



NATIONAL CENTER ON  
Afterschool and Summer Enrichment

Out-of-School Time  
Professional Development  
System Building

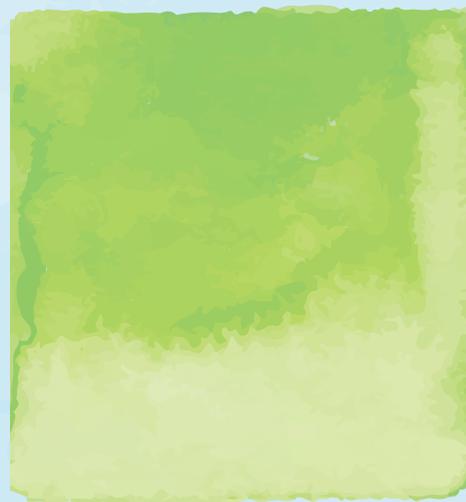
# Toolkit





# Inside the Toolkit

➔ Click on a topic box to learn more.



# Toolkit Overview



The **NCASE Out-of-School Time Professional Development System-Building Toolkit** was designed to assist states as they build professional development systems inclusive of school-age providers. It also supports states in complying with the provisions of the Child Care and Development Fund (CCDF) Final Rule, which are aimed at improving the quality of child care and supporting the early childhood workforce.

A professional development system includes multiple components working together to support the workforce:

- Core knowledge and competencies
- Career pathways – including career lattices, training and technical assistance (TTA), certificates, credentials, higher education, and badges
- Data systems, such as workforce registries
- Strategies for compensation and job advancement

Learn more about the [2016 Child Care and Development Fund Final Rule](#) and the quality provisions requiring states to have training and professional development requirements and a progression of professional development for CCDF providers.

For more information about the importance of supporting the workforce, see this report: [Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation](#). The report offers recommendations for building the workforce, shaped by core knowledge and competencies for professional practice, and grounded in the science of child development and early learning.

Please [provide feedback](#) on the **Out-of-School Time Professional Development System Building Toolkit**.

# Foundational Ideas



## What is it?

Successful professional development systems that support the out-of-school time (OST) workforce rest on these foundational ideas:

### Professional development is linked to quality.

- » We know that staff quality impacts program quality. More specifically, higher quality interactions and instruction lead to higher quality programs and positive child outcomes. Therefore, supporting staff by providing ongoing professional development is key to a continuous quality improvement process.<sup>1</sup>
- » Professional development systems are connected to other quality initiatives and systems, such as quality rating and improvement systems or quality improvement systems, program quality standards, and quality assessment tools.

### The OST workforce has unique characteristics.

- » Although more updated, broader data collection on the OST workforce is needed, we know that the school-age workforce has similarities to the early childhood workforce (e.g., both are challenged by high turnover) as well as differences (e.g., in the hours they work). Other characteristics:
  - ◇ OST staff who work with children are often part time, although some staff, most often program directors, are more typically full time.
  - ◇ Many staff are highly educated.<sup>2</sup>
  - ◇ Two different workforces may be at play: One workforce is part time, temporary, and with less formal education. The other workforce is full time with more formal education and plans to stay in the field for longer.
  - ◇ OST staff may come from allied professions, such as school-day teachers who also work at an afterschool program.
  - ◇ Summer program staff have a different profile. The work is, by nature, temporary and often staffed by experienced, certified teachers working alongside young, less experienced staff (such as college students). High turnover is common from one summer to the next. Also, OST programs often rely on volunteers.
  - ◇ Professional development systems need to respond to these characteristics. For example, part-time staff who work at least one other job and have other responsibilities may not be available for traditionally scheduled trainings. Online professional development is one way to address these needs.

1 Institute of Medicine and National Research Council. (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. Washington, DC: The National Academies Press. Retrieved from <https://doi.org/10.17226/19401>

2 Yohalem, N., Pittman, K., & Edwards, S. (2010). Strengthening the youth development/after-school workforce: Lessons learned and implications for funders. Retrieved from [https://youtheconomicopportunities.org/sites/default/files/uploads/resource/Strengthening\\_the\\_YD-AS\\_Workforce.pdf](https://youtheconomicopportunities.org/sites/default/files/uploads/resource/Strengthening_the_YD-AS_Workforce.pdf); National Afterschool Association. (2014). The state of after-school quality: Promoting professionalism. Retrieved from [https://naaweb.org/images/final\\_NAA\\_3\\_F.pdf](https://naaweb.org/images/final_NAA_3_F.pdf)

# Foundational Ideas



## What is it? (cont.)

### Aligned early childhood and OST systems support a strong workforce.

- » Aligned professional development systems can help state administrators leverage funds by reducing duplication of services and streamlining processes. They can also help increase career mobility for professionals.<sup>3</sup>
  - ◇ Training and technical assistance is a natural place to start partnerships across early childhood and OST, to combine funds, and to align efforts.
- » Funding streams can be combined to support professional development systems.
  - ◇ In addition to Child Care and Development Fund (CCDF) funding, OST programs that serve low-income youth often combine other funding sources, such as [21st Century Community Learning Center](#) (21st CCLC) funds from the U.S. Department of Education, subsidized meals from the U.S. Department of Agriculture, [Child and Adult Care Food Program](#), [Temporary Assistance for Needy Families](#), state and local public funding, school district allocations, individual giving and private philanthropy, and parent fees.
  - ◇ Funds may be blended (pooled, without tracking funds by source), braided (tying specific expenditures to funding sources to cover total costs), or layered (adding funds from different sources to pay for different services for the same child).<sup>4</sup>
- » State readiness plays a role when creating an action plan for system development. *Readiness* can be defined as “a developmental point at which a person, organization or system has the capacity and willingness to engage in a particular activity.”<sup>5</sup> The NCASE [Workforce System Development Questionnaire](#) can help you assess your readiness and approach.

