



A Well-Prepared Workforce

brings out the best in our kids

*A Framework for a Professional Development
System for the Afterschool and Youth
Development Workforce of Washington State*

April 2008

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Illustration: "Better Trained Staff Brings Out the Best in Our Kids" by Brian C. Bosworth at www.briancbosworth.com.

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Executive Summary

Children and youth spend nearly 80 percent of their waking hours outside of school. During those hours they continue to learn, develop, and test boundaries. Thousands of Washington State children and youth spend this time in afterschool and youth development (AYD) programs. Research has shown that high quality AYD programs increase kids' self-esteem and academic performance while decreasing crime and risky behaviors. To produce these outcomes, programs must have trained and educated staff.

The problem

The AYD field in Washington does not currently have a system for training and educating the workforce so they can provide high quality services to children and youth. While AYD workers have some training opportunities, they face low wages, little acknowledgment of their educational attainment, and the lack of a professional identity. Programs experience high turnover and recruitment costs as staff leaves to pursue other jobs. As a result, kids and families lose relationships and consistency from their AYD programs.

The demand

The AYD workforce, leaders, and advocates agree that a comprehensive professional development system in Washington would pay high dividends. They have called for a sustainable, credible, and versatile system to engage the diverse AYD workforce. Many organizations have conducted preliminary work on how to establish a professional development system for AYD workers, but those efforts have been limited in scope and resources and frequently have not been connected to one another.

Based on data collected from (1) a literature review, (2) a review of established models in Washington State and nationally, (3) focus groups of professionals working in afterschool and youth development programs and other key stakeholders, (4) interviews with professionals within the field and/or professional development in other fields, and (5) an online survey of Washington afterschool and youth development professionals, an independent consultant team proposed the following framework for a comprehensive professional development system.

The proposed framework

A comprehensive AYD professional development system that responds to the desires of the AYD workforce and other stakeholders and is based on available research would contain the following interconnected seven components:

1. Measurement of outcomes to demonstrate the contribution of AYD professional development to better outcomes for children and youth.
2. Core competencies to clarify the essential knowledge and skills AYD staff must have to be competent professionals.
3. Identity of the profession to solidify the definition and role of the profession so people within and outside of AYD recognize the valuable impact trained professionals have on children and youth.
4. Career and wage ladder to outline the various pathways AYD professionals can take to advance their educations and careers; this could link roles, responsibilities, and salary ranges commensurate with an AYD professional's training, education, and experience.
5. Training catalog to describe available training and educational opportunities grounded in the core competencies and responsive to diversity of staff.

6. Professional registry to provide a centralized database of members of the AYD field and document all relevant training and education completed by each professional.
7. Quality review of the training and educational opportunities that ensures offerings include quality of content, relevance, and effective delivery.

The most effective system would incorporate the seven components and explicitly tie educational/skill attainment to commensurate wages. By using Washington's existing building blocks and creating a hybrid of the seven components, the career and wage ladder of the Department of Early Learning, the armed forces modules, and the apprenticeship model, Washington can create a sustainable system for its AYD workforce.

Who needs to be at the table?

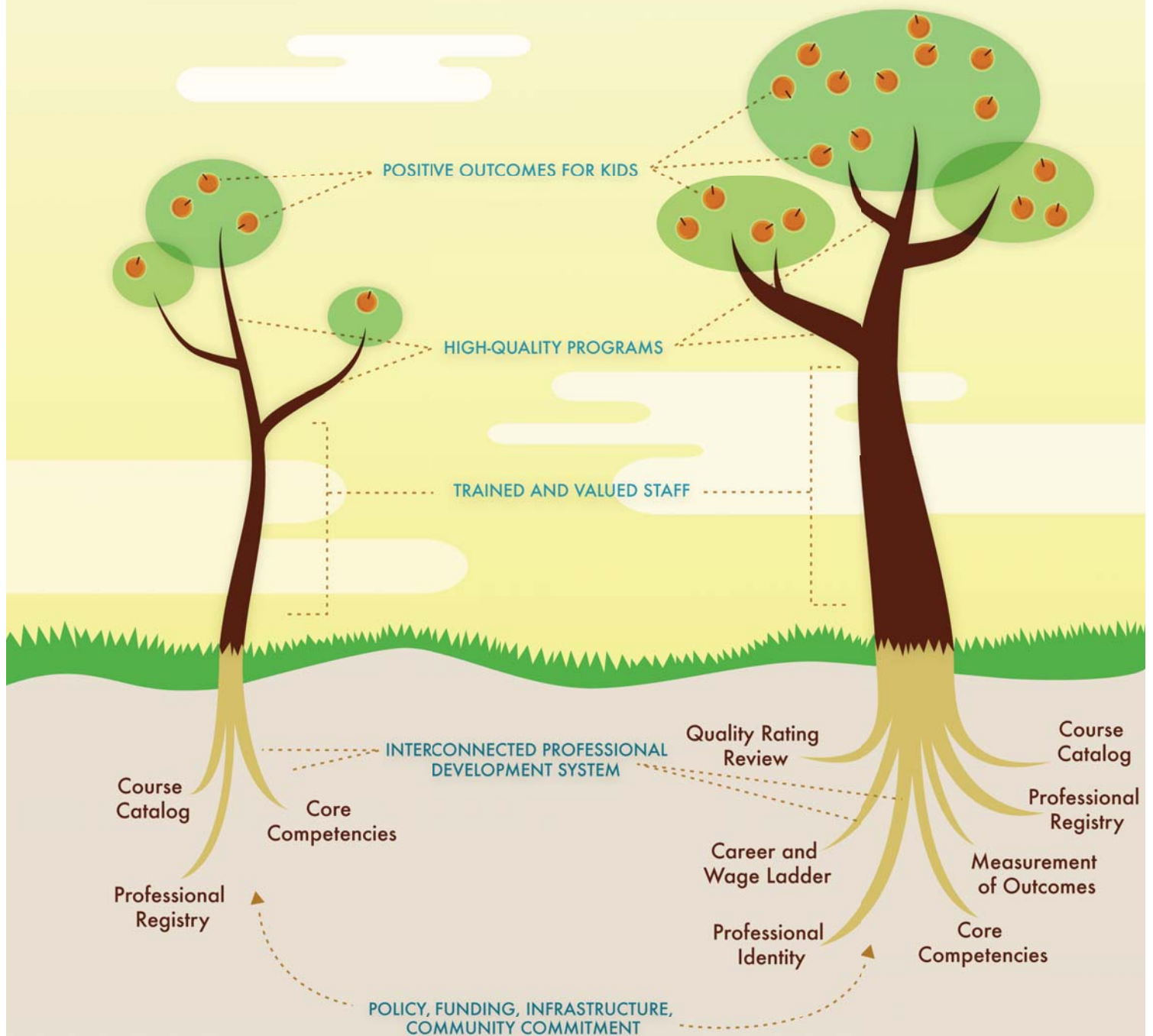
Considerable work and resources will be needed before a comprehensive professional development system can be up and running. Stakeholders need to determine whether and how they would work together on such a system, and whether they would modify the proposed framework in substantial ways. While Washington has building blocks for a system in place, it will need the following:

1. Leadership and support of an intermediary organization to administer the system.
2. Commitment from partners including legislators, funders, higher education, labor industry, and providers.
3. Efficient use of existing resources and development of additional financing.
4. Careful design and launch of a comprehensive system with all seven components.

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What We Have Now

What We Could Have



Professional Development for Washington's Afterschool and Youth Development Workforce

Introduction

Children and youth growing up today face challenges that are very different than those faced by earlier generations. Kids today contend with the lack of neighborhood safety, increased availability at young ages of alcohol and other drugs, and pressure to achieve academically. In addition, they need different skills and competencies: the ability to work in teams, to be creative, to stay fit and healthy, and to thrive in a global society. In response to these trends and the high level of participation of mothers in the labor market, demand continues to grow for programs that build the skills and competencies of young people and reduce risky behaviors. More attention is now focused on the skill and knowledge of people who work in those programs.¹

Program staff that serve children after school and during the summer, from elementary school through high school, are increasingly expected to improve academic performance and help young people develop the skills and attributes necessary to succeed in a global community. Yet these workers, from whom we now expect so much, may have little experience or education directly related to their jobs, receive low wages and few benefits, and lack a pathway to career advancement.

Origin and Purpose of Report

In 2004, a Statewide Afterschool Plan and report to the Washington State Legislature recommended substantial additional investments in training and professional development opportunities for Washington's afterschool staff. That plan was created at the request of State Superintendent of Public Instruction, Dr. Terry Bergeson, with leadership from School's Out Washington, an intermediary organization that provides services and guidance for organizations to ensure all young people have safe places to learn and grow when not in school. School's Out Washington is dedicated to building community systems to support quality out-of-school time programs for young people ages 5 to 14 through training, advocacy, and leadership.

As part of its leadership efforts, School's Out Washington has created the Washington Afterschool Network (WAN), as the action arm that connects key decision makers and resources to foster policies to fund and sustain quality afterschool programs. WAN members guided the development of the Statewide Afterschool Plan.

School's Out Washington and WAN sought and received funding to take bold steps in creating a statewide professional development system pursuant to the statewide plan. They determined that initial efforts should focus on creating a statewide framework for that system, rather than working on individual components. They engaged Heliotrope, a Seattle consulting firm, to assist with data gathering, research, and analysis on which to base a proposed framework for a statewide professional development system capable of supporting a high quality workforce in afterschool and youth development programs.

This report provides a snapshot of hundreds of these important workers in Washington State and gives voice to their needs and wishes for a professional development system. Workers are calling for support and infrastructure that prepare them for the importance of their work and reward them for greater education and experience levels.

¹ Sherman, R.H., Deich, S.G., Langford, B.H. (2007). Creating Dedicated Local and State Revenue Sources for Youth Programs. Washington, DC: The Finance Project; Deich, S.G., Hayes, C.D. (2007). Thinking Broadly:

This report also provides an overview of existing efforts in Washington State and of a growing body of research and initiatives in other states to create professional development systems. Based on an analysis of these sources, the consultants offer a proposed framework for a comprehensive professional development system for the afterschool and youth development workforce in Washington.

A great deal of work and resources will be needed before a comprehensive professional development system can be up and running. Stakeholders need to determine whether and how they would work together on such a system, and whether they would modify the proposed framework in substantial ways. Beyond that, the framework is only a blueprint and a foundation from which to design and build out its components in ways that fit the specific needs of Washington State.

Why Now?

There is strong momentum at both the state and national levels to address professional development for AYD staff. The focus on professional development in early childhood education, and the development of the State Training and Registry System has brought attention to the fact that professional development for AYD staff lags far behind. The increased expectation that students pass achievement tests to obtain a high school diploma has shone a light on the potential of AYD programs to play a significant role in cognitive, social, and emotional development.

Washington State currently has committed leaders, who helped develop a statewide AYD plan and want to address its recommendations to put in place a comprehensive AYD professional development system. Public and private funders have higher expectations for AYD programs and are interested in how to get those results. At the same time, Washington wants to have a voice within the national movement where models of national credentials for both afterschool and youth development workers are being considered.

Methodology

This report is informed by several sources including: (1) a literature review, (2) a review of established models in Washington State and nationally, (3) focus groups of professionals working in afterschool and youth development programs and stakeholders, (4) interviews with professionals within the field and/or professional development in other fields, and (5) an online survey of Washington afterschool and youth development professionals.

Focus group participants were contacted through School's Out Washington's professional network. A total of twenty-eight focus groups were held, with an average of six to eight participants.

Interview data was collected from experts within higher education, National AfterSchool Association, National Institute for Out-of-School Time (NIOST), the Finance Project, C.S. Mott Foundation, Minnesota's Youth Community Connections, the Washington State Department of Early Learning, the Washington Association for the Education of Young Children, the Washington State Training and Registry System, Washington State Child Care Resource and Referral Network, and the apprenticeship programs of the Washington State Department of Labor and Industries. Interviews were conducted with representatives from national organizations such as the Boys and Girls Club, 4-H, the armed forces, and the YMCA.

