

The National Center on Afterschool and Summer Enrichment (NCASE) has developed a number of resources focused on supporting the out-of-school time workforce. This publication is part of a series compiling NCASE resources on a particular theme for the benefit of state, territory, and tribal Lead Agencies and their designated networks. The goal is to promote professional development and capacity building.



## NCASE RESOURCES ON WORKFORCE

Review these resources in preparation for discussion and planning.

### Professionalizing the Workforce in Out-of-School Time & School-Age Child Care

NCASE hosted a webinar on the history of efforts to professionalize the field as part of the National AfterSchool Association Convention in 2017. State representatives shared how they address key OST workforce issues, such as core competencies, professional development, and compensation. In addition, presenters discussed national lessons learned and examples from state-level efforts on topics ranging from data on the OST workforce; the role of higher education and efforts to advance credentials or certification; and system building that spans the continuum of care, from early childhood to school age and beyond.

### How to Develop and Support a Strong Afterschool & Summer Workforce

In 2017 NCASE and the National Center on Early Childhood Development, Teaching, and Learning facilitated a webinar on the unique attributes of school-age and summer workforces, and ways to strengthen professional development systems and build internal capacity for continuous quality improvement. In addition, participants learned about promising, sustainable, system-building practices from two states that align sectors to provide pathways to quality improvement.



## Questions for Reflection

Use these prompts to capture insights from the resources...

- › What are the key characteristics and issues for the OST workforce?
- › How are states supporting the OST workforce?
- › What promising practices have been shown to strengthen professional development systems and improve quality?



## Action Steps

Consider what specific steps your organization can take...

- › What practices for supporting staff already in place at your program can be adapted or extended in response to COVID-19 challenges?
- › What new collaborators can you engage to build a stronger workforce and better serve children, families, and staff during the COVID-19 era?
- › What additional resources, such as professional development or funding, does your organization/program require to meet the needs of staff?

### Strengthening, Supporting, and Sustaining the Out-of-School Time Workforce

This Practice Brief was developed following a peer learning community (PLC) designed to strengthen workforce systems to advance both individual career development and program quality. During the PLC, state teams shared best practices on using data to make decisions about increasing access to professional development; supporting the workforce through technical assistance, recruitment and retention strategies, and leadership support; and creating and leveraging partnerships to move the work forward. The brief also highlights examples from participating states, including New Hampshire and New York.

### Out-of-School Time Professional Development System Building Toolkit

NCASE designed this toolkit to assist states as they build professional development systems inclusive of school-age providers. The toolkit also supports states in complying with the provisions of the Child Care and Development Fund final rule, which are aimed at improving the quality of child care and supporting the early childhood workforce. It is organized into sections addressing Foundational Ideas, Career Development System Components, and Supporting and Sustaining the Workforce. NCASE hosted a [webinar](#) to introduce the toolkit and share how to use it to support states' efforts to build a strong workforce.



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Afterschool and Summer Enrichment

This document was developed with funds from Grant #90TA00001 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care, by the National Center on Afterschool and Summer Enrichment.

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