3 National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center). (2013). Aligned professional development systems planning and implementation guide. Retrieved from <https://childcareta.acf.hhs.gov/resource/aligned-professional-development-systems-planning-and-implementation-guide>; National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center). (2014, April). *Strengthening the early childhood and school-age workforce: A tool to improve workplace conditions, compensation, and access to professional development*. Retrieved from [https://childcareta.acf.hhs.gov/sites/default/files/public/strengtheningworkforce\\_tool.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/strengtheningworkforce_tool.pdf)

4 Wallen, M., & Hubbard, A. (2013). *Blending and braiding early childhood program funding streams toolkit: Enhancing financing for high-quality early learning programs*. Retrieved from <https://www.theounce.org/wp-content/uploads/2017/03/NPT-Blended-Funding-Toolkit.pdf>

5 Fixsen, D. L., Blase, K. A., Horner, R., & Sugai, G. (2013, September). Scaling-up brief. FPG Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://sisepp.fpg.unc.edu/sites/sisepp.fpg.unc.edu/files/imce/documents/SISEP-Brief3-ReadinessForChange.pdf>

# Foundational Ideas



## State Examples

These state examples are built on cross-sector partnerships and illustrate aligned workforce systems with many strong components.

### Michigan

The [Office of Great Start](#) houses both the Department of Education (including the 21st CCLC program) and the early childhood programs, facilitating cross-sector collaboration. Although not directly related to strengthening the workforce, Michigan's [quality rating and improvement system](#) includes school age as well as the [Michigan Out-of-School Time Standards of Quality](#).

- *Core Knowledge and Competencies:* These include [Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce](#) and [core competencies](#) that reflect and align with the [National AfterSchool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals](#).
- *Career Pathways:* The Michigan Registry includes the [Career Pathway for Early Childhood and School Age Professionals](#). Professional development opportunities for OST are offered by and advertised through partners, including:
  - » 21st CCLC and other Department of Education programs
  - » Michigan AfterSchool Association (the National AfterSchool Association affiliate)
  - » Michigan Afterschool Partnership (a statewide network established by the state legislature in 2004 that leverages funding from the Charles Stewart Mott Foundation)

Note: The 21st CCLC program also has coaching supports specific to afterschool. The [Michigan School-Age and Youth Development Certificate and Credential Program](#) is aligned to the Michigan core competencies and integrated into the state quality rating and improvement system.

- *Workforce Registry:* The [Michigan Registry](#) included school age in its development, fully incorporating the OST workforce in the system.

### Maine

Maine has strong collaborations across organizations serving ages 0–12 years. The [Maine Roads to Quality Professional Development Network](#) is a partnership between the Cutler Institute of Health and Social Policy at the University of Southern Maine, the [University of Maine Center for Community Inclusion and Disability Studies](#), and the [Maine Afterschool Network](#). The professional development network works with stakeholders to promote and support professionalism in the early care and education field, including OST.

- *Core Competencies:* Maine Roads to Quality offers [Core Knowledge Training](#), which is based on eight core knowledge areas for specific age ranges, such as school-age. In addition, Maine has established the [Technical Assistance Competencies for Maine's Early Childhood Workforce](#), which supports practitioners serving children birth through age 8.
- *Career Pathways:* Maine's registry includes a [career lattice](#) inclusive of OST (as well as career lattices for those interested in administration and management, public schools, family education and support, and license-exempt programs). Maine Roads to Quality administers a [Youth Development Credential](#), along with other early childhood credentials. In addition, it offers many [training opportunities](#) for early childhood and OST professionals.
- *Workforce Registries:* Maine Roads to Quality administers the [Maine Roads to Quality Registry](#), which includes the OST workforce. Maine also conducts a statewide survey to collect data on the training needs of providers.

# Foundational Ideas



## Resources

### [Workforce System Development Questionnaire](#)

Developed by the National Center on Afterschool and Summer Enrichment, this guide is for state teams to assess their workforce system components and plan next steps. It is a great place for new—or established—state teams to begin.

### [Professional Development System Frameworks](#)

The National Center on Early Childhood Development, Teaching and Learning developed a resource compilation that outlines the six key components of a professional development system identified by the CCDF regulations (45 CFR 98.44), providing background information to help define, build, and sustain a professional development system.

### [Collaboration Continuum Diagram](#)

If you are developing partnerships, the Collaboration Continuum offered by Summer Matters may help you to clarify the roles of various partners over time.

### **Additional Online Resources**

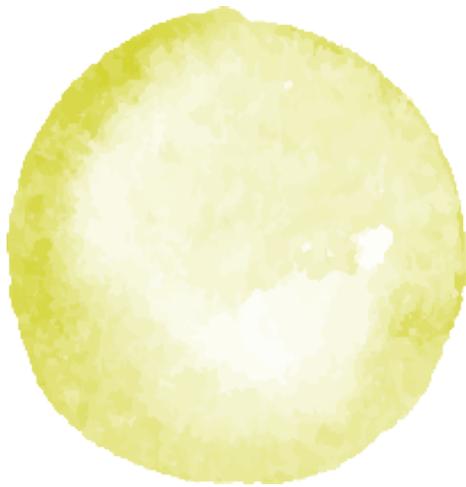
Online professional development opportunities—which can be completed at any time—support the needs of the OST workforce. Some examples include

- [You for Youth](#) online trainings
- Credential courses such as the [Wyoming Afterschool and Youth Development Credential](#)
- Coaching, as used in Washington State's [Expanded Learning Opportunities Quality Initiative](#)
- Training modules relevant to the OST workforce, such as [Indiana's Introduction to the Early Childhood and Out-of-School Learning Profession](#)

# Career Development System Components



This section on Career Development System Components has five subtopics.  
Click on the buttons to navigate to the corresponding pages.