School's Out Washington also sponsored an online survey completed by over 800 AYD professionals. A paper version of the survey was developed and distributed in both Spanish and English. The survey provided a preliminary exploration of AYD professionals' insights and opinions about their experience, education, motivation, and responsibility within the profession and their respective programs.

Chapter 1

The Importance of Afterschool and Youth Development Programs and Well-Trained Staff

Who is Watching the Kids?

When the official school day and the school year end, our children and youth continue to learn, develop, shape their character, and gain understanding of the world around them in either positive or negative ways. In fact, children and youth spend about 80 percent of their waking hours outside of school.² Where do all of these kids go during the time they are out of school?

Sometimes children and youth spend this time with their parents, sometimes with their grandparents, their parents' friends or neighbors, or sometimes hanging out with friends. Sometimes they are alone. Some kids spend this time with staff in afterschool and youth development (AYD) programs.



What are Afterschool and Youth Development Programs?

In this report, afterschool and youth development programs are defined as those programs providing academic support, educational enrichment, cultural and social development activities, recreation, visual and performing arts, tutoring and homework services, and development for the whole child. The programs generally operate before school, after school, and/or during summer and other school breaks; are formally supervised by caring adults; and have activities scheduled and operated at least two days or ten to fifteen hours per week.

In 2003, 6.5 million children in the U.S. between the ages of 5 and 18 years of age participated in afterschool and youth development programs across the country and more than twice that many would have participated if more programs were available.³

The programs have various names and functions and are operated by many types of organizations. Generally, "afterschool programs" serve children ages 5–14 and "youth development programs" serve youth ages 15–18. Given the overlaps and similarities between afterschool and youth development programs, they will be collectively referred to as AYD programs in this report.⁴

² Noam, G.G. (2002). Afterschool Education: A New Ally for Education Reform. Harvard Education Letter. November/December 2002. <http://www.edletter.org/past/issues/2002-nd/afterschool.shtml> Retrieved August 31, 2007.

³ Afterschool Alliance (2003). America after 3pm. A household survey on afterschool in America. Washington DC: Afterschool Alliance. Retrieved August 20, 2007. http://www.afterschoolalliance.org/about_us.cfm

⁴ The consultant team is using the term "AYD" to provide clarity for readers unfamiliar with afterschool and youth development programs. "AYD" is not an official acronym of the field.

Organizations such as the Boys and Girls Club, the YMCA, community centers, tribes, 21st Century Community Learning Centers, Parks and Recreation departments, as well as public and private schools, faith communities, arts, and summer camps offer AYD programs. They may focus on mentoring, recreation, arts, and culture, tutoring or homework support, leadership development, community service, prevention of at-risk behaviors, spiritual or faith activities, or a combination of these and other approaches. Extracurricular activities offered after school such as football practice or band rehearsal are not included in the definition of AYD programs for purposes of this report.

Children and youth can participate in both licensed and unlicensed AYD programs; this report includes both types of programs. ⁵

"Schools need help to provide a well-rounded education to our students. We can tell the difference in students who have the benefit of skilled adults in their afterschool and summer programs."

(Tim Enfield, Principal, Christensen Elementary School, Franklin Pierce School District)

"Afterschool and summer programs give children and teens a safe, supportive place to go so they avoid the path to crime and stay on the path to success."

(Sheriff Knezovich, Spokane County Sheriff's Office)

Afterschool and Youth Development Programs Produce Powerful Outcomes

Academic and developmental outcomes: Regularly attending a high quality AYD program contributes to improved academic achievement and positive outcomes for children and youth. The time children and youth ⁶ spend in AYD programs promotes healthy development, improves academic success, encourages leadership, and supports families. ⁷ Youth who participate in quality youth development programs afterschool are more likely to develop high self-esteem, leadership skills, and positive attitudes toward learning. ⁸

Decrease crime: The hours between three and six in the afternoon on school days are peak hours for juvenile crimes and experimentation with risky behaviors. ⁹ AYD programs provide healthy alternatives. Young people who spend their out-of-school time unsupervised are 75 percent more likely to use cigarettes or drugs, three times more likely to be suspended from high school, and six times more likely to drop out of school by their senior year. ¹⁰ In addition, some studies demonstrate that participation in a quality AYD program can help reduce risky sexual behavior and pregnancy. ¹¹

⁵ Washington State licenses or certifies two types of Child care; Child care centers (including most school-age programs), and family Child care homes. Centers, defined as facilities that are not residences, are licensed to care for a specific number of children based on staff and space requirements. Family homes are located in residences and are licensed to care for up to 12 children at the same time. Some types of care do not require a license, such as school-age programs run by a public school, the armed forces, preschools, programs serving children over age 12, and relative or nanny care. Paid child care provided in the child's home or in the home of a relative is not subject to licensing; it is legal and is exempt from licensing. Certification means department approval of a person, home, or facility that does not legally need to be licensed, but can meet the minimum licensing requirements and become eligible to receive state subsidies. Tribal certification means that the department has certified the tribe to receive state payments for children to be eligible to receive subsidies.

⁶ Blank, Martin J., Melaville, Atelia and Shah, Bela P. (2003). Making the Difference: Research and Practice in Community Schools. Washington, DC: Coalition for Community Schools, Institute for Educational Leadership; Miller, B. (2003). Critical Hours. Quincy, MA: Nellie Mae Education Foundation; National Research Council and Institute of Medicine (Jacqueline Eccles and Katherine Appleton Gootman, eds.) (2002). Community Programs for Youth Development. Washington, D.C.: National Academy Press.

⁷ Dennehy, J. J. and Noam, G. (2005). Evidence for Action: Strengthening after-school programs for all children and youth: The Massachusetts out-of-school time workforce. Boston, MA: Achieve Boston/Boston After School and Beyond.

⁸ McLaughlin, M. (2000). Community counts: How youth organizations matter for youth development. Washington, D.C. Public Education Network.

⁹ Fight Crime, Invest in Kids (2002). America's After-School Choice: Juvenile Crime or Safe Learning Time. Washington D.C. Retrieved August 21, 2007. http://www.fightcrime.org/issue_aftersch.php

¹⁰ Zill, N.C., C.W. Nord, and L.S. Loomis. (1995). Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data. Westat: Rockville, MD.

¹¹ Corporate Voices for Working Families. (2004). After School for All: A Call to Action from the Business Community.

"Afterschool programs are an integral part of our state's goals to prepare our students to succeed in today's global community. These programs provide students with extra learning time as well as a variety of opportunities to engage their creativity."

(Dr. Terry Bergeson, Washington State Superintendent of Public Instruction)

"I can concentrate at work when I know my kids are in a creative, fun, safe environment."

(Jennifer Komatsu, Parent)

"Staff productivity and focus go down in the afternoon when employees worry about their kids, and go up when they know their kids are in good hands."

(Peggy Mangiaracina, Executive Director of Sacred Heart Children's Hospital, Spokane, WA)

Personal and social development: An independent research review of 73 afterschool programs found that youth who participate in afterschool programs improve significantly in their behaviors, attitudes, and school performance.¹² Participating youth demonstrated greater feelings of self-confidence, self-esteem, and positive feelings toward school. Researchers saw improvements in positive social behavior, grades, and test scores. They also saw a reduction in problem behaviors and drug use.

Save tax dollars: Investing in AYD programs pays off in the future with lower law enforcement, juvenile justice, public health, and social services costs. For example, a recent study of California's afterschool programs found that each dollar invested in an at-risk child brought a return of \$8.92 to \$12.90; the non-crime benefits were between \$2.99 and \$4.05. This study shows that taxpayers can expect a substantial financial return on their investment in AYD programs.

Support working parents: Working parents experience considerable stress when their kids are out of school and unsupervised, which can lead to lower productivity and increased absenteeism in the workplace.¹³ The U.S. Department of Labor found that 75 percent of employees with children under the age of 18 tended to family issues during work hours. Parent absences from work due to child supervision issues cost U.S. companies an estimated \$3 billion annually.¹⁴ One report indicated that parents who do not have access to quality afterschool programs for their kids are more likely to report high levels of disruption, missed days of work, increased errors, and decreased productivity.¹⁵

¹² Durlak, J.A., Weissberg, R.P. (2007). The Impact of After-School Programs That Promote Personal and Social Skills. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

¹³ Corporate Voices for Working Families. (2004). After School for All: A Call to Action from the Business Community.

¹⁴ American Business Collaborative for Quality Dependant Care (2002). Tenth Anniversary Report: 1992-2002. Prepared by WFD Consulting, Watertown, MA.

¹⁵ Barnett, R. (2004). Parental After School Stress Project. A report by the Community, Families, and Work Program at Brandeis University. Waltham, MA.

Outcomes

"When my staff is trained and prepared, the kids soar."

(Deborah George, Associate Director, Camp Fire USA, Walla Walla Council)

To Produce Powerful Outcomes, Programs and Kids need Skilled Staff

Positive outcomes are not a given for AYD programs. Investing in a program, a building, or a curriculum without investing in the staff that works with the children and youth will not lead to positive outcomes. For children to have positive outcomes, they must access high quality programs. High quality programs require high quality staff. For staff to provide high quality service and be effective, they need the right introductory and ongoing training.

To create a quality program, the AYD workforce must have the knowledge and skills to meet the diverse needs of the children, youth, and families they serve. ¹⁶ The Harvard Family Research Project stated, "There is no question that high quality staffing is a key component of quality out-of-school time programs." ¹⁷ Systematic training, education, and career planning with staff improves program quality, increases positive outcomes for children and families, and supports the recruitment and retention of a stable and skilled AYD workforce. ¹⁸

A rigorous study of afterschool programs in Massachusetts found that youth engagement was the strongest predictor of positive youth outcomes. ¹⁹ The ability of staff to form and maintain meaningful relationships with young people is critical to their success.

¹⁶ Costley, Joan. Building a Professional Development System that Works for the Field of Out-of-School Time. Wellesley, MA: National Institute on Out-of-School Time, November 1998; National Institute on Out-of-School Time and AED Center for Youth Development. Building a Skilled and Stable Out-of-School Time Workforce: Strategic Plan. Wellesley, MA: Authors, May 2003; Tolman, J., Pittman, K., Yohalem, N., Thomases, J. and Trammel, M. Moving an Out-of-School Agenda, Task Brief #2: Staffing. Takoma Park, MD: The Forum for Youth Investment, 2002.

¹⁷ Bouffard, S. and Little, P. (2004) Promoting Quality Through Professional Development: A Framework for Evaluation. Cambridge, MA: Harvard Family Research Project.

¹⁸ National Institute on Out-of-School Time, and Academy for Educational Development Center for Youth Development and Policy Research. (2003). Strategic Plan: Building a Skilled and Stable-out-of-School Time Workforce. Wellesley, MA; Tolman, J., Pittman, K., Yohalem, N., Thomases, J., and Trammel, M. (2002). Moving an Out-of-School Agenda: Lessons Across Cities. Takoma Park, MD: Forum for Youth Investment.

¹⁹ Dennehy, J. Gannett, E., and Robbins, R. (2006). Setting the stage for a youth development associate credential: A national review of professional credentials for the out-of-school time workforce. Houston, TX: National Institute on out-of-school time. Wellesley Centers for Women.

"People who work in afterschool and youth programs are eager for college courses that help them do their jobs better. When they earn college credits, we see them become more excited about and committed to their profession."

(Dr. Gary Livingston,
Chancellor of the Community
Colleges of Spokane)

The call for increased skill and knowledge for adults who shape the development of children and youth has been growing due to the compelling research in the early childhood and youth development fields. Brain development continues across childhood into adolescence. High quality early education programs have a positive affect on a child's development of language, academic, and social skills, as well as behavior.²⁰ The same is expected of AYD programs.

