



NATIONAL CENTER ON

Afterschool and Summer Enrichment

How to Develop and Support a Strong Afterschool and Summer Workforce

September 14, 2017



NCASE Goal



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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



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- **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



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



Webinar Objectives



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- 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



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

- State examples: Maine and Michigan
- Resources
- Optional discussion (4:00-4:15)

Working Definitions



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- **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



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Research shows that a well-qualified and well-prepared workforce is a key to quality.



CCDF Reauthorization Final Rule



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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



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- **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?

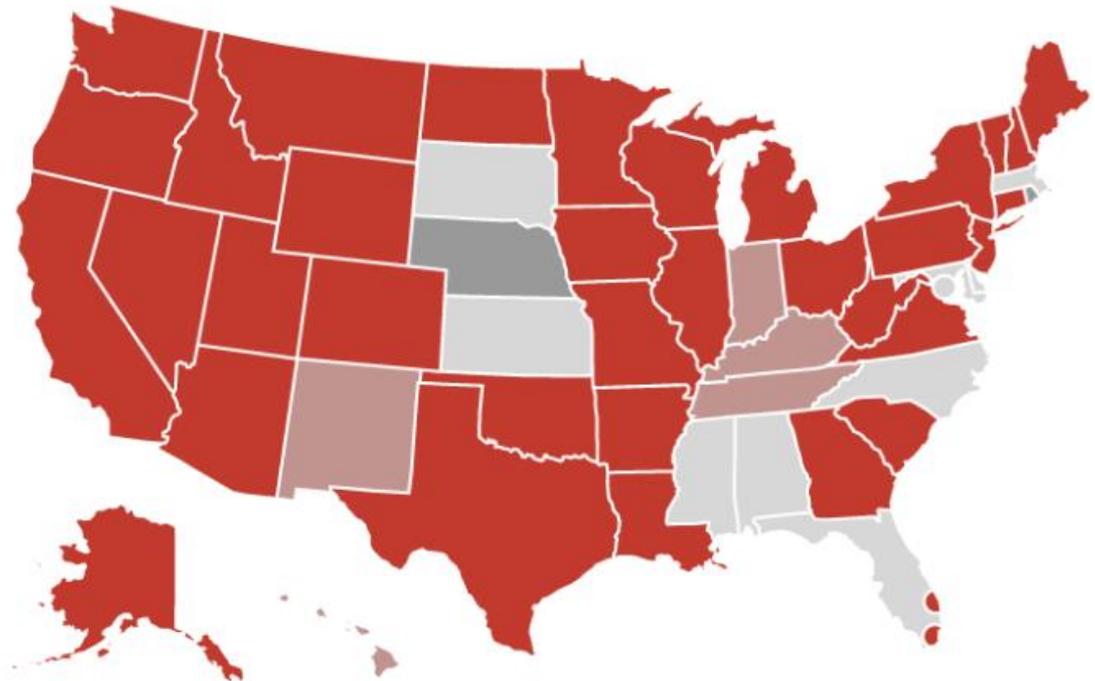


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State Registries: Data to Drive Decisions

National Workforce
Registry
Alliance

<http://www.registryalliance.org/index.php>



Alliance Member with a Registry
Not Alliance Member, has a Registry
Alliance Member, no Registry
Not Alliance Member, no Registry

Unique Features



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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



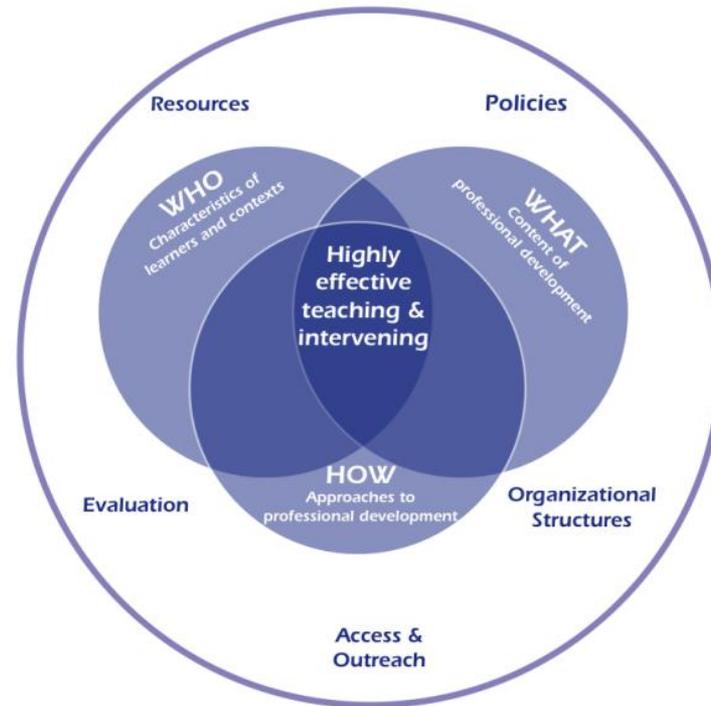
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- Broad, recent data
- Impact of credentials
- Who is the summer workforce?