# Career Development System Components



## Core Knowledge and Competencies

### What is it?

*Core knowledge and competencies* define what professionals need to know and do to provide high-quality programming to children and youth. They also represent a common definition of quality, which is the foundation for a professional development system.

Trainings and coursework can be aligned with the core competencies, and individual professional development plans can be based on the same framework.<sup>6</sup> Common definitions also help to unify the field. They apply to all those who work with children and youth regardless of ages served, time of day or season, or place of programming.<sup>7</sup>

Ideally, core competencies define the knowledge and skills that apply across all roles and settings in the early childhood and out-of-school time (OST) fields. In many states, the early childhood and OST sectors have partnered to develop core knowledge and competency frameworks that are aligned. In some cases, they have created a shared set of core competencies that apply to those who work with children and youth across a broad range of ages.

**ACTION →** Align early childhood and afterschool and youth development core competencies.

6 Stone, B., Garza, P., & Borden, L. (2004). Wingspread conference proceedings: Attracting, developing, and retaining youth workers for the next generation. Retrieved from <https://cyfar.org/sites/default/files/Stone%202004.pdf>; Warner, G., Ham, H., & Fenton, M. (2017). Core competencies for the OST field. In H. J. Malone, & T. Donahue (Eds.), *The growing out-of-school time field: Past, present, and future* (pp. 103–114). Charlotte, NC: Information Age Publishing, Inc.

7 Starr, E., Yohalem, N., & Gannett, E. (2009). Youth worker core competencies: A review of existing frameworks and purposes. Washington, DC: Next Generation Youth Work Coalition.

# Career Development System Components



## Core Knowledge and Competencies

### State Examples

#### Washington

Washington State has two aligned and integrated [sets of core competencies](#) that serve as the foundation for child and youth professionals and form a seamless birth to age 18 system.

- Organized into 10 content areas, each with 5 levels establishing a continuum from the skills necessary to enter the field to the skills associated with an advanced level of training, experience, or academic preparation
- Overlap in the age range for the two sets of competencies, with the Competencies for Child and Youth Development Professionals focusing more deeply on the knowledge and skills needed by professionals serving children and youth, kindergarten through high school

#### Kansas and Missouri

The Kansas and Missouri [Core Competencies for Early Childhood and Youth Development Professionals](#) set the expectations for professionals who care for infants, toddlers, preschoolers, school-age children, and older youth.

- Combines previous versions of the Kansas and Missouri Core Competencies for Early Care and Education Professionals (2001) and the Kansas and Missouri Core Competencies for Youth Development (2006)
- Includes 8 content areas and 5 levels of skills, from preliminary skills (Level 1) to an advanced level of skills (Level 5)
- Indicators also developed to provide specific role-based examples of how professionals can meet each competency

#### Indiana

Indiana developed [Indiana Core Knowledge and Competencies for Early Childhood, School-Age, and Youth Professionals](#) as an essential component of the state professional development system.

- Designed using the latest research from the report *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* (Institute of Medicine, 2015) and aligned to the Indiana Early Learning Foundations
- Organized with 7 content knowledge areas linked to an Individual Professional Development Planning Tool

# Career Development System Components



## Core Knowledge and Competencies

### Resources

#### [National AfterSchool Association \(NAA\) Core Knowledge and Competencies for Afterschool and Youth Development Professionals](#)

This national framework enables practitioners to demonstrate expertise. Several states have adopted or adapted the NAA Core Knowledge and Competencies, including [New Hampshire](#), [Florida](#), and [Michigan](#).

#### [NAA Core Knowledge and Competencies Assessment Tools](#)

The National AfterSchool Association provides companion core knowledge and competency self-assessment tools.

#### [School's Out Washington Core Competencies](#)

School's Out Washington, the Mott Foundation state afterschool network and National AfterSchool Association affiliate, offers core competency talking points and an at-a-glance brochure.

#### [Core Knowledge Training Program](#)

Maine Roads to Quality has created the *Core Knowledge Training Program*, with curricula that specifically covers each of their core knowledge areas. The program offers trainings by age group, including school-age.

# Career Development System Components



## Career Pathways

### What is it?

Certificates, credentials, higher education degrees, and badges all play a role as individuals advance on a career pathway.

**Certificates** and **credentials** recognize professional knowledge and skills. A certificate is less rigorous than a credential and can be a good first step on a career pathway. Credentials expand on certificates, requiring varying amounts of training, experience, and assessment. While the early childhood field has the nationally recognized [Child Development Associate](#) credential, there is no equivalent, nationally recognized school-age credential. Many states, however, have developed their own school-age, afterschool, or youth development credentials.

**Higher education degree options** further develop knowledge and competency and include two-year associate's degrees, four-year bachelor's degrees, as well as advanced master's and doctoral degrees. While education departments frequently house early childhood programs, programs for school-age, afterschool, and youth development professionals may be found in various departments and are often interdisciplinary.

**Badges** have been explored and piloted as an additional support to career development. They are an assessment and credentialing mechanism, housed and managed online, that make visible and validate learning in both formal and informal settings.<sup>8</sup> Badges are a tool for documentation, since they contain information specific to the individual (such as participation in training and other qualifications).<sup>9</sup>

The National AfterSchool Association [Professional Credentialing System](#) is based on digital badges. The Michigan AfterSchool Partnership, together with the Michigan Department of Education and the Mozilla Foundation, is working to develop technology to award [badges](#) as course certification. Though in their infancy, badges have the potential to recognize skills and competencies gained through previously disconnected trainings.

Ideally, these components work together to create a career pathway (sometimes called a lattice) or a clear path of career advancement. Many states have such aligned career pathways for early education. Several have also outlined career pathways for school-age and OST professionals, taking the unique needs of the workforce into account. While these pathways assume longevity in the field, state leaders may also need to think about ways to support those who plan to be in the OST field for only a short time, such as those who may transition into allied careers (e.g., education, social work, or recreation).

