How to Develop and Support a Strong Afterschool and Summer Workforce
The broad goal of NCASE is to ensure that school-age children in working families of low-income have access to quality afterschool and summer learning experiences that contribute to children’s healthy development and academic achievement.
Presenters

• **Brandi King**, Project Director, National Center on Early Childhood Development, Teaching, and Learning (NCECDTL)

• **Pam Prevost**, Statewide Evaluation and Registry Manager, Maine Roads to Quality Professional Development Network

• **Lorraine Thoreson**, Coordinator, 21st Century Community Learning Centers, Office of Great Start, Michigan Department of Education

• **Siobhan Bredin, Ellen Gannett, Betsy Starr**, National Center on Afterschool and Summer Enrichment (NCASE)
Webinar Goal

Identify sustainable ways to strengthen the OST workforce at the system level and build internal capacity for continuous quality improvement (CQI).
Webinar Objectives

• Explore the unique features of the afterschool and summer workforces.

• Introduce the CCDF requirement for professional development frameworks.

• Hear from two states about promising system-building, sustainable practices that focus on alignment.
Agenda

- Research and trends
- Features of the OST workforce
- Professional Development Frameworks

- State examples: Maine and Michigan
- Resources
- Optional discussion (4:00-4:15)
• **School-Age** describes the age of children served (ages 5-12), differentiated from infant, toddler, and preschool.

• **Out-of-School Time (OST)** refers to programming outside of the school day, including before and after school, summer, weekend, and both family and center-based child care.

• Our National Center name is **Afterschool and Summer Enrichment**, and we use this interchangeably with Out-of-School Time.
Research shows that a well-qualified and well-prepared workforce is a key to quality.
CCDF Reauthorization
Final Rule

Enhance the quality of child care and the early childhood workforce (Sec. 98.44(a))

For more information on the Final Rule, see http://www.acf.hhs.gov/occ/ccdf-reauthorization
Recent Workforce Trends & CCDF

- **Progression** of professional development
- **Continuous improvement**
- **PD tied to CEU’s or college credit**
- **Orientation training** including **health and safety**
- **PD** that will improve the **quality, diversity, stability, and retention** of the workforce
  - CCDF Final Rule, Sec. 98.44
What do we know about the workforce?

State Registries: Data to Drive Decisions

National Workforce Registry Alliance

http://www.registryalliance.org/index.php
Unique Features

School-age

- Part-time
- Little formal preparation
- Also full-time, highly educated
- High turnover
- Staff from allied professions

Summer

- Temporary
- Young, less experienced
- Certified teachers
- High turnover from one summer to the next
Workforce Data Gaps

• Broad, recent data
• Impact of credentials
• Who is the summer workforce?
What are PD Frameworks?
Source: National Professional Development Center on Inclusion
CCDF requires that states establish a professional development framework that provides a career pathway including training, PD, and postsecondary education for caregivers, teachers and directors.

Components

- Professional standards and competencies
- Career pathways
- Articulation
- Advisory structure
- Workforce information (data)
- Financing
Build It Better: Indicators of Progress to Support Integrated Early Childhood PD Systems

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Our Vision:

The goal for Maine Roads to Quality is that all families and children will have access to a choice of high-quality child care options across diverse settings that meet their unique developmental, cultural, and linguistic needs.
Overview of Maine’s Professional Development System

Maine Department of Health and Human Services, Office of Child and Family Services

Early Care and Education Professional Development Network

Quality for ME

- Maine Roads to Quality
- Maine’s Statewide Affiliates to National Organizations MASN, MeAEYC, FFCAM
- Center for Community Inclusion and Disability Studies
- Developmental Psychology/Informatics Collaborative

Data shared between PDN partners and Quality for ME
Professional Development Defined

Professional development (PD) is more than training…

“PD is a *continuum of learning and support activities* designed to prepare an individual to work with and on behalf of children and families, as well as ongoing experiences to enhance their work.”

Early Childhood Professional Development: Training and Technical Assistance Glossary, NAEYC and NACCRA, 2011
Types of Professional Development Activities

The most learning takes place where the three aspects of PD intersect.

Education  
Training  
Technical Assistance
Strategies for success to promote professionalism in the OST field in Maine

- Initial strategies enhanced through continued collaborations between statewide organizations
- Quality Rating and Improvement System including School Age Standards
- Registry/Direct Care Career Lattice for School Age Providers
  - may provide a wage incentive for workers
  - achievements such as accreditation or credential through teamwork may reduce turnover
- Statewide data survey collects provider training needs and informs on gaps in services
- National Afterschool Association Affiliation available to all
- Articulation Agreement with Higher Education Institutions for Maine Credentials
Questions?

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School Age Direct Care Lattice: http://muskie.usm.maine.edu/maineroads/pdfs/DCLattice.pdf
Alignment is Key

To Support a Well-qualified Workforce for Children and Youth.
Combined Offices 2011

- Department of Education
- Office of Great Start
- Department of Human Services
- ECE
- OST
- CDC
Aligned System
Early Childhood and Out-of-School Time

- Licensing Regulations Birth to Age 12 years
- Standards of Quality
- Core Knowledge and Competencies
- QRIS (Great Start Stars)
- Professional Development Registry
- Career Lattice
Collaboration is Key!

- Statewide Partners
  - Department of Education
  - After-School Network
  - Early Childhood Investment Corporation
  - Afterschool Collaborative
- Stakeholder Engagement
  - Committees
  - Focus Groups
  - Surveys
Summary
Visit the NCASE Resource Library:
https://childcareta.acf.hhs.gov/ncase-resource-library
Resources

- NAA Core Knowledge and Competencies for Afterschool and Youth Development Professionals [https://naaweb.org/resources/core-competencies](https://naaweb.org/resources/core-competencies) (2011)
CCDF Reauthorization Final Rule: http://www.acf.hhs.gov/occ/ccdf-reauthorization


National Workforce Registry Alliance: http://www.registryalliance.org/index.php


Contact Information

Visit the NCASE website at:

https://childcareta.acf.hhs.gov/national-center-afterschool-summer-enrichment

To contact NCASE, please email us at:

ncase@ecetta.info

Visit the National Center on Early Childhood Development, Teaching and Learning website at:


To contact the NCECDTL Center, please email us at: ecdtl@ecetta.info

Thank You!

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Discussion