What are PD Frameworks?





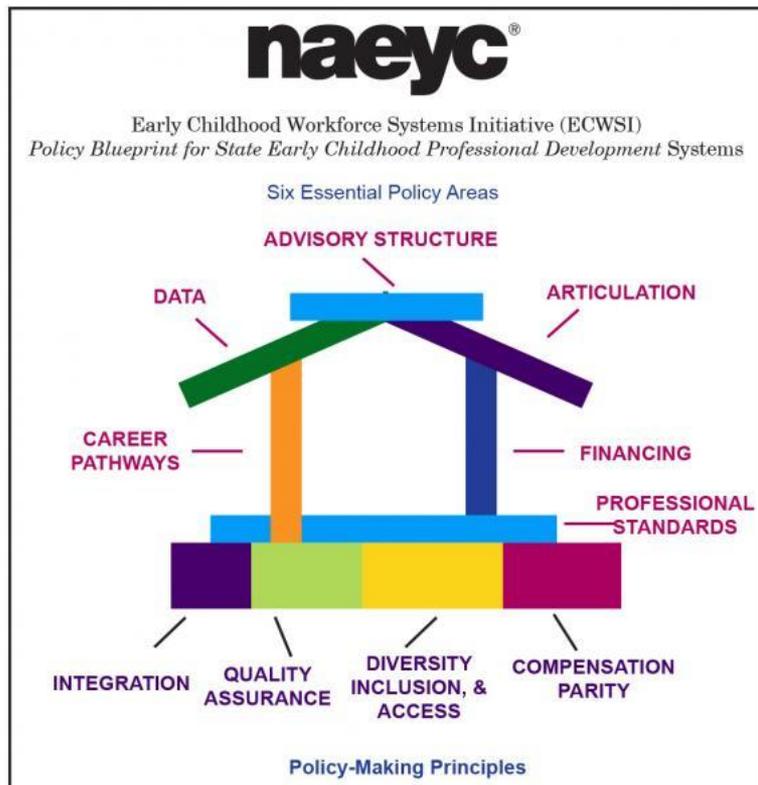
Source: National Professional Development Center on Inclusion

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

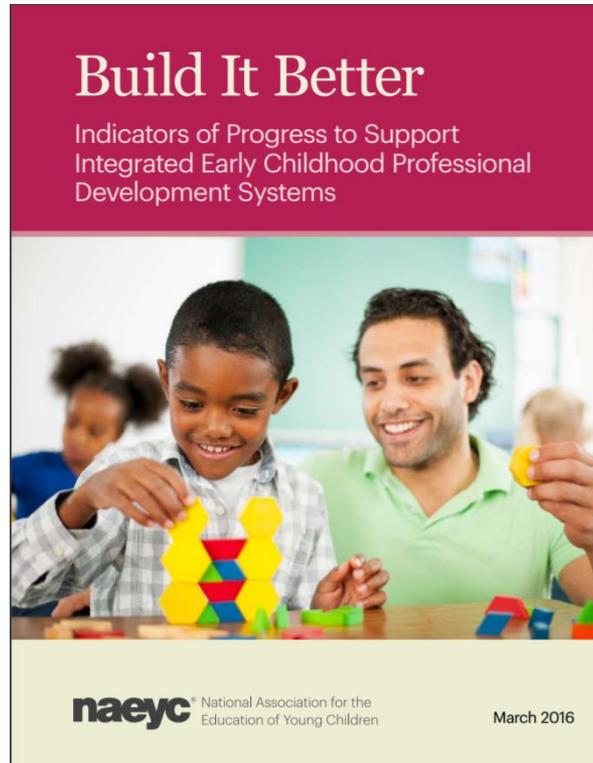
- Professional standards and competencies
- Career pathways
- Articulation
- Advisory structure
- Workforce information (data)
- Financing

Workforce Designs: A Policy Blueprint for State Early Childhood PD Systems



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http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf

Build It Better: Indicators of Progress to Support Integrated Early Childhood PD Systems



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http://www.naeyc.org/files/naeyc/Build%20It%20Better_For%20Web.pdf



MAINE ROADS TO QUALITY

Early Care and Education Professional Development Network

Supporting Professional Development in Maine



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*



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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.”*