**ACTION →** Work to ensure your state offers OST career pathways that may include certificates, credentials, and higher education degrees. Explore the use of badges to support career development inclusive of the OST workforce.

8 MacArthur Foundation. (n.d.). *Digital badges*. Retrieved from <https://www.macfound.org/programs/digital-badges/>

9 National Workforce Registry Alliance. (2016). Bridging gaps to advance the early childhood workforce of today, and the future, Paper 1 of 3. Retrieved from <https://registryalliance.org/documents/alliance-resources/168-digital-badging-paper-1>

# Career Development System Components



## Career Pathways

### State Examples

The following state and local examples of career pathways include higher education:

- » [Indiana Afterschool Network](#) offers a variety of pathways including bachelor's degrees available at several state universities.
- » [Prime Time Palm Beach County, FL](#) also offers choice to professionals, including non-credit and credit options through Palm Beach State College.

The following state examples of career pathways include certificates and credentials:

- » [Northern Lights at Community College of Vermont](#) has a certificate and credential for afterschool providers, including a Director Credential.

The following are additional examples of credentials:

- » [New Hampshire Afterschool Credential](#)
- » [Maine Roads to Quality Youth Development Credential](#)
- » [Michigan School-Age Youth Development Certificate and Credential Program](#)
- » [Missouri Youth Development Credential](#)
- » [New York School Age Care Credential](#)
- » [Wyoming Afterschool and Youth Development Credential](#)

# Career Development System Components



## Career Pathways

### Resources

#### [Vermont Career Advising Guide](#)

This resource outlines the options for career advancements available in the state for early childhood and afterschool professionals.

#### [Prime Time Palm Beach County Educational Pathway & Career Advising](#)

This organization, although not statewide, provides guidance around educational and professional goals for OST professionals.

#### [Child and Youth Care Certification Board](#)

The Child and Youth Care Certification Board offers a national credential for child and youth care practitioners.

#### [National Workforce Registry Alliance](#)

The Alliance has been working with the National Association for the Education of Young Children, the Council for Professional Recognition, and other advisors to explore the potential of badging for the birth–8 workforce. See especially this paper: [Bridging Gaps to Advance the Early Childhood Workforce of Today, and the Future](#).

#### [Open Badges](#)

Open Badges is an online platform, available to all, that can be used to create and issue badges to recognize achievements.

#### [Credly](#)

Credly is a digital credentialing platform.

# Career Development System Components



## Workforce Registries

### Context and Examples

#### WHAT IS IT?

A workforce registry is an information system that captures data about the early childhood and OST workforce. Registries recognize and honor professional achievements, place professionals on a career pathway, and inform advocates and policymakers.<sup>10</sup>

Many states have built early childhood registries. Although some include school-age professionals, this segment of the workforce tends to be poorly represented. Registries are largely voluntary, and the lack of participation limits the data on capacity and professional development needs available to the field. Finding incentives to increase school-age participation is an ongoing challenge.

**ACTION →** Ensure your state's registry is inclusive of school-age providers and then work to encourage participation.

#### STATE EXAMPLES

Including OST providers in a state registry ensures that this subset of the workforce has access to the benefits of the registry. One benefit, for example, would be to have the opportunity to keep track of their professional development and progress along a career pathway. In addition, the state can use registry data to inform OST professional development offerings and other system-building efforts. The following state workforce registries, part of larger professional development systems, are inclusive of OST:

- [Missouri Professional Development Registry](#)
- [Maine Roads to Quality Registry](#)
- [Pennsylvania Professional Development Registry](#)

Following is an example of a local OST registry:

- [Palm Beach County Prime Time Out-of-School Time Registry](#)

#### RESOURCES

[National Workforce Registry Alliance](#)

A private, nonprofit, voluntary organization of early childhood and afterschool workforce registry and professional development leaders, the Alliance provides resources to support the workforce and workforce data systems.

<sup>10</sup> National Workforce Registry Alliance. (n.d.). *What is a registry?* Retrieved from <https://registryalliance.org/about-us-top/what-is-a-registry>

# Career Development System Components



## Compensation and Job Advancement

### What is it?

Increasing compensation and job advancement opportunities is a key strategy to supporting and retaining a strong workforce.<sup>11</sup> Low wages and a lack of opportunity for job advancement are challenges faced by those in the early childhood field.<sup>12</sup> These challenges may be more pronounced in the school-age sector, which has so many part-time workers. This is a passionate workforce, but research shows that pay is the number one reason cited for leaving the OST field.<sup>13</sup>

**ACTION →** Strengthen workplace supports. Find creative ways to offer full-time work to school-age professionals. Ensure that early childhood scholarship requirements (such as number of working hours) are possible for the OST workforce (who may, for example, work part time). Look for ways to increase wages and compensation.

11 Institute of Medicine and National Research Council. (2015). *Transforming the workforce birth through age 8: A unifying foundation*. Washington, DC.: The National Academies Press. Retrieved from <https://doi.org/10.17226/19401>

12 Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy work, still unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study*. Berkeley, CA: University of California, Berkeley, Center for the Study of Child Care Employment; U.S. Department of Health and Human Services and U.S. Department of Education. (2016, June). *High-quality early learning settings depend on a high-quality workforce: Low compensation undermines quality*. Retrieved from <https://www2.ed.gov/about/inits/ed/earlylearning/files/ece-low-compensation-undermines-quality-report-2016.pdf>

13 Yohalem, N., Pittman, K., & Edwards, S. L. (2010). Strengthening the youth development/after-school workforce: Lessons learned and implications for funders. Retrieved from [https://youtheconomicopportunities.org/sites/default/files/uploads/resource/Strengthening\\_the\\_YD-AS\\_Workforce.pdf](https://youtheconomicopportunities.org/sites/default/files/uploads/resource/Strengthening_the_YD-AS_Workforce.pdf)

# Career Development System Components



## Compensation and Job Advancement

### State Examples

#### Vermont

This [Vermont program](#) from the Department for Children and Families recognizes and encourages professional growth by providing financial incentives linked to specific markers of professional achievement. The program includes bonuses specific for professionals in early childhood and afterschool.