Different parts of the brain mature at different times, and important changes take place during adolescence, influencing a teen's education and socialization. As a teenager's prefrontal cortex matures, s/he can "reason better, develop more control over impulses, and make judgments better."²¹ In fact, these are the years when teens will lay the groundwork for how they operate as adults. According to Dr. Jay Giedd of the National Institute of Mental Health, "If a teen is doing music or sports or academics, those are the cells and connections that will be hard wired. If they're lying on the couch or playing videogames or MTV, those are the cells and connections that are going to survive."²² By spending time with skilled AYD professionals, children and teens have an increased opportunity to become independent and healthy adults.

²⁰ NICHD Early Child Care Research Network. The NICHD Study of Early Care. Bethesda, MD: National Institute of Child Health and Development, 1998; Helburn, S. Cost, Quality, and Child Outcomes in Child Care Centers. Denver, CO: University of Colorado at Denver, Department of Economics, 1995; Peisner-Feinberg, E.S. The Children of the Cost, Quality, and Child Outcomes Study Go to School. Chapel Hill, NC: The University of North Carolina at Chapel Hill, 1999.

²¹ Spinks, S. (2000). Adolescent brains are works in progress. *Nature*, Vol. 404. March 9, 2000.

²² Spinks, S. (2000). Adolescent brains are works in progress. *Nature*, Vol. 404. March 9, 2000. pp.3. Quotation by Dr. Jay Giedd in interview with Frontline.

High quality staff is the critical ingredient in AYD programs that produce positive outcomes for kids. Given their central importance, they are in great need of an effective professional development system. Such a system would also bring notable benefits to others.

Who Benefits from an Effective AYD Professional Development System?

- Kids** ■ Children and youth receive better care that supports healthy development and a successful adulthood.
- Families and communities** ■ Parents experience less work absenteeism and low productivity
 ■ Children and youth receive high quality care without their older siblings and other relatives being default caregivers.
 ■ Communities experience less crime.
- AYD programs** ■ Programs increase staff retention rates.
 ■ Work quality and performance improve.
- AYD professionals** ■ Greater job satisfaction.
 ■ More professional support.
 ■ Incentives for education, including commensurate compensation.
- Trainers and certification/education programs** ■ Greater demand for their courses.
 ■ Higher levels of participation.
- Colleges** ■ Can expand their markets while responding to community needs.
 ■ Increased student enrollment and greater recognition in the community.
- (K-12 Education) Schools** ■ Increased academic achievement and social skills among students.
 ■ Teachers and principals can establish a continuity of education for students after the traditional school day or school year ends.
- Funders** ■ Maximize investments and see better outcomes for kids.
 ■ Invest in organizations that effectively educate and train their AYD staff to meet higher quality standards.
- The economy** ■ Allows parents and guardians to work outside the home.
 ■ Helps children grow into productive workers.
 ■ Increases level of employment, funds the local economy, and tax revenues.

Who Benefits?

Lack of a Professional Development System Creates Many Problems

Organizations that run programs have difficulty in recruiting staff, struggle with helping AYD professionals develop their skills, and experience high turnover as staff leave for higher paying, full-time work.²³

In AYD programs, a person with a master's degree will not necessarily earn more than she would with an associate's degree. This lack of reward for higher education discourages educated staff from remaining in AYD as a long-term career and newer staff from pursuing additional education.

Given the multiple positive outcomes AYD programs provide children, youth, families, and communities, investments in the workforce hold promise for a high return. Without an effective professional development system, the AYD workforce will continue to be of varying quality, and there will be a limited number of excellent programs.

Advocacy and training groups, like School's Out Washington, are taking steps to build the best structure to educate and retain the people who support children and youth and contribute to their healthy development. AYD stakeholders are asking, "How can Washington support AYD professionals so they can give our children and youth the care, attention, and education they need?"

²³ National Association of Elementary School Principals. (2001). Principals and After-school programs: A Survey of PreK-8 Principals. Alexandria: VA. Retrieved August 21, 2007. <http://www.naesp.org/ContentLoad.do?contentId=952>

Chapter 2

What the Washington AYD Workforce is Saying About Professional Development

Who makes up the Washington Afterschool and Youth Development (AYD) Workforce and What are they Saying?

While there is a growing base of data on the benefits of afterschool and youth development programs, research about the people who make up the specialized workforce in Washington is scarce.

To learn more about workers, School's Out Washington conducted the first major effort in the state to learn more about those in the profession. School's Out Washington disseminated an online survey and convened focus groups through its partners.

Survey. School's Out Washington distributed an online and paper survey to AYD professionals. Responses to this survey express the concerns and aspirations of more than 800 AYD professionals. School's Out Washington distributed the survey to their AYD network and encouraged members and members' colleagues to participate.

Focus Groups. School's Out Washington invited groups of AYD professionals from every region of the state to participate in focus groups to share their views on the professionalization of the AYD workforce. An average of six to eight respondents participated in over twenty-eight focus groups held in eight counties.

Survey and focus group participants worked in a variety of programs including before school, afterschool, summer, tribal, faith-based, recreational or wilderness-based, and tutorial programs. Some respondents worked in programs within organizations such as the YMCA, YWCA, Boys and Girls Club, 4-H, 21st Century Community Learning Centers, Parks and Recreation, and the armed forces. Programs were operated by schools, tribes, private owners, non-profits, and for-profit businesses.

The following data and quotations represent the voices of the more than 800 AYD professionals who completed the online survey and the almost 150 focus group participants. Although information gathered from the survey is not generalizeable to the entire AYD workforce of Washington State, the voices and insights of the respondents who participated in the data collection are invaluable to the effort of building a professional development system for the field. ²⁴

²⁴ Information gathered from the survey is not generalizeable to the entire AYD workforce of Washington State because the respondents are not necessarily a representative sample of the entire group of AYD professionals in the state. Those AYD workers who did not provide accurate physical or email addresses during the outreach phase or those who chose not to respond are not represented. In addition, a large proportion of respondents were long-term supervisory staff.

Survey Results

General Demographics: Gender, Age, and Ethnicity

Of the respondents to the online survey:

- About 80 percent were female.
- Age distribution spread across all categories, with the largest groups being between ages 26–34 (31 percent) and ages 50–64 (23) percent.
- About 75 percent were Caucasian.

Roles, Work Schedule and Education

- One-third (34 percent) were program directors, 24 percent were program supervisors, and 22 percent were lead activity staff. Regional directors, in-home providers, assistant directors, assistant activity staff, support staff, and case managers together made up the remaining 20 percent.
- Three-fourths of the respondents (75 percent) who worked part-time had a second job or attended classes outside of their AYD jobs.
- Over one-third (34 percent) of respondents held a bachelor's degree, 25 percent had earned credit hours toward or completed a graduate degree, 14 percent had an associate or vocational/technical degree, 15 percent had taken some college classes, and 10 percent had a high school diploma, GED, or less.
- Of respondents working less than 20 hours per week, 57 percent said they would like to continue working part-time.

Age Groups of Children and Youth Served

Respondents indicated all age groups with whom they were working, and most were serving multiple age groups.

- 70 percent served kids ages 5–7.
- 84 percent served kids ages 8–12.
- 47 percent served kids ages 13–15.
- 30 percent served kids ages 16–18.

Motivation: Why Workers Entered the AYD Field

Respondents shared numerous reasons for working in AYD. Some said their motivation was how “working in after school provides opportunities to help children to succeed outside of the traditional classroom, and to become more involved with the schools.” Others said it was their own childhood involvement with AYD programs and “having a profound experience in an AYD program” or wanting to “give back to the community” or to “give kids what [they] did not have.”

Some spoke of forming unique relationships with children and youth in AYD programs, the opportunity to “be creative,” “have more fun with the kids than a teacher is able to have,” and make up for the extracurricular activities that schools are cutting.

Some respondents cited more practical reasons. They considered their AYD jobs “a stepping stone to another career,” “a supplement” to teaching, or just a second source of income with an accommodating schedule.

Identity: How People View AYD

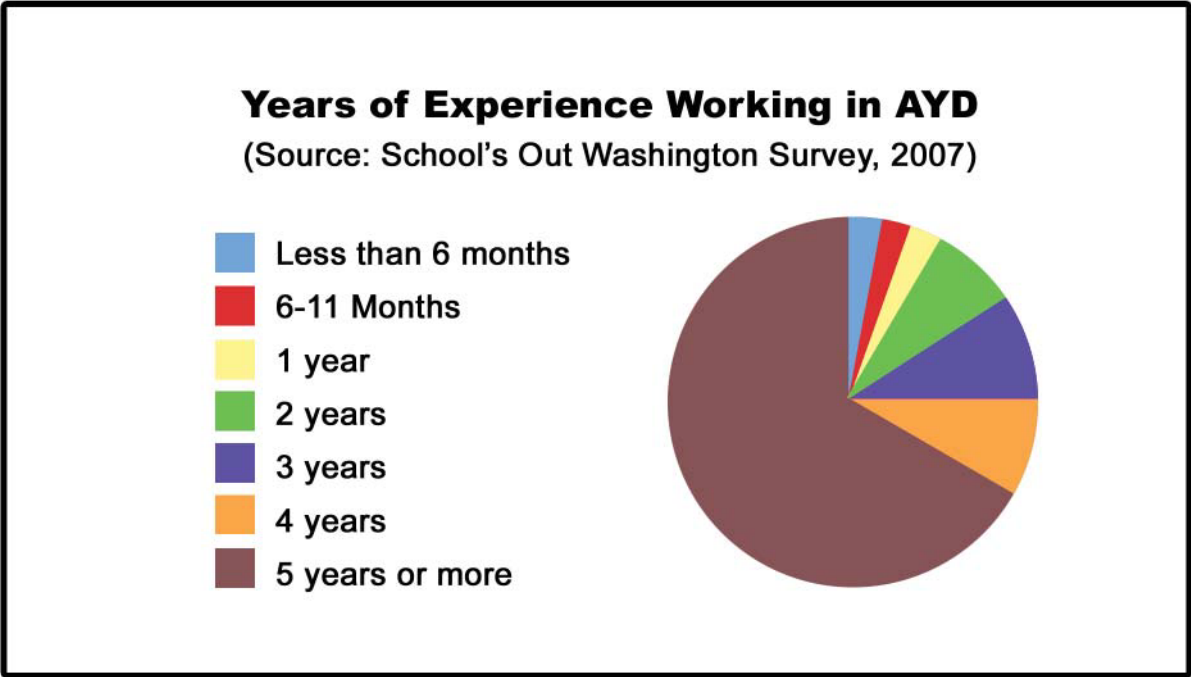
Respondents shared their views on how their profession is perceived. They described professionalization as “both in terms of how people view themselves and how they are viewed from the outside.” Although AYD professionals often work alongside school teachers, they are considered “second fiddle” or “well-trained or glorified baby-sitters.” They said that they need to “band together to show importance and empower workers” as well as to create a national publication, journal, or newsletter.

Longevity:

Years of Experience and Future Plans in AYD

The majority of respondents had worked in AYD for more than five years as shown in Table 1. The majority of survey respondents were in senior or leadership roles which could explain the high number of years in the field. However, there were some respondents of varying ages and roles who had worked in AYD for more than five years and were not necessarily in senior or leadership roles.

Table 1



More than half of the respondents (55 percent) said they planned to stay in the AYD field over seven years and almost a quarter (24 percent) said they planned to stay between three to seven years.