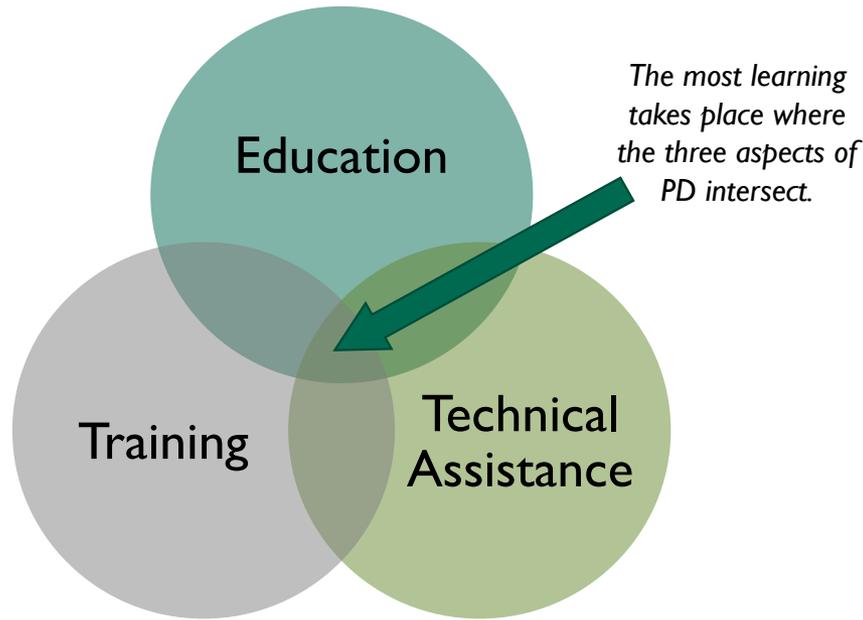
Early Childhood Professional Development: Training and Technical Assistance Glossary, NAEYC and NACCRRA, 2011

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Types of Professional Development Activities





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

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Questions?

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School Age Standards: http://www.maine.gov/dhhs/ocfs/ec/occhs/quality_sac.pdf

School Age Direct Care Lattice: <http://muskie.usm.maine.edu/maineroads/pdfs/DCLattice.pdf>

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Alignment is Key

**To Support a
Well-qualified
Workforce for
Children and
Youth.**

Combined Offices 2011



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



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Summary





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RESOURCE LIBRARY



The NCASE Resource Library connects you with tools, profiles, and information on a range of key topics in Out-of-School Time.

FEATURED RESOURCES

State Early Care and Education Updates for 2015

This brief provides a state-by-state update on budget changes that will impact access to affordable, high quality early care and education.

Afterschool Programs Close Achievement Gap

This infographic summarizes Dr. Vandell's research that shows afterschool is linked to narrowing the gap in math achievement by Grade 5.

What makes a quality summer reading program?

This issue brief identifies the practices associated with program quality in both formal and informal summer learning programs. It includes basic tips on summer reading and links to related research.

SEARCH FOR RESOURCES

Apply

Reset Selections

TOPICS/SUBTOPICS +

RESOURCE TYPE +

RECENTLY ADDED

Can After-School Programs Help Level the Playing Field for Disadvantaged Youth?

This journal article explores afterschool access and program outcomes for youth from disadvantaged backgrounds. It outlines recommendations for policymakers, administrators, and staff on ways to increase access and improve program quality for this population. It includes an extensive literature review and outlines a research agenda for the future.

Visit the NCASE Resource Library:
<https://childcareta.acf.hhs.gov/ncase-resource-library>

Resources



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- Think Summer <http://www.wallacefoundation.org/knowledge-center/Pages/JSD-Summer-Learning-Think-Summer.aspx> (2013)
- Early Childhood Career Pathways Policy Statement <http://www.acf.hhs.gov/ecd/early-childhood-career-pathways> (2016)
- Transforming the Workforce Birth through Age 8: A Unifying Foundation <http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx> (2015)
- State of Afterschool: Promoting Professionalism <http://naaweb.org/professional-development/item/258-naa-executive-members-new-resource-material-is-available-for-download> (2015)
- NAA Core Knowledge and Competencies for Afterschool and Youth Development Professionals <https://naaweb.org/resources/core-competencies> (2011)
- Strengthening the Early Childhood and School-Age Workforce <https://childcareta.acf.hhs.gov/resource/strengthening-early-childhood-and-school-age-workforce> (2014)
- Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years After the National Childcare Staffing Study, Executive Summary <http://cscce.berkeley.edu/worthy-work-still-unlivable-wages/> (2014)

References



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CCDF Reauthorization Final Rule: <http://www.acf.hhs.gov/occ/ccdf-reauthorization>

Vandell, D. (2013). *Afterschool Program Quality and Student Outcomes: Reflections on Positive Key Findings on Learning and Development From Recent Research*. Retrieved from <http://www.expandinglearning.org/expandingminds/article/afterschool-program-quality-and-student-outcomes-reflections-positive-key>

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

ACF, Office of Planning, Research, and Evaluation (2015). *National Survey of Early Care and Education*. Retrieved from http://www.acf.hhs.gov/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014?utm_source=5+things+to+know+about+the+early+childhood+workforce&utm_campaign=e-news+9%2F23&utm_medium=email

Yohalem, N. & Pittman, K. (2006). *Putting Youthwork on the Map*. Forum for Youth Investment for the Next Generation Youthwork Coalition. Retrieved from <http://forumfyi.org/content/putting-youth-work-map>

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:

<https://childcareta.acf.hhs.gov/centers/national-center-early-childhood-development-teaching-and-learning>

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

Thank You!



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Discussion

