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Afterschool and Summer Enrichment

Supporting a Strong OST Workforce: An Introduction to the Out-of-School Time Professional Development System Building Toolkit

March 11, 2020



Agenda



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- Welcome and Introductions
- Overview of the Toolkit
- State examples:
 - » Highlights from Maine and Michigan
- Resources:
 - » Highlight from New York
- Discussion

Presenters



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Participant Poll



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What type of organization do you represent?

- CCDF
- DOE
- Quality
- 21st CCLC
- State afterschool network
- CCRR
- Higher education
- TTA organization
- Youth development
- Other

Working Definitions



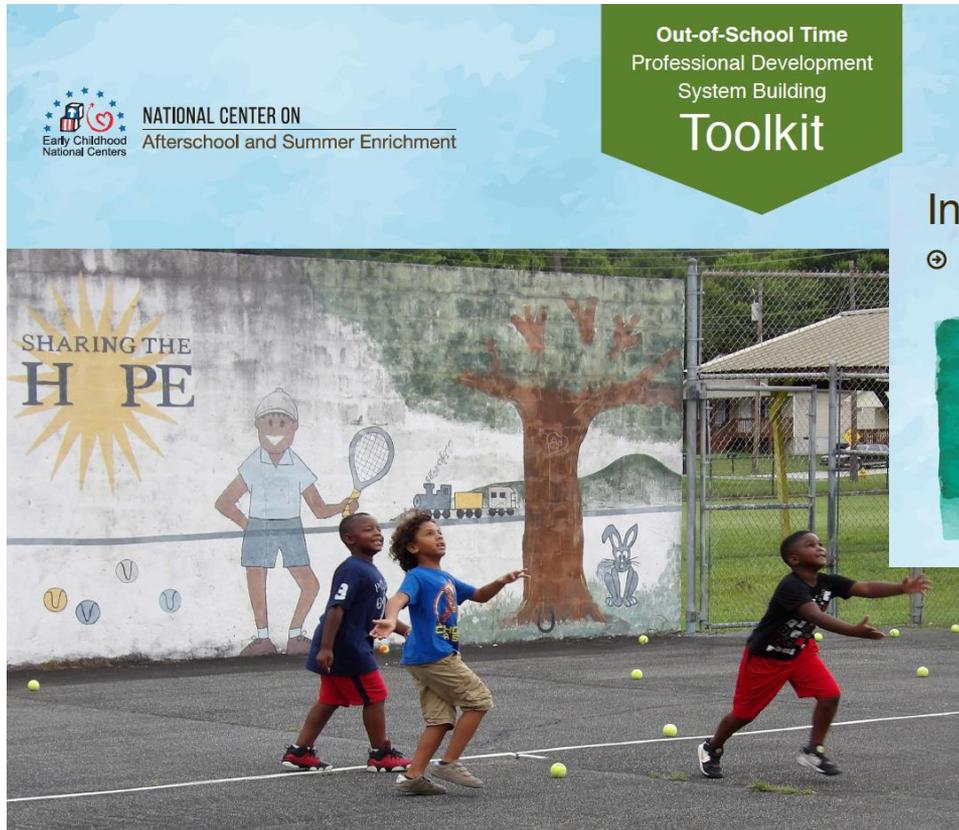
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- **School-Age** care refers to the age of children served; differentiated from infant, toddler, and preschool care.
- **Out-of-School Time** refers to programming outside of the school day, including before and after school, summer, weekend, and family or center-based child care.
- Our National Center name is **Afterschool and Summer Enrichment**, and we use this interchangeably with Out-of-School Time.

OST PD Toolkit



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Inside the Toolkit

Click on a topic box to learn more.

Toolkit Overview



Foundational Ideas



Career Development System Components



<https://childcareta.acf.hhs.gov/resource/out-school-time-professional-development-system-building-toolkit>

Toolkit Overview



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Out-of-School Time Professional Development System Building Toolkit

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.

Foundational Ideas



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Out-of-School Time Professional Development System Building Toolkit

Foundational Ideas



What is it?

What is it? (cont.)

State Examples

Resources

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.¹
- » 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.²
 - ◊ 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.

System Components



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**Core Knowledge
and
Competencies**

**Career
Pathways**

**Workforce
Registries**

**Compensation and
Job Advancement**

**Equity and
Diversity**

Supporting and Sustaining the Workforce



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- Training and Technical Assistance Systems
 - » coaching, mentoring, peer support, and mental health consultation
- Trainer Preparation
 - » Trainer approval processes
 - » Competency frameworks
 - » Trainer credentials
- Leadership Development
 - » Fellowships, credentials, and other training
- Workforce Development
 - » Financial supports and incentives
 - » Apprenticeship models
 - » Recruitment and retention



Out-of-School Time Professional Development System Building Toolkit

Career Development System Components

Core Knowledge and Competencies

What is it? **State Examples** **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, 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.