Education:

Current and Desired Training

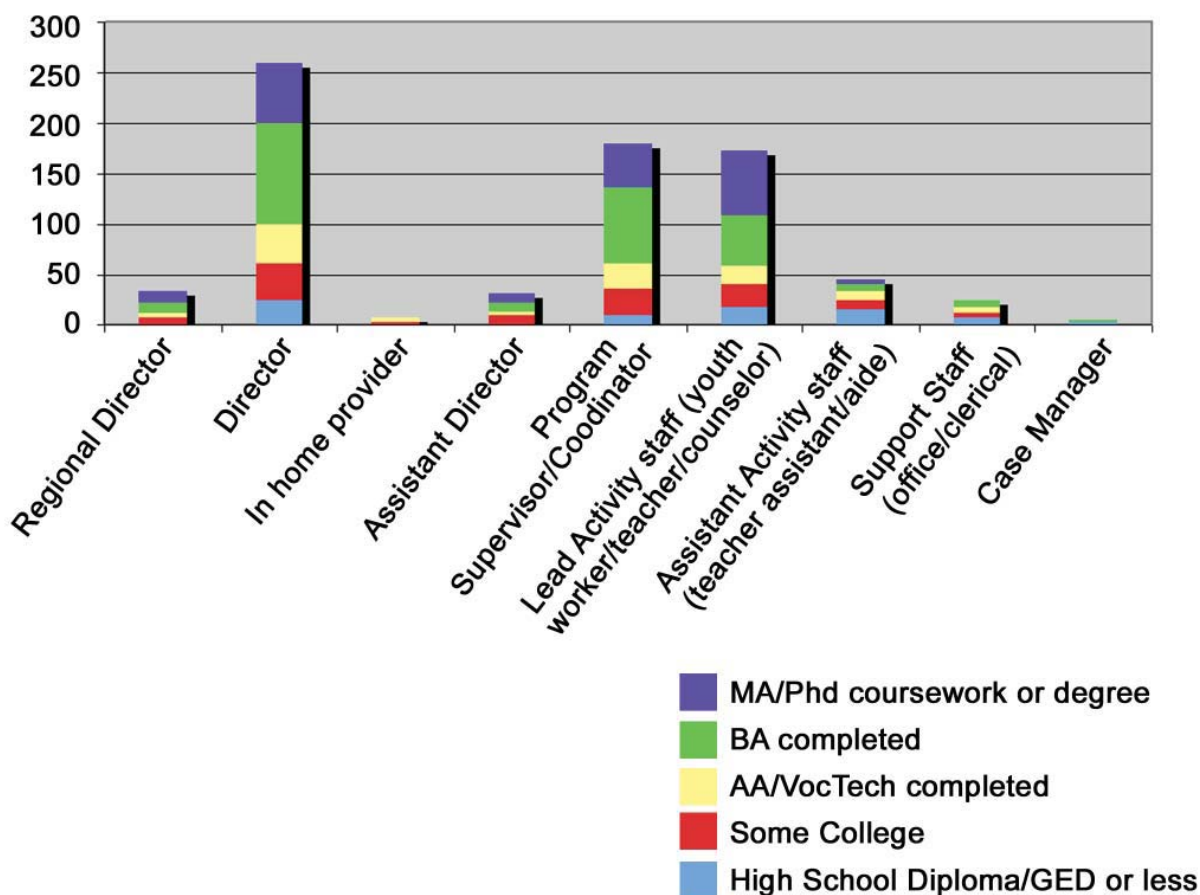
How much training did the respondents have?

Within almost all job categories in programs, respondents indicated varied levels of education. Some regional directors did not have college degrees and some assistant activity staff had master's degrees, as shown in Table 2. This distribution is different from other professions, where workers attaining more education are likely to take on management roles or higher levels of responsibility accompanied by commensurate pay increases.

Table 2

Educational Level and Role at AYD Program

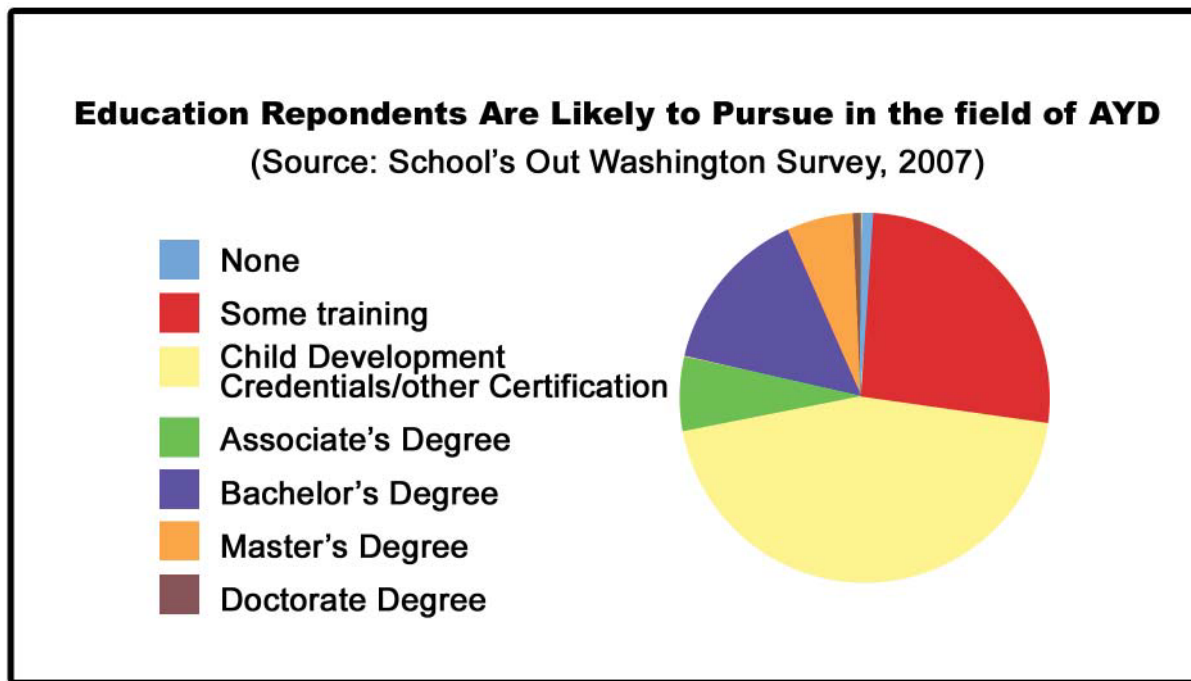
(Source: Schools Out Washington Survey, 2007)



How Much Training Are They Likely to Pursue?

Respondents expressed strong interest in pursuing a range of educational degrees. Over a third said they would like to pursue courses leading to a Child Development Credential or related certification, as shown in Table 3. Over a fourth said they would like to receive a bachelor's or graduate degree.

Table 3



Incentives: What Motivators Could Increase Educational Levels

More than half of the respondents said the greatest motivator for them to pursue training would be a raise in their pay. They also listed motivators such as increased competency at their jobs and applicability of their training to other fields.

Workers said they wanted a system where they could earn college credits and certifications that led to commensurate pay and provided cumulative coursework. They also said they want to receive paid time off to take the classes and receive recognition that is "authentic and genuine."

Surprisingly, more than half of the survey respondents (56 percent) said they were unaware of formal higher education opportunities, including courses, scholarships, or degrees, in the AYD field.

Some focus group participants said training should be mandatory; others felt it should not. Some said that being a professional should not "depend on how many degrees a person has received and shouldn't just be tied to a certificate/degree – the certificate and degree needs to be aligned with experiences and with how well training/education is being implemented in the programming." Several people said the ultimate reason to pursue AYD specific education was to improve service to children and youth, not to simply earn credits.

Barriers:

Why some workers leave and others do not further their careers

Why do workers leave AYD?

Survey respondents were asked what circumstances “could prevent [them] from working full-time or committing to a long-term career in the afterschool/youth development field.” Some of their reasons were professional, some personal, and others were connected to the stability of their programs. The most common responses in order of frequency:

- Salary not high enough.
- Not enough full-time opportunities in my community or organization.
- Insufficient benefits.
- Not enough opportunities for advancement in my organization.
- Not having adequate Child care for my children.
- Lack of quality training opportunities to gain needed skills.
- I don’t have the needed education qualification or experience.
- I already have another full-time job.
- I want to change to another job/other interests.
- Uncertain funding for program.
- Time to retire.
- Too taxing/burnout/stress.
- Low program and supervisory quality and lack of professional development emphasis.
- Want time for my family.
- Want to focus on my education (outside of AYD).
- Long or inconsistent hours.

What prevents respondents from pursuing more education?

Overall, the greatest barrier to pursuing more education was financial; paying for trainings on top of losing money by not having paid time off. Respondents said that if they do not get raises or the training they receive is not transferable to other industries, there is no point in pursuing more education.

Workers also said they needed consistent and centralized information about educational opportunities. They want “one common set of oversight from all of our systems,” that would be a central information source for all available trainings and help with networking and resources

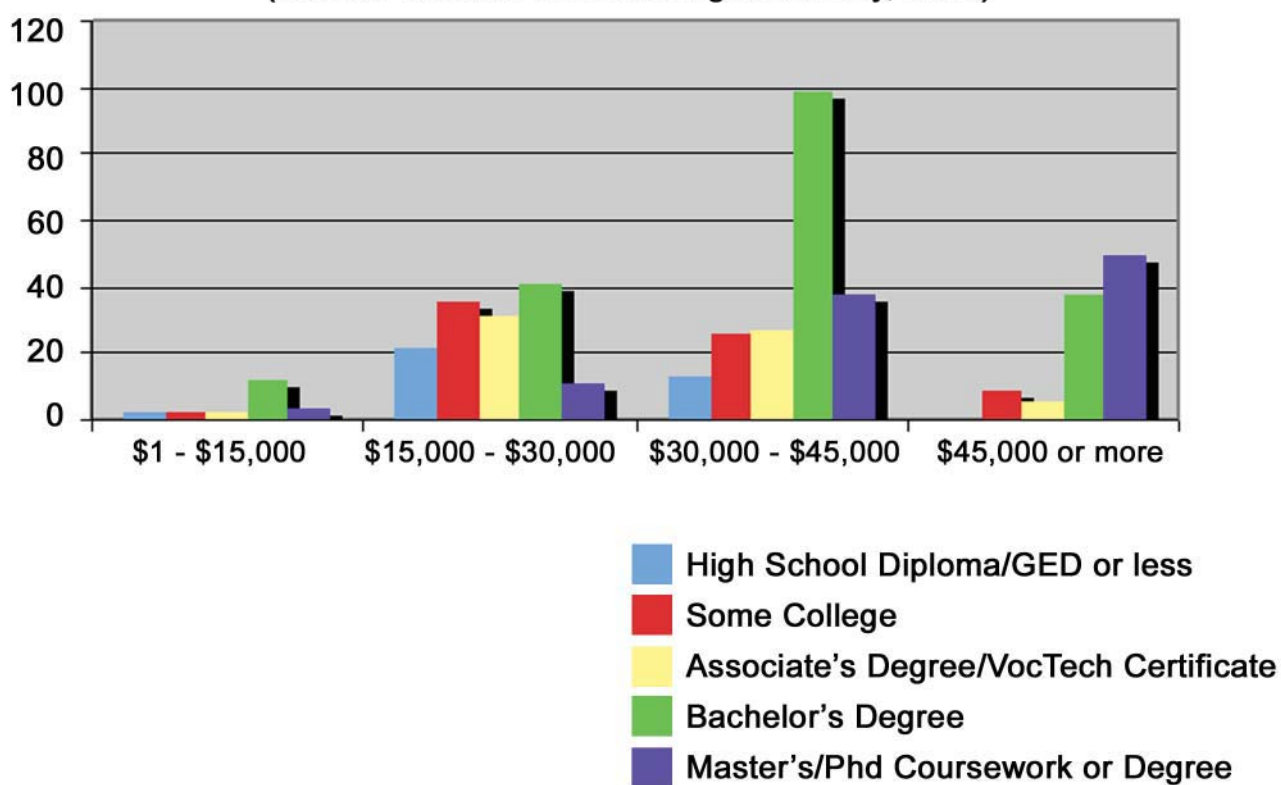
Compensation: Income Distribution by Education, Experience, and Role

Among respondents who reported working 40 hours per week or more, there was a mix of education levels within each of the salary categories. Although there was a general pattern of workers with higher education levels receiving higher salaries, many people with a bachelor's degree or higher were working at relatively low salary levels, as seen in Table 4.