#### Florida

Florida has adapted the [T.E.A.C.H. Early Childhood scholarship program](#) for afterschool professionals. [Achieve OST Incentive Award Program](#), a local Florida program, provides incentives for the OST field.

# Career Development System Components



## Compensation and Job Advancement

### Resources

#### [Targeting Early Childhood and School-Age Workforce Investments](#)

This brief from the National Center on Child Care Professional Development Systems and Workforce Initiatives offers quick facts from research on targeting early childhood and school-age workforce investments, including promising state strategies to align and streamline professional development systems.

#### [Transforming the Financing of Early Care and Education](#)

This report presents highlights from a National Academies of Sciences, Engineering, and Medicine consensus study. It discusses the need for greater coordination among financing mechanisms and the mobilization of additional financing and resources from the public and private sectors. It also offers specific recommendations, including financing the transformation of the early care and education workforce. Although focused on birth to kindergarten, the information can be applied to the OST field.

#### [Financing Early Educator Preparation, Support and Compensation: A Conversation about State Action Steps](#)

This webinar discusses the recommendations from the previous report: Transforming the Financing of Early Care and Education.

# Career Development System Components



## Equity and Diversity

### Context and Examples

#### WHAT IS IT?

OST systems and programs—and the adults who work in these programs—are in a unique position to impact an increasingly diverse youth population.<sup>14</sup> Training staff about structural racism and how to respond to incidents of bias, and emphasizing cultural competency and responsiveness in quality practice, are ways to prepare the workforce to address inequities in the communities they serve. In addition, it is important for programs to hire staff who reflect the diversity of the families served, culturally, racially, and linguistically.

**ACTION →** Think about what your state is doing to promote equity and diversity in the workforce. Consider relevant trainings and hiring practices.

#### STATE EXAMPLES

##### Washington

School's Out Washington has made a [commitment to address racial disparities](#) through training and advocacy.

##### Oregon

OregonASK, the statewide afterschool network, has initiated the [Afterschool Access and Equity Project](#), a data-collection effort to identify (1) barriers to accessing afterschool programs and (2) equitable practices in the field.

##### Arizona

Arizona has included equity and inclusion as a category in its [Arizona Quality Standards Assessment Tool for Out-of-School Time Programs](#). The indicators incorporate (1) regular staff training on cultural sensitivity and (2) job descriptions and performance evaluations that include expectations regarding sensitivity and inclusion.

#### RESOURCES

##### [Racial Equity Issue Brief](#)

This issue brief by School's Out Washington describes how—through training, advocacy, and leadership—it is tackling the racial disparities that impact young people.

##### [YMCA Statement on Diversity & Inclusion](#)

The YMCA has made an organizational commitment to diversity and inclusion.

##### [Understanding and Responding to Incidences of Bias: Resources from Our Presenters](#)

The Afterschool Alliance has put together a resource list about understanding and responding to incidents of bias.

##### [Tools to Build On: Creating Constructive Climates in Out-of-School Time](#)

This Afterschool Alliance webinar series addresses how to bring out and build up supportive climates in afterschool and summer learning programs.

<sup>14</sup> School's Out Washington (n.d.). Racial equity issue brief. Retrieved from [https://cdn.shopify.com/s/files/1/0515/3189/files/Racial\\_Equity\\_Issue\\_Brief\\_2016\\_update.pdf?45126941147956271](https://cdn.shopify.com/s/files/1/0515/3189/files/Racial_Equity_Issue_Brief_2016_update.pdf?45126941147956271)

# Supporting and Sustaining the Workforce



This section on Supporting and Sustaining the Workforce has four subtopics.  
Click on the buttons to navigate to the corresponding pages.



# Supporting and Sustaining the Workforce



## Training and Technical Assistance Systems

### What are they?

Training and technical assistance systems strengthen the quality and accessibility of professional development available to the workforce. Systems typically include trainings and workshops. Comprehensive systems provide technical assistance via coaching, mentoring, resource and referral agencies, professional learning groups, and communities of practice. Reflecting an area of increasing need, technical assistance systems also support providers through mental health consultation.

While early childhood systems are strong in many states, we need to ensure they are inclusive of OST professionals. This may mean including school-age content in trainings, having school-age specialists available for coaching, or facilitating peer learning opportunities specific to school age. Quality rating and improvement systems (QRIS) and licensing requirements need to be especially responsive to the school-age workforce, for example by having flexible or differentiated professional development requirements for part-time staff.

Statewide afterschool networks and federal 21st CCLC programs also provide rich resources for OST providers. They can work in partnership with school-age care and early childhood systems. Cross-sector partnerships among the early childhood and OST systems have the potential to benefit all stakeholders:

1. Each sector has expertise to contribute. For example, CCDF may be able to offer expertise in family support and engagement as well as health and safety and licensing issues, while 21st CCLC may offer expertise in STEM, literacy, and school partnerships.
2. Peer learning across sectors can help professionals appreciate and learn from each other.
3. Blending funding can increase access to professional development opportunities.<sup>1</sup>

**ACTION →** Ensure training and technical assistance systems include school-age content and specialists.

<sup>1</sup> NCASE. (2018). Combining resources to support quality out-of-school time programs. Retrieved from <https://childcareta.acf.hhs.gov/resource/combining-resources-support-quality-out-school-time-programscombinacion-de-recursos-para>

# Supporting and Sustaining the Workforce



## Training and Technical Assistance Systems

### State Examples

#### Coaching

- In Washington State, the [University of Washington's Cultivate Learning](#) has developed a coaching framework in partnership with the Department of Children, Youth, and Families; Child Care Aware; and School's Out Washington. Rooted in their Practice-Based Coaching (PBC) Framework, they offer a Coaching Companion (a Web-based video feedback application enabling coaches and educators to collaborate) and a PBC certificate.
- New Jersey added school-age consultants to their cadre of coaches. Through funding from the New Jersey Department of Human Services, [NJSACC](#) (the statewide, Mott-funded afterschool network) provides three regional quality coaches with OST expertise.
- Indiana has school-age specialists who partner with quality coaches to provide technical assistance. Indiana contracts with [SPARK Learning Lab](#) to provide these technical assistance services and coaching supports.
- Colorado offers a [Coaching Credential](#) to recognize the foundational skills and dispositions of early childhood coaches.