Overview Foundational Ideas Career Development System Components

System Development Questionnaire



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Workforce System Development Questionnaire

Introduction

This questionnaire is designed to help cross-sector and cross-organizational state teams reflect on core elements that support and strengthen the out-of-school time workforce and improve program quality. The first step, then, is to convene a team. Some states may already have cross-sector teams, while for others this is an opportunity to bring people together. State teams may be made up of representatives from CCDF Lead Agencies, Early Care and Education Departments, statewide afterschool networks and affiliates, 21st Century Community Learning Centers or other Department of Education programs, Advisory Councils, youth development organizations, and others. This questionnaire will help you identify new team members, uncover gaps, and identify strategies or resources that can be leveraged across sectors.



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The next step, Part 3, will be to develop an action plan. A basic action plan template is included here for you to use or adapt.

Part 1: A System of Support for the OST Workforce

INDICATOR	PRE-CONTEMPLATION	CONTEMPLATION	PREPARATION	ACTION	MAINTENANCE
	We need to learn about/raise awareness about importance of this	We are interested but see a number of challenges ahead	We are devising goals and including in our plan OR others are working on this	We are engaged in implementation of action steps	We are integrating into policies and procedures

Components of a Professional Development Framework

Training and technical assistance professionals with OST experience and knowledge					
PD opportunities for family child care providers					
Core knowledge and competencies					
School-age or afterschool/youth development credential					

November 2019

2

State Examples



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Career Development System Components

Core Knowledge and Competencies

What is it? | **State Examples** | Resources

Washington

Washington State has two aligned and integrated [sets of core competencies](#) that serve as the foundation for child and youth 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 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 Part 1 focusing more deeply on the knowledge and skills needed by professionals serving children and youth, kindergarten through

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 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](#) 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 U.S. 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

Overview | Foundational Skills | **Career Development System Components**

Out-of-School Time Professional Development System Building Toolkit

Career Development System Components

Career Pathways

What is it? | **State Examples** | Resources

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](#)

Example: New York School-Age Credential





NEW YORK STATE
NETWORK FOR
YOUTH SUCCESS

About Policy Quality & Sustainability Professional Development Membership Initiatives Donate Events Calendar

SAC CREDENTIAL TRAINING OPTIONS

The New York State Network for Youth Success administers the New York State School Age Care (SAC) Credential, which promotes quality services to children and families by providing specific standards, training, and evaluation for afterschool professionals.

Training for the SAC credential is available in two formats, either through [face-to-face programs](#) offered by local host agencies, or through the asynchronous [distance learning component](#).

Endorsers and Advisors

- [Advisor Renewal Packet](#)
- [Endorser Renewal Packet](#)

Need Additional Information?

- [Contact Erin@Networkforyouthsuccess.org](mailto:Erin@Networkforyouthsuccess.org)

Basic SAC Credential Information

- [SAC Credential Manual](#)
- [Financial Support](#)
- [Eligible SAC Credential Advisors](#)
- [Make Up Courses](#)
- [SAC Credential Assessment Interview](#)
- [Credential Manual Intro Language](#)
- [SAC Credentialed Professionals](#)
- [SAC Credential Renewal Packet](#)
- [Best Practice Guide for Host Agencies](#)
- [How to Apply for EIP for your SAC Endorsement Video](#)

School-Age Care Credential

- [SAC Credential Manual](#)
- [Financial Support](#)
- [Face to Face](#)
- [Host Agencies](#)
- [SAC Credential Advisors](#)
- [Distance Learning](#)
- [Course Application](#)
- [Moodle Course](#)

Discussion



- How could you see using this Toolkit to support your work?



Alignment is Key

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

Combined Offices 2011



Aligned Early Childhood and OST System Elements

- ***Core Knowledge and Competencies:***

- MI Core Knowledge and Core Competencies for the Early Care and Education Workforce
- NAA 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.
- The 21st CCLC program 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.

- ***Next Steps:***

- Building the Workforce Initiative





Collaboration is Key!

- Statewide Partners
 - Department of Education
 - After-School Network
 - Early Childhood Investment Corporation
 - Afterschool Collaborative
- Stakeholder Engagement
 - Committees
 - Focus Groups
 - Surveys



MAINE
ROADS
TO QUALITY

PROFESSIONAL DEVELOPMENT NETWORK

Professional Development Supports for Individuals and Programs



Our Vision:

All Maine 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

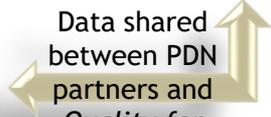
Maine Roads to Quality

Center for Community Inclusion and Disability Studies

UMaine Department of Psychology

Maine Afterschool Network

Data shared between PDN partners and *Quality for ME*





Elements of Success: System Components

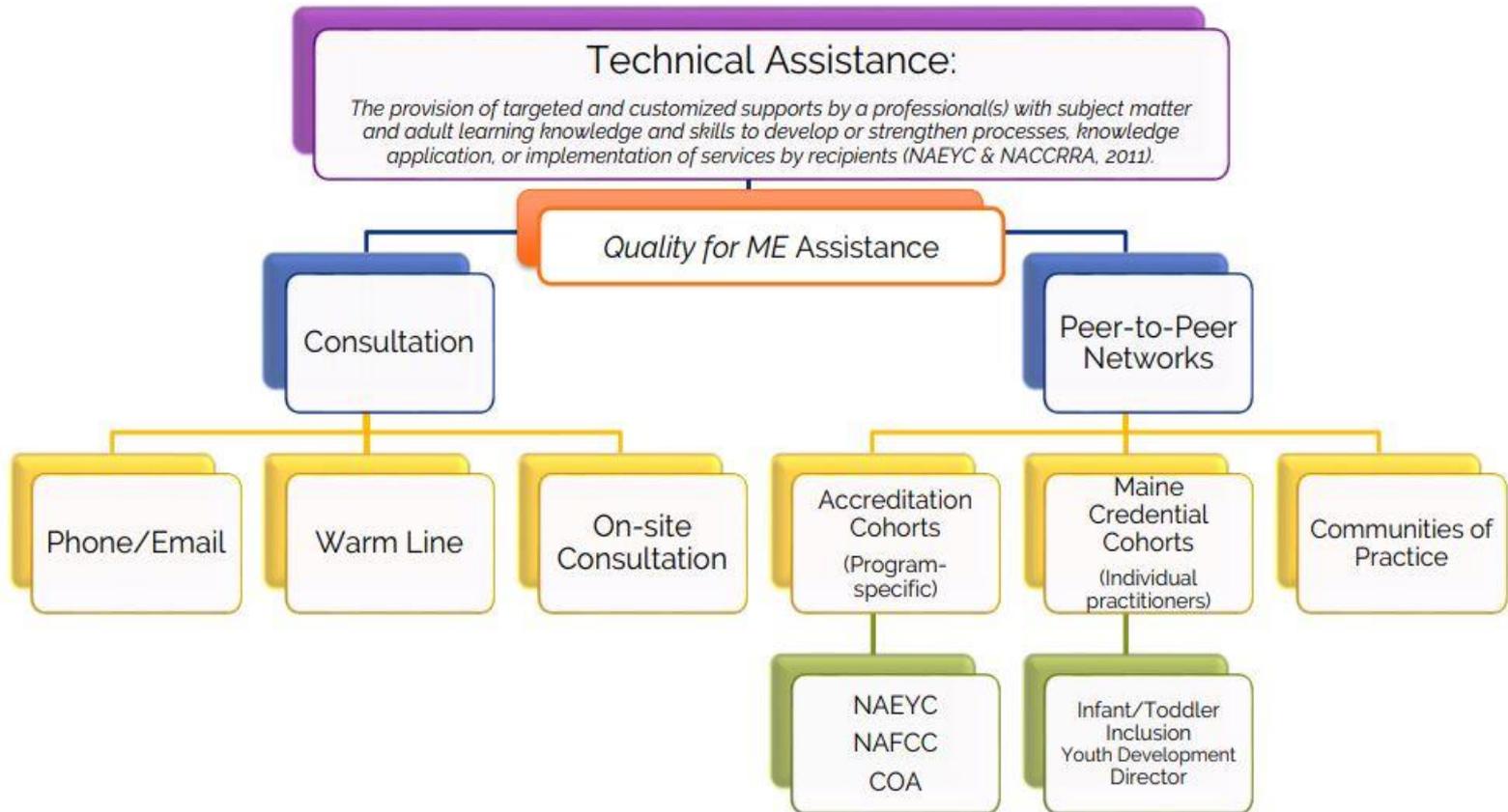
- **Core Competencies:** Core Knowledge Training based on eight core knowledge areas for specific age ranges, such as school-age. Technical Assistance Competencies for Maine’s Early Childhood Workforce, which supports practitioners serving children birth through age 8.
- **Career Pathways:** Maine’s registry includes a career lattice inclusive of Maine Roads to Quality administers a Youth Development Credential, along with other early childhood credentials, including articulation agreements with higher ed institutions.
- **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.



Elements of Success: Supporting and Sustaining the Workforce

- *Peer Support Networks*: peer learning groups/cohorts for those working on national accreditation and credentials.
- *Trainer Preparation*: maintains a list of approved trainers. Maine Roads to Quality Manual for Approved Trainers orients trainers to the MRTQ Professional Development Network.

Technical Assistance Program





Questions?

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School Age QRIS Standards:

https://www.maine.gov/dhhs/ocfs/ec/occhs/documents/quality_sac.pdf

School Age Direct Care Lattice: https://mrtq.org/wp-content/uploads/2019/11/MRTQ_Lattices.pdf

Discussion



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What did you learn from today's session?

What next steps might you take?

What questions do you still have?

What else would you like to see included in this toolkit?



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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>

Visit the NCASE website at:

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

To contact NCASE, please email us at:

ncase@ecetta.info

Thank You!



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