Table 4

Annual Salary and Education Levels among AYD Professionals Working 40 or More hours per week

(Source: Schools Out Washington Survey, 2007)



Respondents frequently discussed low wages. Comments included, "The first interview question is, 'Can you afford this job?' because you won't get paid a lot," and "It is not the pay or the benefits that keep me here."

Some respondents said they accepted that they will not earn a high wage by saying, "It's a personal choice to make less. If you're there to make money, then you shouldn't do this. You have to have a passion to do this." However, respondents spoke about the need to increase wages and wanting to be "paid what [they] were worth" and that the "baseline" of an acceptable wage needs to be increased.

How Findings Compare to National Workforce Study

Responses to the School's Out Washington survey share similarities with national AYD data gathered by the National Afterschool Association's survey conducted in 2006.²⁵ Nationally, about a third of respondents were under age 30 and 42 percent were over age 40. Over 70 percent of respondents were Caucasian, and the group was overwhelmingly female. The majority of national respondents reported serving children under age 12, and the Washington respondents had a similar distribution of ages served.

National respondents said they enjoyed working in AYD because of their love for children and the flexibility of the schedule. Both groups showed that low wages in AYD were common; however, those with more education typically earned more pay, however slight the increase.

Respondents to the national survey were more educated than expected, with 55 percent having a bachelor's degree or higher. Similar to Washington respondents, national respondents said the cost of training was a primary concern in professional development and that they were interested in tuition reimbursements and paid time off for training. National respondent said that experience was valuable and that formal education alone should not guide the field. Similarly, Washington respondents called for education and experience to be equally valued.

The primary difference between the national data and the School's Out Washington data was the number of years of experience in the field. National respondents reported having limited experience in AYD. The majority of Washington respondents had more than five years experience. This difference could be attributed to the large proportion of management level respondents who took the Washington survey.

Conclusion

Survey respondents and focus group participants shared similar views on the shortcomings of professional development in Washington, and these views are consistent with those collected in a national survey. Workers are concerned about lack of professional recognition and respect, access to and the cost of effective training, low pay, lack of career advancement opportunities, and more.

²⁵ Nee, J. Howe, P. Schmidt, C. and Cole, P. (2006) Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession. Report includes data from the NAA's Afterschool/Youth Worker Workforce Survey. Washington State specific data from this survey.

Chapter 3

What Washington Leaders and Advocates are saying about AYD Professional Development

School's Out Washington hosted two roundtable discussions, one in Spokane and one in Olympia, of over 40 leaders and advocates within afterschool and youth development. Participants in these discussions were key leaders from community and technical colleges, four-year universities, school districts, national and local afterschool organizations and associations, the armed forces school age programs, child advocacy groups, the state resource and referral network, law enforcement agencies, and city and state governments. The leaders and advocates participating in the roundtable discussions contributed their systems-level expertise to explore the landscape of AYD professional development.

The participants provided valuable feedback and insight about how to enhance round out, and connect the elements of a comprehensive professional development system from what already exists in Washington. Key themes from the discussions are set forth below.

Why AYD Benefits Society as a Whole

Participants spoke about the importance of AYD programs for children and youth by saying, "some children can shine in those hours." "We are more than just a safe place for kids. We open doors to different realities for them. They can have more than what they have. It whets their appetite for different things in life."

Participants in both groups agreed that AYD programs benefited not only the children and youth who used them but the community as a whole. One participant in the Olympia group said "Society as a whole is the long-range benefactor of all of our efforts." A Spokane participant said, "Afterschool programs instill a sense of community. Kids start mentoring and become civic leaders and you will have a continuation of that philosophy." A Spokane participant said the programs provide "opportunities to build adult/youth relationships and break stereotypes."

Several participants highlighted the struggle of AYD to be valued. They said, "We are not considered an essential service but we are" and that "we need to change the mind-set of what is part of the public good."

What are Essential Areas of Knowledge and Skills AYD Staff Need?

Core competencies and essential skill sets are an important part of AYD professional development. Participants acknowledged that trained staff contributes significantly to the experience of a child in an AYD program. "A program is more than just a bunch of activities—a staff who knows how to challenge body and brain—they do more than just keep kids busy."

Competencies

Participants listed core competencies and personality traits of effective AYD staff including:

Core competencies

- Understanding child and youth development.
- Child behavior management.
- Recognizing and responding to child abuse.
- Cultural competency and understanding diversity.
- Planning age-appropriate activities.
- Engaging youth in meaningful ways.
- Maintaining a safe environment.
- Organizational skills and multi-tasking.
- Team building and professional support.

Personality traits

- Patience.
- Flexibility.
- Nurturing.
- A genuine affinity for children and young people.
- Intuition.
- Open to youth culture and understanding what kids face today.

Personality Traits

What is Working well in AYD Professional Development in Washington?

Participants were asked what strategies and resources were already working well in Washington to further AYD professional development efforts. Participants said:

- Credentialing: early childhood, school-age, and military credentialing programs.
- Training Organizations: statewide and/or local non-profit organizations, and the military model of onsite paid training.
- Community College and University Partnerships: including certification or vocational programs (I-BEST), traditional programs with flexible schedules, classes articulating toward a four-year degree, and extension classes.
- Career and Wage Ladders: such as the Department of Early Learning's career and wage ladder.
- Partnership with Early Childhood Education: collaborating with efforts already underway for professionals serving children ages 0–5.

What Additional Attributes and Elements the System Needs

Both the Spokane and Olympia groups shared changes and additional elements they saw as critical to establishing a sustainable and effective professional development system including:

Need for free/affordable training and scholarships

Currently, AYD professionals must pay for their training and “the cost of education is prohibitive to part-time folks.” Even after completing training, AYD staff is not always rewarded. “Employers tell staff to get the training but they are not compensated.” A participant in Olympia recommended that “somebody has to subsidize [professional development] and right now it is the workers. A shift needs to take place. Government needs to play a greater role.”

Need for classes to articulate into a degree and trainings to be cumulative

While Washington has elements of a professional development system, participants called for a comprehensive system with direction. “A program must be structured, certified, and with a predicted end.” A participant in Olympia acknowledged the movement toward credentials and said, “[It] is a beginning, but we need people with degrees.”

Participants said they wanted more community colleges involved and that “we need to show community colleges there is a student base.”

Alternative models

Some participants alluded to an apprentice-style system with access to mentors and counting hours on the job. They said that college classes alone did not make up an effective professional development system. “[AYD professionals] need to clock hours so they are paid and can accumulate credits and hours without enrolling.” There was general agreement about the need for a cohesive system that articulated training, acknowledged experience, and clearly guided participants toward a degree.

The need for mentorship and networking was raised frequently. “We need a mentoring system for workers. We should be helping them along with some kind of plan.”

To construct a system that incorporates the credibility of a degree, the incentives of clock hours, and the support of mentorship, one Spokane participant suggested, “We should tap into other industries” and borrow their professional development models.

Identity

While the movement for professional development systems in AYD is growing, some participants said AYD needs to establish an identity and goals before establishing a professional development system. One participant called AYD “so diverse with so many programs. We can’t do it until we define our field.” A participant in Spokane predicted obstacles by saying that policymakers cannot move forward until the AYD professionals decide how they want their profession to look.

Who should be at the table for creating the AYD professional development system?

To make an AYD professional development system credible, sustainable, and funded, participants were asked whom they felt should be engaged in developing it. One participant noted, “We need power brokers to build the credibility and legitimacy we want to have so we can get an ear.”

Participants listed the following potential stakeholders:

- Afterschool network.
- Agencies providing professional development opportunities.
- Business leaders.
- Chambers of commerce.
- Education systems.
- Funders.
- Governor’s Office.
- Law enforcement.
- Legislators.
- P–20 Council (which grew out of Washington Learns).
- Parents, children, and youth.
- Providers of AYD programs.
- Standards Board.

Stakeholders

Chapter 4

What a Professional Development System is and why Washington Needs One

Professional development is a broad term that encompasses various educational, training, and wage increment and career advancement opportunities. This term applies to the training, education, and career planning that increases the knowledge and skills of AYD professionals. Providing professional development opportunities helps AYD professionals provide high quality programs to children and youth and substantially increases the likelihood of positive outcomes for kids. A professional development system is the theoretical and applied infrastructure that delivers the necessary elements in ways that achieve these goals.

Examples of Professional Development Systems

The AYD professional development system should be a clearly outlined system that (1) tracks experience and education, (2) provides incentives, and (3) grants professional status. Professional development systems are common among other professions and AYD can draw from their models. While the following examples are different from AYD because they provide services other than working with children, the infrastructure of these other professional development systems addresses the infrastructure needs of the AYD professional development system.

Example 1 Nurses have various options for starting on the pathway of the profession. Their titles, responsibilities, and wages increase with the hours they spend providing care and doing coursework which is offered both online and in classrooms. Regardless of the particular level of licensing or specialty of a registered nurse, s/he can join the Washington State Nurse's Association of more than 13,000 R.N.s including staff nurses, nurse educators, nurse practitioners, school nurses, and public health nurses.

Example 2 The U.S. Department of Labor awarded a non-profit trade organization a series of grants to establish a nationwide apprenticeship program for information technology (IT) workers in 2000. Participants can use a combination of related instruction and on-the-job learning. The trade association created a competency-based apprenticeship methodology that supports consistent and flexible credentialing for the career development and advancement of IT workers. Participants can earn an associate's degree and a Department of Labor certificate of completion.

Why AYD Professionals in Washington need a Professional Development System

AYD professionals, programs, advocates, and stakeholders have been creating momentum around professionalizing and training the AYD workforce. An effective professional development system has the potential to overcome high turnover rates and the lack of incentives for increased education. Research shows that high quality programs typically have educated and stable staff with lower turnover rates, increasing the ability to offer consistent services to children, making the education of staff and their work environment essential determinants of the quality of services children receive.²⁶

Professional development for AYD staff now occurs in many settings and throughout their careers. Their professional development activities may be formal or informal, highly structured or flexible, and pursued at the program site, at college campuses, in seminars, or online. There is no single, standardized route to becoming an AYD professional at this time.

This report presumes that an AYD professional development system will be voluntary and that its creation will be driven by the common needs of stakeholders who see shared advantages. However, it is possible that over time some or all components of the system could be driven by legislation.

Professional Development Works

The 2005 Massachusetts After-School Research Study (MARS) found that programs with highly educated staff provided higher quality services and were more likely to help youth reach more positive outcomes. Other research supports that finding, reporting that high quality programs have staff and program directors with strong educational credentials and extensive experience working with youth.

Credential programs in the early childhood education and AYD fields have been shown to:

- Increase workers' self-confidence and feelings of efficacy in performing their jobs.
- Increase workers' skills and knowledge.
- Encourage providers' pursuit of higher education.
- Increase salaries.
- Reduce turnover rates.²⁷

²⁶ Whitebook, M., Howes, C., and Phillips, D. Worthy Work, Unlivable Wages: The National Child Care Staffing Study, 1988-1997. Washington, D.C.: Center for the Child Care Work Force, 1998; Helburn, 1995; Howes, C. Children's Experiences in Center-Based Child Care as a Function of Teacher Background and Adult:Child Ratios. Merrill-Palmer Quarterly, 43, 1997; NICHD, 1998; Phillipsen, Burchinal, Howes and Cryer. The Prediction of Process Quality from Structural Features of Child Care. Early Childhood Research Quarterly, 12, 1997.

²⁷ Dennehy, J. Gannett, E. and Robbins, R. (2006). Setting the stage for a youth development associate credential: A national review of professional credentials for the out-of-school time workforce. Houston, TX: National Institute on out-of-school time. Wellesley Centers for Women.

Creating a Framework is a First step

The purpose of an AYD professional development system is to increase AYD professionals' knowledge about child and adolescent development, so they can plan effective programs and promote positive, nurturing relationships with children and youth. AYD professional development can also improve the quality and sustainability of the AYD workforce, decrease turnover and re-training costs for programs, and garner public support for investing in quality AYD programs.

