understand national trends in youth data and understand how to effectively plan using their own program data. This session will explore national positive youth development trends and research as well as dive deeper into Youth Program Quality Assessment and teen survey data.

PRESENTER BIO

THE AFTER SCHOOL MATTERS RESEARCH & EVALUATION TEAM collaborates with every department at After School Matters to improve the accessibility, availability, and quality of programs in order to better serve teens. The data collected and reported fuels continuous quality improvement, enables data-driven and cost-effective decision-making, and supports advocacy for teens and youth development. The team also participate in youth development convenings across the city and country to share our knowledge and learn from others.



9. RELATIONSHIP REALITIES

NEW!

OBJECTIVES:

Participants will explore supporting young people in developing healthy relationships. Participants will develop awareness of domestic violence support and resources.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Safe Environment – Positive Emotional Climate



MHA SKILL ALIGNMENT: SOCIAL AWARENESS

Develops and implements strategies for navigating in different contexts.

PRESENTED BY: Maggie Arthur, MSW, Resilience Chicago

SESSION DESCRIPTION: How can we support teens in developing healthy, positive relationships? What makes a healthy relationship, and how can we support teens who may be experiencing an unhealthy relationship? How can we create spaces for conversations about consent and safety within relationships? Finally, what resources are available for young people who are survivors of dating or sexual violence? Many teens don't feel resources for survivors of dating and sexual violence are crafted with them in mind. Given this, they're more likely to disclose abuse to people like adult mentors, coaches, and teachers. Today's workshop will equip participants with tools to open dialogue with teens around healthy relationships and consent. Participants will expand their understanding of what makes a positive relationship and will leave with activities they can implement into their respective After School Matters programs that explore these concepts.

PRESENTER BIO

MAGGIE ARTHUR is the Northside Prevention Educator with Resilience. Maggie facilitates education to all age groups on sexual violence, engages those residing in Northside Chicago neighborhoods in violence prevention strategies, and builds community partnerships with agencies on who share Resilience's mission of improving the treatment of survivors and effecting positive change in policies and public attitudes towards sexual violence. Maggie is particularly invested in increasing access to sex education for students with disabilities. She crafted Resilience's first prevention curriculum differentiated for high school students with cognitive disabilities. When she's not teaching, Maggie is the Campaign Coordinator for Resilience's OurMusicMyBody campaign that works to end sexual harm and discrimination in music spaces.



10. THE LONG HAUL: RETENTION STRATEGIES THAT WORK

NEW!

OBJECTIVES:

Participants will understand instructor strategies for retaining youth in programs.

Participants will create a plan to implement a retention strategy.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Safe Environment – Positive Emotional Climate



MHA SKILL ALIGNMENT: PERSONAL MINDSET

Adapts approach in response to new conditions or others' actions.

PRESENTED BY: Coach Roger Franklin

SESSION DESCRIPTION: What would your program look like if more teens returned session after session? Have fun solving the retention puzzle! We will explore three proven strategies that work to improve recruitment by increasing teen retention. Participants will explore strategies they can use to increase engagement between ASM program sessions. Participants will discuss the impact of day-to-day activities in creating program retention and explore strategies to nurture and simplify the development of safe and positive emotional bonds. Come explore instructor-created, proven strategies that will have teens returning session after session and year after year!

PRESENTER BIO

COACH ROGER is energetic, fun, and has more than a thirty-year track record of developing competitive and recreational athletic programs and developing leadership skills in youth and adults. He has been recognized as United States Tumbling Association Coach of the Year and has coached the US Men and Women USTA National Tumbling team. Coach Roger leads Chitown Champions, an After School Matters program, in the South/Southwest branch focused on tumbling and leadership. His passion is rooted in helping individuals grow from where they are to where they want to be.



11. TOUGH STUFF: WALKING WITH YOUTH THROUGH TRAUMA



OBJECTIVES:

Participants will understand how stress might impact people who work with individuals who have experienced trauma.
Participants will understand resources for supporting youth through trauma.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Safe Environment – Positive Emotional Climate



MHA SKILL ALIGNMENT: PERSONAL MINDSET

Adapts approach in response to new conditions or others' actions.

PRESENTED BY:

Brittany D. Sims

SESSION DESCRIPTION: Have you ever felt stressed out or burned out? Have you ever had a young person bring a tough situation to you and needed help responding? This may be just the session for you. Trauma is real. Stress is real. Sometimes what we hear, see, and do at work can affect us. During this session you will receive an introduction to how to recognize trauma in your students and explore techniques to de-escalate classroom situations. You will also have an opportunity to discuss how to identify your own triggers and responses to stress, work on recognizing vicarious trauma in yourself, and think about how to intentionally practice self-care. Come learn a few new ways to support your community of teens, and a few new ways to care for yourself.