#### Mentoring

- Through Vermont Northern Lights, [MATCH](#) (Mentoring, Advising, Teaching, Training, Coaching, Consulting, and Helping) professionals provide one-on-one support to early childhood and afterschool professionals.
- Northern Lights has also developed [competencies](#) for their MATCH professionals.

#### Peer Support

Peer support includes networks, learning groups, and communities of practice.

- [Maine Roads to Quality](#) offers peer learning groups for those working on national accreditation and credentials. Using a cohort model, they facilitate monthly in-person or virtual meetings. Participation is free and earns professional growth hours.
- [Vermont Afterschool](#) offers two free communities of practice for OST staff to reflect on and improve their practice. They are topic-based, with one focused on youth voice and the other on programming for adolescents.

Note that many of Vermont's supports for children and youth are provided through partnerships:

- » Vermont's Agency of Human Services, Department for Children and Families, Child Development Division funds [Northern Lights @ CCV](#), which builds the professional development system.
- » [Vermont Afterschool](#) supports professionals in afterschool programs.
- » [Vermont Child Care Industry & Career Council](#) supports the Child Care Apprenticeship Program.
- » [Vermont Association for the Education of Young Children](#) runs the T.E.A.C.H. (Teacher Education and Compensation Helps) Program.

#### Mental Health Consultation

- [Oklahoma's Childcare Warmline and Early Childhood Mental Health Consultation Services](#), a partnership between the Department of Human Services and the Department of Mental Health and Substance Abuse Services, offers free phone consultation and community referrals. The services are available for programs and families of children ages 0–12.
- [Arkansas's Project PLAY](#) (Positive Learning for Arkansas's Youngest) matches mental health consultants with early care and education providers.

# Supporting and Sustaining the Workforce



## Training and Technical Assistance Systems

### Resources

#### [Center of Excellence for Infant and Early Childhood Mental Health Consultation](#)

The Center of Excellence for Infant and Early Childhood Mental Health Consultation increases access to the evidence-based approach that pairs mental health professionals with people who work with young children and their families. This resource may also be useful to professionals who work with school-age children and their families.

#### [Supporting Positive Social-Emotional Climates in Out-of-School Time Webinar Series](#)

NCASE offered a series of webinars focused on social-emotional learning. The second part included information on mental health consultation.

#### [Coaching for Quality in Out-of-School Time: A How-To Guide](#)

*Coaching for Quality in Out-of-School Time: A How-To Guide*, a resource from the National Institute on Out-of-School Time (NIOST), supports coaches as they grow their practice. Based on a framework of coaching core competencies, the guide helps coaches assess and build their skills.

#### [Child Care Resource and Referral Agencies](#)

Child Care Resource and Referral agencies, available in most states, can help providers find resources such as technical assistance and professional development, in addition to helping families find child care options. This search form from Child Care Aware of America locates Child Care Resource and Referral agencies in your area.

#### [Mapping the Family Child Care Network Landscape: Findings from the National Study of Family Child Care Networks](#)

*Mapping the Family Child Care Network Landscape: Findings from the National Study of Family Child Care Networks* analyzes family child care networks and their potential impact on quality. The report includes examples of services and strategies.

# Supporting and Sustaining the Workforce



## Trainer Preparation

### What is it?

Just as quality staff are key to high-quality programs, quality trainers are a key to effective training and professional development. Training and technical assistance professionals need specific knowledge, skills, and dispositions. Although adult learning principles are the same no matter the audience, trainers need further knowledge and skills specific to OST when delivering training and technical assistance to school-age providers. For example:

- Using a positive youth development approach
- Building effective partnerships with schools
- Engaging age-appropriate curriculum in areas such as STEM and literacy, which are topics specific to the school-age sector

Many states are building supports for trainers. Trainer approval processes ensure trainers meet the state's standards. Competency frameworks can be used by trainers for self-assessment, by supervisors to identify high-quality trainers, and by state systems to approve trainers. Trainer credentials are a more formal way to support trainers and technical assistance providers.

**ACTION →** Work to create supports for trainers and technical assistance providers such as competencies and a trainer approval system that specifically include OST. Consider maintaining a list of approved OST trainers.

# Supporting and Sustaining the Workforce



## Trainer Preparation

### State Examples

Several states have requirements for trainers and maintain lists of approved trainers. For example:

- [Maine Roads to Quality Professional Development Network](#) maintains a list of approved trainers who have met their requirements (including a master's degree in early childhood or a related field, completion of an online training course about teaching adult learners, and experience delivering training). Maine Roads to Quality is inclusive of school age.
- The North Carolina Institute for Child Development Professionals maintains a list of trainers who have earned their [Professional Development and Technical Assistance Endorsements](#). The requirements for education, training, and experience are inclusive of school age providers.
- [Massachusetts Department of Early Education and Care](#) also requires trainers to have specific education and experience.