This report describes the strategies and infrastructure necessary to develop a statewide AYD professional development system. The system is meant to ensure quality training for its participants so they can provide quality services for Washington's kids. The following section provides a proposed framework for the essential components that need to be in place for Washington to build a system that effectively invests in, trains, and supports AYD professionals.

Chapter 5

What the AYD Professional Development System Needs to have in Order to be Effective

AYD programs serve a diverse population of children and youth. The AYD workforce is diverse, with professionals coming from different cultural, educational, and socio-economic backgrounds. A sustainable and effective professional development system will have to be broad-based, easily accessible, and responsive to the changing demands of the workforce. ²⁸

Neither afterschool nor youth development currently have a professional development system; only a few components with limited reach. Building and buttressing a professional development system demands understanding simultaneous challenges and goals. A sustainable and flexible professional development system must acknowledge the various participants in it and their motivations.

A literature review and the input provided by Washington AYD professionals and leaders provided considerable consensus on the seven components necessary to make a system that is both effective and sustainable. ²⁹ This report focuses on the framework that can be used to establish such a system.

Seven Interconnected Components of an AYD Framework

1. **Measurement of outcomes** to demonstrate the contribution of AYD professional development to better outcomes for children and youth and better retention and service in the industry.
2. **Core competencies** to define the essential knowledge and skills AYD staff must have to be competent professionals.
3. **Identity of the profession** to solidify the definition and role of the profession so people within and outside of AYD recognize the essential role trained professionals have in guiding children and youth to positive outcomes.
4. **Career and wage ladder** to outline the various pathways AYD professionals can take to advance their educations and careers. A career and wage ladder links roles, responsibilities, and salary ranges commensurate with an AYD professional's education and experience.
5. **Training catalog** to describe available training and educational opportunities designed to instill the core competencies in staff while being responsive to the diversity of staff.
6. **Professional registry** to provide a centralized database of members of the AYD field and document all relevant training and education completed by each professional.
7. **Quality review** to ensure that training opportunities include quality of content, relevance, and effective delivery.

²⁸ Achieve Boston. (2004). Blueprint for Action: Professional Development System for the Out-of-School Time Workforce. (A working document). The National Institute of Out of School Time. Boston: MA.

²⁹ Dennehy, J, J. and Noam, G. (2005). Evidence for Action: Strengthening after-school programs for all children and youth: The Massachusetts out-of-school time workforce. Boston, MA: Achieve Boston/Boston After School and Beyond.

In-Depth Look at Components of the Framework and Models

The following sections provide a description of each of the seven components and their key features of effectiveness based on the literature review.

1 Measurement of outcomes

Measurement of outcomes helps determine if a program or strategy is achieving its intended results. An outcome evaluation provides valuable information to funders and policymakers faced with difficult policy and resource allocation decisions.

Many professional development systems do not include outcome evaluation as part of their framework, largely due to lack of funding and expertise. As a result, they have limited knowledge about the effectiveness of various components of the system and how to adjust or strengthen their approach.

An outcome evaluation design should be developed and implemented for the professional development system itself, as well as the impact that staff involved in the professional development system have on program quality and child and youth outcomes. This is a complex undertaking and should not be oversimplified. Resources and technical assistance need to be provided if stakeholders are seeking sophisticated outcome data.

2 Core competencies

Core competencies establish a baseline for the knowledge necessary for AYD professionals to provide quality programming and improve their practice in various settings and programs.³⁰

Several states have developed lists of core competencies for staff that include both child development and program development skills. They are substantially similar to those proposed by AYD workers and leaders in Washington. Core competencies vary somewhat according to the developmental age of the children and youth served. A synthesis of the core competency lists for both afterschool and youth development programs includes:³¹

- Child and youth development: how to provide age appropriate encouragement, communication, and discipline to kids.
- Program content, activities, and curriculum: how to keep kids engaged and learning.
- Observation and assessment: how to understand the diverse needs of the kids and meet them effectively.
- Behavior guidance: how to appropriately redirect and/or discipline kids so they are safe and empowered.
- Safety, health, and nutrition: how to manage the healthy physical development of kids.

³⁰ OPEN, MASN, KEN. (2006). Core competencies for youth development professionals: What youth development professionals need to know and do to provide quality services for youth and their families. Kansas and Missouri Core competencies for Youth Development Professionals. First ed. Columbia, MO: Opportunities in a Professional Education Network (OPEN), Missouri Afterschool Network (MASN), Kansas Enrichment Network (KEN).

³¹ Community Matters and Breslin, T. (2003) Workforce Development in Out-of-School Time: Lessons Learned and Innovative Strategies. Providence, RI: Rhode Island KIDS COUNT.

- Cultural competency: how to ensure that kids' cultural and ethnic backgrounds are appropriately recognized and celebrated and that staff engages with diverse groups of kids respectfully and inclusively.
- Program environment: how to give kids the greatest benefit from a program's space and equipment.
- Family engagement: how to be inclusive with families of kids in AYD programs.
- Partnerships with communities and schools: how to connect communities with local AYD programs.
- Program management: how to support and maintain an effective, stable, and dependable professional staff and program.
- Professionalism and staff development: how to infuse education and professional development into the work of staff to ensure they are providing the best care possible.

In addition to the core competencies, there are traits that AYD professionals need to be effective, such as genuine care for kids, good judgment, the ability to improvise, being clear communicators, understanding organizational systems, understanding child growth, and being committed to their work, the kids they serve, and their programs.³² Staff should be able to engage in warm, positive relationships with children and youth, promote positive peer interactions, and encourage youth to be actively involved in their programs.³³

Cultural competency needs to be infused into all core competency areas. Cultural competence is defined as the ability of individuals and systems to work or respond effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served. Culturally competent youth development workers are aware and respectful of the values, beliefs, traditions, customs, and parenting styles of the audience being served.³⁴ Leadership, curriculum planning, and professional recruitment need to represent the diversity of the professionals, children, and youth involved.

³² William, B. (2001). Accomplishing Cross Cultural Competence in Youth Development Programs. University Outreach and Extension. Lincoln. Jefferson City, MO: University of Missouri.

³³ Bouffard, S., Little, P.M.D. (2004). Issues and Opportunities in Out-of-School Time Evaluation Briefs Promoting Quality Through Professional Development: A Framework for Evaluation. Harvard Family Research Project. Iss. Number 8, August 2004.

³⁴ <http://www.joe.org/joe/2001december/iw1.html>

3 Identity of the profession

In order to establish themselves as a profession, AYD professionals need “a common language and common expectations as part of a comprehensive professional development system.”³⁵

The lack of a professional identity for the AYD field and profession, both within and outside of AYD, diminishes the ability of the AYD field to coalesce around common goals, to seek policy and funding support, and to communicate the importance of its work with children and the community. Professionals who work in AYD do not always identify themselves as professionals or each other as members of the same profession. AYD professionals may see themselves as doing different work from one another instead of being part of a continuum of child development.

A professional identity for AYD workers would also encourage potential AYD staff to see the work as a potential career rather than a temporary job on their way to a “real” career. In turn, policymakers would begin to view AYD as a profession providing care and education; a profession that is different from traditional teaching but valuable in similar ways.

There is also a need to create a common lexicon.³⁶ AYD professionals and policymakers can begin to develop an identity for the profession by:

- Describing what AYD professionals do.
- Explaining the AYD relationship to other professions (teachers, psychologists, etc.) and how they are connected and complimentary.
- Agreeing on a professional credo to create a sense of unity, direction, and momentum.
- Referring to AYD workers and the work they do as “professional” in all contexts.
- Using an official title, for example “afterschool or youth development professional.”
- Participating in an association that advocates for professional development and joining forces with advocates for high quality AYD programs available to all children and youth.

³⁵ Dennehy, J. Gannett, E. and Robbins, R. (2006). Setting the stage for a youth development associate credential: A national review of professional credentials for the out-of-school time workforce. Wellesley, MA: National Institute on Out-of-School Time, Wellesley Centers for Women, Wellesley College.

³⁶ Community Matters and Breslin, T. (2003) Workforce Development in Out-of-School Time: Lessons Learned and Innovative Strategies. Providence, RI: Rhode Island KIDS COUNT.

4 Career and wage ladder

A career and wage ladder links education, experience, qualifications, and compensation on a single path. A ladder can be designed to accommodate diverse levels entry, based on the education, experience, and needs of the AYD workforce. A ladder can allow for AYD professionals to be compensated for both education and experience, move forward into new roles, and earn credit toward a certification or degree. The steps on the ladder are intended to be cumulative.³⁷

Compensation commensurate with levels of knowledge, skills, and education should be included in the career ladder to increase quality and retention of staff. Without the incentive of meaningful wage increases and career advancement, there is little reason for AYD staff to participate in a rigorous training program.

"The low wages that characterize the child care industry have been identified as the strongest predictor of the instability among staff".³⁸

5 Training catalog

A centralized catalog of available training and educational opportunities, including community-based training, college coursework, and other professional development activities, allows AYD professionals to determine what classes and training opportunities are available to them. A variety of coursework and training opportunities in early education, school age education, and youth development exist in many states, Washington included, which could be collected into such a catalog.

However, very few colleges or universities offer courses or degrees in AYD because the demand for them is limited by the fact that neither regulations nor program sponsors require specific credentials for AYD professionals.³⁹ Washington colleges and training organizations that have AYD opportunities do not list them in a centralized statewide catalog.

AYD professional development can be community-based, non-credit training, credit-bearing higher education, including college certificates, apprenticeships, and degrees, or online learning.⁴⁰ Online classes, seminar, and classroom settings are some of the many formats that AYD professionals could use.

The training opportunities need to have flexible schedules because AYD professionals do not necessarily have the flexibility to attend training in the middle of the day or early evening, and programs do not often have spare staff to cover the shift of a colleague at training.

³⁷ OPEN, MASN, KEN. (2006). Core competencies for youth development professionals: What youth development professionals need to know and do to provide quality services for youth and their families. Kansas and Missouri Core competencies for Youth Development Professionals. First ed. Columbia, MO: Opportunities in a Professional Education Network (OPEN), Missouri Afterschool Network (MASN), Kansas Enrichment Network (KEN).

³⁸ Vandell, D. L., and Wolfe, B. (2000). Child Care quality: Does it matter and does it need to be improved? (No. SR #78). Madison, WI: University of Wisconsin, Institute for Research on Poverty.

³⁹ Partnership for Afterschool Education. (1999). Developing the afterschool profession: Addressing quality and scale. New York: Pasesetter.

⁴⁰ Community Matters and Breslin, T. (2003) Workforce Development in Out-of-School Time: Lessons Learned and Innovative Strategies. Providence, RI: Rhode Island KIDS COUNT.

6 Professional registry

A professional registry creates a complete record of each AYD professional's training in the field. A registry not only provides a centralized database of professionals but also supports the professionalization of their work and their field. A registry could be a means to create unity in the field between afterschool and youth development programs.

7 Quality review for training opportunities

To ensure that courses and workshops effectively help staff develop core competencies and meet their education needs, a quality rating review should be applied to both the trainers and course content. After AYD professionals and other stakeholders establish the criteria that measure effectiveness, every course in the training catalog should be periodically evaluated. The quality review ensures that offerings in the catalog are current, relevant, accurate, and delivered in usable formats to professionals. Training opportunities should respond to the backgrounds and experiences of the professionals utilizing them and need to include links between theory, practice, and cultural competency so that each professional feels comfortable using his/her new skills.

For a training opportunity to pass a review it should (1) be relevant to a culturally diverse group of professionals and their programs, (2) teach content in an anti-bias ⁴¹ format, and (3) ensure that trainers from diverse backgrounds are actively recruited. ⁴² Trainings that are out of touch with the practical needs of the professionals serving children and youth, do not address the desired outcomes of professional development, or lack cultural competency, should be adjusted or replaced in the catalog. The quality review supports the reliability of the career ladder component discussed below.