PRESENTER BIO

BRITTANY D. SIMS has been working in social services for 14 years. She received a bachelor's degree in Psychology from DePaul University and a master's degree in clinical social-work from the University of Chicago. Her background includes working with DCFS, justice involved youth, residential, mental health, substance abuse, quality assurance, and group facilitation. She has experience with direct service and administration with young people through a trauma-informed lens, and with a focus on resilience. She is a native of Chicago and—one fun fact—she loves turtles!



13. YOUTH SPEAK: RESPECTING VALUES ACROSS GENERATIONS



NEW!

OBJECTIVES:

Participants will be able to acknowledge the difference between teen values and their own.
Participants will explore strategies to create a program culture that respects all generational influences.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Safe Environment – Positive Emotional Climate



MHA SKILL ALIGNMENT: SOCIAL AWARENESS

Develops and implements strategies for navigating in different contexts.

PRESENTED BY:

Teens in the After School Matters Youth Leadership Council

SESSION DESCRIPTION: This session is created and facilitated by teens in the After School Matters Youth Leadership Council. In this session participants will learn youth-developed strategies to connect and communicate effectively with young people even when values or communication styles may differ. Participants will explore youth-recommended strategies to "manage your mindset" toward values and experiences of young people. The Leadership Council will provide tips on creating a teen-friendly environment and share effective methods to improve communication between teens and instructors. Through youth-guided scenarios, participants will explore how to promote respect across generations. Through social awareness, we can foster an overall supportive and productive program that respects everyone's values. Let's celebrate what makes every generation unique!

PRESENTER BIO

THE AFTER SCHOOL MATTERS LEADERSHIP COUNCIL is a youth leadership program run by teens, for teens! In the ASM Leadership Council, teens engage in leadership development workshops, exchange ideas, plan events, and develop projects. Teen Ambassadors also represent the teen voice and provide valuable input to After School Matters leadership that is used to make decisions about programming and other elements that impact teen issues and interests. The ASM Leadership Council developed this workshop and will facilitate this session as an opportunity to learn about working with youth from young people themselves!



12. USING SKILLS TO POWER PRAISE: THE SKILLS RECOGNITION REVOLUTION



OBJECTIVES:

Participants will identify core skill descriptors and evidence to support skill-based recognition.
Participants will understand the connection between feedback, recognition, and meaning making.

YOUTH PROGRAM QUALITY ASSESSMENT ALIGNMENT:

Supportive Environment – Staff Encourages Youth to Try Skills



MHA SKILL ALIGNMENT: VERBAL COMMUNICATION

Organizes information that serves the purpose of the message, context, and audience.

PRESENTED BY:

Leslie Beller, MHA Labs

SESSION DESCRIPTION: "Love Yourself" is way harder than it looks. It takes caring adults and friends to help us see our strengths and to build our confidence. Often perfectionism and low self-esteem can undermine our ability to truly love who we are and our strengths. This often makes us less likely to take chances, and less likely to stand up for ourselves. Recognition practices are strategies that isolate the success factors in any given activity and use evidence to recognize performance. Evidence and specificity is key, or recognition sounds like hollow praise. When skill recognitions add up, we begin to build a positive skills identity where we are empowered to advocate for our own strengths. Come make custom MHA skill Valentines for your teens that you can use to welcome back your returning teens in the spring and build their confidence!

Note: This is a hands-on workshop, so come to this workshop ready to make some art and apply your MHA knowledge! The main activity section of this workshop is make time where you will create skill-based Valentines for your returning teens. This session is a great fit for veteran instructors interested in a deeper look at MHA skills, and for instructors who learn best by making and doing.

PRESENTER BIO

LESLIE BELLER is a long-time advocate for youth, social justice, and collective impact serving as an entrepreneur, strategist and public sector administrator to create sustainable social change. As CEO and Founder of MHA Labs, Leslie leads a national movement and design firm focused on the development and recognition of 21st century skills. MHA Labs advocacy efforts focus on challenging racial and gender stereotype threats that limit how talent is recognized and invested in. Prior to launching MHA Labs, Leslie was the Program Director for Youth Initiatives at the Chicago Cook Workforce Partnership (formerly Chicago Workforce Investment Council) where she championed citywide youth opportunity strategies. Before coming to The Partnership, Leslie spent two years working on diversity and equity issues at the University of Virginia addressing impacts of discrimination in higher education and health care. She is co-founder and former President of i.c.stars, a technology leadership development program that empowers emerging Technologists of Color to enter the tech field and lead in their communities. Before pursuing the i.c.stars entrepreneurial approach, she served as a Director at Jobs for Youth, a large-scale youth workforce development agency targeting Opportunity Youth.