The [Wisconsin Training and Technical Assistance Professional \(T-TAP\) Competencies: For Early Childhood and Related Professionals Working with Adults](#) outlines best practices in supporting the workforce. It defines the knowledge, skills, and dispositions needed by training and technical assistance professionals. The competencies are organized into seven areas:

- Building relationships
- Communication
- Professionalism and ethics
- Adult learning principles
- Planning learning opportunities for adults
- Delivering learning opportunities for adults
- Continuous quality improvement

The [Colorado Trainer Credential and the Training Alignment and Approval System](#) are designed to strengthen Colorado's early childhood training system. The state also has a set of core competencies for trainers designed to complement the core competencies for early childhood educators and administrators. The [Colorado Core Competencies for Trainers](#) are organized by domains (professionalism, training facilitation skills, content knowledge, training design, and assessment and evaluation), categories, and levels.

[Illinois Gateways to Opportunities](#) offers the Technical Assistance Credential as a formal way to recognize one's experience and skill as a provider of "relationship-based professional development."

# Supporting and Sustaining the Workforce



## Trainer Preparation

### Resources

#### [Maine Roads to Quality Professional Development Network: Manual for Approved Trainers](#)

*Maine Roads to Quality Professional Development Network: Manual for Approved Trainers* orients trainers to the MRTQ Professional Development Network. The manual includes policies and procedures for trainers, along with background information and available resources.

#### [Maryland's Office of Child Care Resources for Trainers](#)

Maryland's Office of Child Care (housed at the Department of Education, Division of Early Child Care) provides resources to support trainers working with child care professionals. School age-specific resources are included.

# Supporting and Sustaining the Workforce



## Leadership Development

### What is it?

States can strengthen and sustain the early childhood and OST workforce by supporting leaders and emerging leaders. These leaders will then bring best practices to programming, policies, and services. According to the McCormick Center for Early Childhood Leadership, “the research base shows enhanced leadership competencies and increased leadership capacity within organizations yield sustainable improvements in program quality, which will, in turn, improve outcomes for children and families served.”<sup>2</sup> Furthermore, supporting leaders and emerging leaders fosters a stronger, more stable workforce by creating paths for job advancement.

Many states have developed leadership programs such as fellowships, credentials, and other training. National resources are also available.

**ACTION** → Create, expand, or utilize existing resources to support leadership development in the OST workforce.

2 McCormick Center for Early Childhood Leadership. (n.d.). Theory of change. Retrieved from <https://mccormickcenter.nl.edu/impact/theory-of-change/>

# Supporting and Sustaining the Workforce



## Leadership Development

### State Examples

The [California School-Age Consortium](#) offers a unique leadership development program aimed at advancing equity in the education system and beyond through fellowships, workshops, and trainings. The year-long fellowship for emerging leaders of color focuses on “understanding how power, privilege and oppression manifest in the field, and provide participants with the tools, confidence, and network to create new realities for themselves, their organizations, and their communities.”<sup>3</sup> The program intentionally aims to reduce the disparity in the representation of people of color in the executive leadership, policy creation, and board positions.

The [Arkansas OST Network](#) offers the Leadership in Action Fellowship, which is designed to develop strong leaders by providing ongoing professional development. Participants come together with expert speakers twice monthly throughout the academic year to explore topics such as positive youth development, strength-based leadership, communication techniques, ACEs and trauma-informed care, technology use, and advocacy. The first cohort of this fellowship produced the [Arkansas Out of School Network Out-of-School Time \(OST\) Leadership Guide, First Edition](#). The guide provides program administrators, leaders, and staff with best practices and resources.

Several states have leadership credentials and other training. For example:

- [New Hampshire offers the Leadership Endorsement](#), which can be added to any afterschool credential.
- [Wisconsin has the Leadership Credential](#) through The Registry, which “explores the importance of excellence and diversity in early care and education programs and the role of vision and reflective practice in reaching these goals.”<sup>4</sup>

Illinois Gateways to Opportunity offers the [Illinois Director Credential](#), a leadership credential administered through INCCRRA (the Illinois Network of Child Care Resource and Referral agencies) and supported in partnership by the Illinois Department of Human Services Bureau of Child Care and Development and the McCormick Foundation.

[Vermont Afterschool](#) offers a leadership series and a community of practice for leaders.

3 California School-Age Consortium. (n.d.). LDI fellowships. Retrieved from <https://www.calsac.org/fellowships>

4 The Registry. (n.d.). The Registry leadership credential. Retrieved from <https://www.the-registry.org/Credentials/Leadership.aspx>

# Supporting and Sustaining the Workforce



## Leadership Development

### Resources

#### [McCormick Center for Early Childhood Leadership at National Louis University](#)

The McCormick Center for Early Childhood Leadership at National Louis University is dedicated to improving the quality of early learning programs through professional development, research and evaluation, and public awareness. Their initiatives strengthen the leadership capacity of early childhood educators and include a national director credential, leadership academies, program evaluation, and technical assistance.

#### [McCormick Center L.E.A.D. Early Childhood Clearinghouse](#)

This is a comprehensive, cross-sector resource focused on early childhood leadership. It allows users to access national and state data related to leaders working with children birth through age eight.

#### [National Institute on Out-of-School Time](#)

The National Institute on Out-of-School Time (NIOST) provides support to OST leaders through leadership development training and the [Afterschool Matters Fellowship](#) program, a national, year-long professional development and leadership opportunity.

#### [Wallace Foundation](#)

The Wallace Foundation maintains resources related to financial management, a leadership skill.

# Supporting and Sustaining the Workforce



## Workforce Development

### What is it?

The OST workforce needs professional development opportunities provided by systems that meet their needs. States have been developing many examples of strong system components (see System Components section) and have met these needs by:

- Offering specific training and technical assistance, such as coaching, mentoring, and mental health consultation
- Developing trainers who can effectively deliver professional development
- Fostering leadership skills to strengthen the workforce

But strengthening the skills and knowledge of the workforce is only part of building strong professional development systems.