⁴¹ An anti-bias curriculum challenges forms of prejudice such as racism, sexism, ableism/disablism, ageism, homophobia, and classism.
⁴² Community Matters and Breslin, T. (2003) Workforce Development in Out-of-School Time: Lessons Learned and Innovative Strategies. Providence, RI: Rhode Island KIDS COUNT.

Chapter 6

Three Models in Washington that Integrate the Framework Components

An effective professional development system for AYD staff will address the needs of staff with a wide range of experience and education in the field. The AYD workforce is rich with different educational levels, cultural backgrounds, and levels of work experience. AYD professionals also enter the field at different ages, with different motivations, and with different plans for how long they plan to stay in the field.



Rather than create a basic career “pipeline” with only one entry point and one exit, the best system for Washington’s AYD workforce would be a cumulative progression of education, experience, and wages. The system would allow workers to enter the pathway at the level most appropriate to their qualifications and pursue training with different levels of rewards. By having multiple entry points with a common direction, individual AYD staff can engage in their personal career development without starting over, and the AYD field can benefit from its very diverse, higher-skilled workforce.

Below are examples of three models for AYD professional development that are currently operating in Washington State. The three models were chosen because they each contain most of the seven framework elements, however each approaches them differently. The comparison chart is meant to inform the reader of different ways the components can be applied as a usable, cohesive system. More detailed information about each model is listed in Appendix A: “Building Blocks Washington Already Has in Place.”

Comparison of Three Professional Development on Framework Components

	DEL Career and Wage Ladder	Armed Forces Modules	Department of Labor and Industries Child Care Apprenticeship
Measurement of Outcomes	Measures retention of workers but not child outcomes. Independent evaluation of the program found that turnover declined among staff in participating Child care centers. ⁴³	AYD employees evaluated for reliability, skill in work, and work relationships. No child outcome measures.	
Core Competencies	No. Specific competencies not defined. Majority of class credits must be in Early Childhood Education.	Yes. AYD staff is required to complete modules developed from military's core competencies.	Yes. They are called "standards."
Identity of the Profession			Yes- titles: apprentice, journey person, master. Also, people generally know that an apprentice has had coursework and on the job training.
Career and Wage Ladder	Yes. Provides wage increments for child care workers in licensed Child care centers for higher levels of education, years of program experience, and levels of responsibility.	Yes. AYD professionals must complete modules to stay employed, and earn increases in pay as modules are completed. Completion of training yields a training certificate and a non-competitive promotion. ⁴⁴ Training and commensurate wage are transferable to any military installation.	Yes. Combines classroom studies (144 hours per year) with on-the-job training under approved supervision with specified incremental wage increases. Community college tuition is reduced. ⁴⁵
Training Catalog	No. Participants can use STARS training or community college catalogs.	Yes. Individual Development Plan (IDP) for each staff member that outlines requirements and time frame for completing required modules.	Yes. It is decided beforehand which course/ training institutions qualify.
Professional Registry	No. However, participants are required to submit proof of completed trainings.	No. If AYD worker transfers to a new installation, records can be requested from former installation.	Yes. The Department of Labor and Industry houses the registry.
Quality Review			Yes. Periodic reviews ensure the elements of the apprenticeship match the changing face of the field.

⁴³ Boyd and Wandschneider (2005). Washington State Child Care Career and Wage Ladder Post-CWL Evaluation Report. Washington State University.

⁴⁴ Army school-age services. (2007). Child and youth personnel pay program. U.S. Army Child and Youth Services.

⁴⁵ Prevailing wages are established by the Department of Labor and Industries for select occupations employed in the performance of public work and are reflective of local wage conditions. <http://www.lni.wa.gov/TradesLicensing/PrevWage/Basics/WhatIs/default.asp>

While each of the three models addresses some of the essential components, none of them address all seven. Adapting one of the models on a statewide level as it is now would not be sustainable. While the DEL Career and Wage Ladder addresses commensurate pay with education and experience, programs volunteer to participate. If an AYD worker leaves the AYD program participating in the ladder, she cannot expect her wage level to travel with her. While the armed forces model provides promotions and internally pays for trainings, it mandates its AYD workers to complete trainings on a schedule. While the apprenticeship model addresses mentorship and commensurate pay for education and experience, it can appear rigid, limiting, and require too much time to complete. By combining the strengths of all three models into a single framework, Washington can harness the success of each model and still provide all seven components.

Chapter 7

A Proposed Framework for the Professional Development System

Given the research findings on professional development for AYD staff, the voices of workers in the field, and the observations of stakeholders and experts, it is clear that now is the time to establish an AYD professional development system in Washington. The AYD workforce is diverse and workers will enter the system with different levels of education and experience. AYD workers have clearly stated they want cumulative education that is commensurate with pay. They have also said they want to progress in their careers and be acknowledged as a legitimate profession inside and outside of AYD.

After investigating the many efforts around the country to develop an overall professional development system for afterschool and youth development professionals, the most comprehensive and cohesive approach would be a custom-made system adapting three professional development models already in place in Washington.

The proposed model adapts the sustainability, linear progression, and incentives of the (1) career and wage ladder, (2) armed forces modules, and (3) apprenticeship model to create the AYD Professional Development Hybrid (PDH) model.

The PDH model is essentially a “ladder” with “rungs” charting increments of hours on the job, coursework credits, roles in the workplace, and commensurate wages. For a preliminary example based on the Department of Early Learning’s Career and Wage Ladder, see Appendix B.

When assessing the models in light of the framework components and current problems defined by both research and stakeholders in Washington, a PDH model seems promising on both scales.

Proposed Framework

Current Problems in AYD Professional Development	How the AYD Professional Development Hybrid (PDH) Model Can Address Them
Low wages, lack of benefits, and lack of financial incentives make it difficult to recruit good job candidates and drives some staff to leave the AYD field to pursue higher paying jobs with benefits. Staff that pursue training rarely receive paid time off to do it, must pay their own tuition expenses, and then do not necessarily receive wage increases or promotions.	The PDH model can clearly outline wage progression for increased education and for remaining in the AYD field over time. Tuition expenses are not borne solely by the worker.
Lack of identity creates a feeling of isolation among AYD staff. They lack access to mentorship, career planning, and networking with colleagues. Outside of AYD, they are not acknowledged as a profession.	Participants are assigned mentors. They can network with colleagues in their training programs and on the job. To those outside of AYD, the PDH model is understood to represent training and education in a “real” profession.
Lack of professional advancement opportunities reduces motivation for staff to pursue more education or remain at their programs. Staff may accumulate degrees or years of experience and may not see it reflected in their career progress.	The PDH model provides an organized pathway and clear motivation for career advancement with recognized titles.
High turnover of staff is a problem for staff wanting to build a relationship with the kids they serve. Turnover is also a problem for programs in a cycle of recruiting and training staff only to replace them. Low wages are a large contributor to high turnover.	The PDH model can engage participants for the long term. It includes regular wage increases and cumulative training so participants are motivated to continue their studies and accumulate hours.
Lack of formal training and education leave staff under-equipped to provide the most effective services to kids. Available training is often fragmented and disconnected, and theory and practice are not always inter-connected.	The PDH model includes training plans established by experts in the field. The training opportunities can be as flexible or as rigid as necessary. Trainings are cumulative, applicable to work in the field, and representative of the current advances and demands of a profession.
Training doesn’t add up to valuable credentials or degrees. Staff may take a variety of disconnected courses or workshops to meet licensing or internal requirements. They may end up with more skills and knowledge, but their efforts often do not give them valuable and recognizable status, such as a credential or degree.	The PDH model provides a specified pathway to different levels of achievement and can be designed to guide staff into coursework yielding credentials and degrees recognized inside and outside the AYD field.

Bringing cohesion. One of the biggest shortcomings of current professional development activities in Washington and elsewhere is their fragmented nature. The PDH concept brings together a number of compelling features that address current AYD workforce concerns. For example, the PDH model rewards both time on the job and time in the classroom with ongoing wage and career advancements in a commonly recognized skilled occupation. The model values mentorship, leads to increased retention rates for employers, and can be portable nationally over time.

Embracing both new and established staff. The PDH model brings new workers into a job, providing prompt and effective training for them. The flexibility and long term view of the model also fulfills the needs of workers already in the profession. At all levels, the formal instruction component can offer dual accreditation with college credentials or degrees, as well as related specializations in afterschool and youth development.

Addressing concerns. Discussion of a PDH model can raise concerns about lack of flexibility, government regulation, or union involvement. However, the PDH model has a high level of flexibility. It does not require government involvement, although there may be professional and funding benefits to government affiliation. The PDH model can include both union and non-union situations. The PDH model is very flexible, and can be customized to different communities and organizations and still maintain its primary identity and value.

Making the PDH Model Our Own

Accommodating the workforce. The PDH model is worker-focused and allows for experts in AYD to establish the curricula and work requirements for AYD workers. It can be flexible, versatile, and adjustable over time. It can engage government departments or unions or be independent. It can allow for AYD workers to pursue education at their own pace and provides incentives for them to do so. It provides multiple entry points for AYD workers of all educational levels with various years of experience. Alongside the PDH model is the opportunity to provide one-on-one advising about coursework, career planning, job placement, and methods for acquiring financial aid.

The PDH model is meant to represent the ever changing face of the AYD field, so that AYD professionals can learn both the theoretical and practical aspects of their profession from mentors and experts. The PDH model is meant to grow at a pace reflective of the demand from AYD workers and employers.

The time requirements of the PDH model are also flexible. Given that many AYD workers are part-time, the PDH model can allow a worker to complete each level of training with fewer hours rather than the typical number of hours of a traditional full-time apprenticeship or module.

Delivery mechanisms for coursework and trainings can be varied. The PDH model allows for training opportunities through workshops, peer-to-peer training, community college and university courses, conferences, etc. The delivery mechanisms included in the catalog can be as diverse as the workforce demands as long as the coursework and trainings (whether credit or non-credit bearing) meet the required quality standards.

Accommodating the programs. The PDH model also benefits employers. By standardizing the tracking of education and skill level, employers have a better understanding of how much experience their current and new staff already have. The PDH model can be altered to accommodate the training needs of staff from various types of programs including home providers and small organizations as well as larger organizations such as the YMCA or Boys and Girls Club. The professional development system will have to be established with buy-in from participating organizations, providers, and programs so that employers and providers are on the same page about how workers can progress in their educations and careers and be compensated. Organizations and providers will also need to discuss the function and degree of mentorship and supervision.

The PDH model and the seven components. For the PDH model to work effectively, it will need to include the seven components that experts and advocates in AYD recommend. Traditional apprenticeships launched without the seven framework components, investment from a varied stakeholder base, and worker voice is likely to fail. However, a version of the PDH model that incorporates these elements has the potential to succeed over time.

Chapter 8

Lessons Learned from the National Movement

While Washington State has a lot to build on, developing a statewide comprehensive system is likely to take several years. In this journey, Washington will be able to learn from other states, as well as contribute its ideas and innovations to the rest of the field.

Each of the 50 states has taken strides in establishing a professional development system for people working with children. For the vast majority of states, initial efforts have focused on professionals working in early childhood education programs. Some states, such as Vermont and Nevada, have begun incorporating school age and youth development professionals into their systems as well. A few states have started, but none have completed, comprehensive, interconnected systems with centralized professional registries, training catalogs, and wage ladders.⁴⁶

Incorporating Credentials

Many individual states and national organizations are looking to a credit-based (not competency-based) credentialing approach as the cornerstone of their professional development efforts for AYD staff. A credential is defined as a certification that recognizes an individual's performance based on a set of defined skills and knowledge. The conventional credentialing model focuses on entry-level workers, to ensure they have a common base of knowledge and skills.