The OST workforce also needs workplace conditions that will lead to the successful recruitment and retention of qualified staff, such as increases in financial supports and incentives and apprenticeship models that will help participants earn while they learn.<sup>5</sup> States are beginning to find ways to increase financial support through various models, often working in concert (e.g., apprenticeship programs with support from the state as well as the T.E.A.C.H. scholarship program).

Tiered reimbursement—that is, higher subsidy reimbursement rates commensurate with higher quality ratings in state QRIS—is a promising practice used by many states, and one that is linked to higher quality. Systems that offer higher reimbursement rates and have larger differences between the highest and lowest reimbursement rates have higher quality programs.<sup>6</sup> The increased payments can be used to provide salary and benefit enhancements for staff

**ACTION →** Explore ways your state can increase financial supports to the OST workforce through scholarships, bonuses, tiered reimbursements, and apprenticeship programs.

5 Lutton, A. (2018, September). Apprenticeship as a degree attainment strategy for the early childhood workforce. Retrieved from [https://1199ctraining.org/docs/AllisonLutton\\_Ap-prenticeshipWhitePaper\\_formatted090418.pdf](https://1199ctraining.org/docs/AllisonLutton_Ap-prenticeshipWhitePaper_formatted090418.pdf)

6 Isaacs, J. B., Greenberg, E., & Derrick-Mills, T. (2018, February). Subsidy policies and the quality of child care centers serving subsidized children. Washington, DC: Urban Institute. Retrieved from [https://www.urban.org/sites/default/files/publication/96361/subsidy\\_policies\\_and\\_the\\_quality\\_of\\_child\\_care\\_centers\\_serving\\_subsidized\\_children\\_2.pdf](https://www.urban.org/sites/default/files/publication/96361/subsidy_policies_and_the_quality_of_child_care_centers_serving_subsidized_children_2.pdf)

# Supporting and Sustaining the Workforce



## Workforce Development

### State Examples

#### Financial Support and Incentives

- [Maryland](#) gives programs and providers the choice of how to use their tiered subsidy payments, including for salary increases and staff benefits.
- Maryland also offers achievement bonuses for providers—infant and toddler, preschool, and school age—who complete the [Maryland Child Care Credential Program](#). Training vouchers and reimbursement for approved training is available to providers participating in the credential program.
- [Georgia's Quality Rated](#) system includes school age, with school-age specific materials and professional development available in the state's bonus packages.
- [The Child Care WAGE\\$ Project®](#), developed in 1989 in North Carolina by the Child Care Services Association, addresses high turnover rates and increases teacher education with tiered incentives for providers working with children birth–5 years. (See System Components section for more on WAGE\$ Project®). Currently, five states offer the WAGE\$ Project® (Delaware, Florida, Iowa, North Carolina, and Tennessee).
- The Florida nonprofit [Prime Time Palm Beach County](#) offers a similar tiered-incentive program for OST providers (see System Components section).
- Also see the System Components section for more information about compensation, including the T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood® scholarship program and Vermont's bonus program.

#### Apprenticeships

- The [Pennsylvania Early Childhood Apprenticeship Program](#) includes onsite job coaching, competency assessment, and wage increases. Apprentices can use the state's T.E.A.C.H. scholarships.
- [Vermont's Child Care Apprenticeship Program](#) is aimed at early childhood providers. In addition, Vermont offers an [on-the-job training certificate](#) for afterschool providers through the Department of Labor and Vermont Child Care Industry and Career Council, which includes 1,000 hours of work experience, 45 hours of training, and a financial incentive.
- The [West Virginia Apprenticeship for Child Development Specialists](#), founded in 1989, is for those working in the field of early childhood education (e.g., birth–12 years) and includes employees from afterschool programs.

#### Recruitment and Retention

- Tennessee is strategically recruiting high school students and financially supporting their acquisition of a Child Development Associate (CDA) Credential™ and other higher education through the [Tennessee Early Childhood Training Alliance](#).
- The [Summer Science Project](#) in Oakland, Concord, and San Jose, California, combines training, coaching, and quality assessment to deliver high-quality summer STEM programming. Their model has increased staff confidence and improved staff retention from year to year. (See the [Evaluation of the Summer Science Project](#).)

# Supporting and Sustaining the Workforce



## Workforce Development

### Resources

#### [Financial Incentives in QRIS](#)

*Financial Incentives in QRIS*, a resource from the National Center on Early Childhood Quality Assurance, discusses types of financial incentives in QRIS and gives an overview of states' financial incentives.

#### [Earning while Learning with Early Educator Apprenticeship Programs](#)

*Earning while Learning with Early Educator Apprenticeship Programs* is a brief from New America and Bellwether Education Partners. It explores Registered Apprenticeship models as a strategy to prepare early educators.

#### [Afterschool Leadership Landscape: Supporting and Strengthening Racial Equity](#)

The *Afterschool Leadership Landscape: Supporting and Strengthening Racial Equity*, a report from the National AfterSchool Association, discusses the recruitment, hiring, and retention of people of color specifically for leadership positions in OST.

#### [Staff Recruitment and Retention](#)

*Staff Recruitment and Retention*, a resource from the National Center on Early Childhood Development, Teaching, and Learning, highlights state examples of policies and recommendations aimed at improving the recruitment and retention of staff.



## NATIONAL CENTER ON Afterschool and Summer Enrichment

We thank the National Center on Early Childhood Development, Teaching, and Learning for collaborating with us on this toolkit. Thank you to the Office of Child Care Region IV and the Tennessee State CCDF Administrator for helping us identify a school-age child care program to photograph. We are very grateful to the staff and families of the Chambliss Center for Children for allowing us to document their work.

**<https://childcareta.acf.hhs.gov/centers/ncase>**

**Contact us at [ncase@ecetta.info](mailto:ncase@ecetta.info)**

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. This resource may be duplicated for noncommercial uses without permission.