Several states, the armed forces, and Canada have begun work to establish one or more credentials for professionals working in AYD. While each offers helpful models and options to consider, most do not effectively address the seven components of a professional development system described earlier in this report. *A credential is just one component of a comprehensive statewide professional development system that cannot and should not stand alone as a workforce strategy.*⁴⁷

Washington has the opportunity to build on the experience of other states and incorporate credentialing into the PDH model. Components that need to be added or strengthened in most credential models are starting to be identified in the field, and include:

1. Providing more educational opportunities that lead to degrees provide greater gains in professional development. Degrees are more readily recognized by policymakers, funders, and families, are transferable to other jobs or areas of the country, and provide a platform for further career advancement.
2. Increased demands on colleges to offer more relevant courses and in ways that work for the AYD field will open up new opportunities for AYD staff.
3. Incentives for obtaining a credential or degree need to include increased compensation and career advancement. Benefits may be as important to workers as wages.
4. Workers already in the AYD field also need to be rewarded for further education and experience in the field. (Washington's Career and Wage Ladder offers this feature.)

⁴⁶ Morgan, Gwen and Brooke Harvey (2002). New Perspectives on Compensation Strategies for the Out-of-School Time Workforce. Wellesley, MA: Wellesley Centers for Women.

⁴⁷ Dennehy, J. Gannett, E. and Robbins, R. (2006). Setting the stage for a youth development associate credential: A national review of professional credentials for the out-of-school time workforce. Houston, TX: National Institute on out-of-school time. Wellesley Centers for Women.

5. It may be valuable to have one credentialing system for afterschool and youth development workers, in which workers can share commonalities and obtain specializations in one or both areas. (The military's new Youth Development Associate Credential is following this model.)
6. Credential offered by an employer, such as the Army School Age Credential based on training provided by the employer, may not be transferable to other AYD jobs.
7. Adding school-age components to a professional development system in the early childhood education field is often limited to programs serving children only through age 12 and may be limited to workers in licensed Child care centers or homes.
8. Many AYD workers will be left out of training or scholarship programs that are restricted to people working a minimum of 20–30 hours a week or in licensed programs. (Washington Scholarships for Child Care Professionals, an adaptation of the national Teacher Education and Compensation Helps (T.E.A.C.H.) model, has that restriction.)
9. Workers need career advisors. Workers get confused and can go astray in seeking career advancement if there are too many options, and they have no guidance to get and stay on the path that will lead them to a degree.
10. A diverse funding base is critical for maintaining momentum and security for the entire professional development system.

The credentialing movement is gaining momentum and Washington is already involved. However, AYD leaders in Washington need to go beyond the credential model if they are to effectively respond to the needs and desires of AYD workers and to maximize the benefits of quality AYD programs. The PDH model has the potential to incorporate and surpass the credentialing model.

Chapter 9

Taking Action: First Steps for Creating an AYD Professional Development System for Washington

Proposed Sequence of next Steps

The importance, scope, and scale of creating an effective AYD professional development system in Washington will require strong, long-term leadership among policymakers and key stakeholders. This report presumes that an AYD professional development system will be voluntary, and that its creation will be driven by the common needs of stakeholders who see shared advantages. There are no doubt a number of ways to pursue next steps, some of which will be affected by unfolding external events; everything from developments in the early learning field to the economy. However, the following list may provide a helpful starting point.

Invite feedback. Listening to reactions from stakeholders to this report before taking significant steps forward will enrich and expand the information in this report. Many individuals and organizations have interest and expertise about a professional development system that will be invaluable in considering how to proceed. Feedback should be invited from a broad range of stakeholders.

Engage the partners and create a council. School's Out Washington, the Washington Afterschool Network, and others are already making connections with the people and organizations that can and want to take on strong leadership roles in creating the professional development system. Potential partners should be approached about their interests, the role they can play, and how they want to be involved.

An AYD Professional Development Council would be composed of the partners who buy-in to making the professional development system a sustainable and funded reality. Council members would need to make a long-term commitment to defining, establishing, funding, and overseeing the system and the workers using it. Among the potential partners are:

Consumers

- Parents.
- Youth.

State Government

- Governor's Office.
- Washington State Legislature.
- Office of Superintendent of Public Instruction (OSPI).
- Washington State Board of Community and Technical Colleges.
- Higher Education Coordinating Board of Washington State.
- Department of Early Learning (DEL).
- Washington Learns.
- Washington State Department of Labor and Industry (L&I).

State-Level Nonprofit Organizations

- School's Out Washington (SOWA).
- Washington Afterschool Network.
- Unions.
- Fight Crime: Invest in Kids.
- Washington Association for the Education of Young Children.
- 4-H/Washington State University/Youth Development Apprenticeship Program.
- Washington Afterschool Association.

Local Organizations/Program Providers

- Park and Recreation Departments.
- Large nonprofit organizations (such as YMCA, Boys and Girls Club, Camp Fire, etc.)
- Faith-based organizations.
- Ethnicity-specific organizations.
- Business and civic organizations.
- Law enforcement.
- Schools (public and private).
- Other program providers.

Maximize existing resources and develop additional financing. Council members would determine the full extent of existing and potential resources for the professional development system. Once those resources are identified, council members can assess what additional resources are needed. For more detail on the following examples, see Appendix A.

Funding issue 1: Investing in training. The council would discuss how to fund trainings without making the individual AYD worker bear the cost of tuition and lost work hours. The strategy can be based on the armed forces model. This model funds its own professional development system nationwide, pays workers for training hours, and individual participants are not expected to supplement the cost.

Funding issue 2: Ensuring commensurate wages. Once an AYD worker completes a training, she will expect commensurate wages to follow her regardless of the program that employs her. The council will need to determine if funding for increased wages will come from the state in a general fund, from programs investing in a trust, and/or other sources. The strategy can be based on the Department of Early Learning Career and Wage Ladder model. In this model, participating programs agree to pay a baseline wage and offer some benefits to workers while the Department of Early Learning pays for wage increases.

Funding issue 3: Supporting mentorship and supervision. For on-the-job experience to be enriching and documented, mentors and/or supervisors will need to be addressed in the funding matrix of the professional development system. The council would determine how much of a commitment in time and expertise it expects from mentors/supervisors. This strategy can be based on the Apprenticeship model. Mentorship and supervision are built into the apprentices' work hours and mentors/supervisors are part of the apprenticeship continuum themselves.

Additional funding has come from a variety of sources in Washington and other states. ⁴⁸

- Federal funds – workforce development, Child Development Block Grant, education, financial aid for college courses.
- State funds – community and technical colleges; institutions of higher learning; K–12 education, financial aid for college courses.
- Private funds – foundations and corporations.
- Fees paid by parents/families.
- Providers.
- AYD staff
- Federal and state labor departments. ^{49 50}

Define the components. The council would define what each of the seven essential components of the professional development system should include and achieve; in essence what “makes the cut.” This includes the (1) Measurement of outcomes, (2) Core competencies, (3) Identity of the profession, (4) Career and wage ladder, (5) Training catalog, (6) Professional registry, and (7) Quality review. Members of the council would create common definitions and expectations that apply to the infrastructure of system, the AYD workers, and the programs employing them while keeping the system AYD worker-centric.

Seek technical assistance to assess the PDH model and its scale. If stakeholders and councilmembers are interested in drawing heavily on the AYD Professional Development Hybrid (PDH) model for a professional development system, they will obtain technical assistance from those who have been involved in similar projects around the country. This conversation could involve the armed forces, government departments, trades, higher education, and/or unions.

Build capacity of intermediary organization. The lead intermediary organization will need to build its capacity to effectively support the design and implementation of the AYD professional development. This will include funding, additional staff, and added expertise either internally or through technical assistance from outside experts. In addition, there must be an intermediary organization with adequate capacity to serve as the hub of this work. The intermediary organization would connect and mobilize stakeholders, obtain technical expertise as needed, convene interested parties, identify and obtain resources, conduct planning, and handle coordination and administrative tasks necessary to design and implement the system.

Theory of change. An extremely valuable planning activity is the engagement of stakeholders in developing a theory of change, which maps out the short, intermediate and long-term outcomes that will be needed to put the system in place and have it fulfill the desired long-term goals. This activity also requires stakeholders to articulate and challenge the theoretical basis for why they believe certain activities are likely to produce the desired results. The theory of change map can test decision-making, sequencing, and prioritization of activities.

⁴⁸ The National Child Care Information Center offers many resources about funding for professional development systems. www.nccic.org

⁴⁹ Between 2000–03, the U.S. Department of Labor awarded three rounds of grants to organizations in 31 states to help establish apprenticeship programs of various scale in Child care and AYD. Some local organizations across the country have partnered with national organizations, such as BEST and 4-H, and the Department of Labor to offer localized apprenticeships in youth development that still provide national credentials.

⁵⁰ Participating states include: Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Montana, Nevada, New Hampshire, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, Washington, West Virginia, Wisconsin, Wyoming.

Develop governance structure and process. There will be a need for some type of governance structure developed among the partners that will define roles, responsibilities, and decision-making protocols. In addition, a process and work plan for design and implementation of the system will need to be developed.

Design and launch through interconnection. None of the components of the framework operate in isolation. Therefore, they must all be designed to fit together and leverage one another. Careful consideration will need to be given on how to launch all of the components.

Establish official endorsement of the system and its participants. Once the components and infrastructure of the system are established, the AYD community would confirm official endorsement of the professional development system and its participants. To provide credibility for the long-range purposes and benefits of the professional system, AYD can gain endorsements from the arenas of government, education, and labor.

Track external forces and opportunities. Stakeholders and partners will need to constantly track developments and opportunities in the AYD field as well as other sectors. For example, the Department of Early Learning's Career and Wage Ladder could be expanded, community colleges could develop clearer pathways for AYD professionals to obtain education leading to credentials and degrees, and unions may obtain the authority to engage in collective bargaining with the state on behalf of licensed child care centers. Any of these moves would have a substantial affect on the AYD landscape, and could have a variety of effects on how the professional development system takes place.

Chapter 10

Observations

The consultant team offers the following observations about creation of a comprehensive and effective AYD professional development system in Washington.

1 *Need for Systems Thinking*

A professional development system for AYD workers must be considered in the overall context of the Child care, afterschool care, and youth development systems. To a large extent, all are subject to the “trilemma” of salaries, fees, and adult/child ratios, where attempts to address any of these factors can exacerbate problems in the others. Systems thinking suggests that professional development strategies need to include major systemic change in the larger systems, and link with other efforts that can affect whole systems.⁵¹

2 *External Forces Must Be Considered*

Because the Afterschool and Youth Development Field spans both licensed and unlicensed programs serving children and youth, stakeholders must remain cognizant of significant potential changes in licensed child care in Washington State.

First, the Governor’s Washington Learns initiative and the Department of Early Learning have given a high level of attention to development of a Quality Rating and Improvement System (QRIS) for licensed child care centers and homes serving children ages 0–12. This system is intended to help parents make informed decisions about child care, and help providers improve the quality of care they offer. The QRIS framework includes qualifications and competency of the workforce and the need for reasonable compensation. While details are not known, such a system is likely to have a substantial influence on staff professional development.

Second, licensed child care homes now have collective bargaining rights and are represented by the Service Employees International Union 925. Several unions are planning to seek approval from the legislature to allow collective bargaining for licensed Child care centers.

These and other system-level activities can provide both resources and challenges on the path to create a comprehensive professional development system for AYD workers in Washington.

⁵¹ Morgan, Gwen and Brooke Harvey (2002). *New Perspectives on Compensation Strategies for the Out-of-School Time Workforce*. Wellesley, MA: Wellesley Centers for Women.

3 *Balancing Commonality and Unique Features Among Broad Range of Workers, Program Types, Provider Agencies and Regulatory Oversight*

Because the AYD profession lacks a commonly recognized identity, many organizations offering AYD programs do not see themselves as part of a larger AYD workforce. Only recently have AYD programs begun to acknowledge their similarities and join forces in some pursuits. Organizations that employ AYD professionals can be non-profit, for-profit, or governmental. They can be very small or very large. They can run licensed programs, or nonlicensed programs, or both. They may already have an internal training system, or have no knowledge of or interest in training.

There is no comprehensive listing of afterschool or youth development programs in the state, so there is limited information about how many programs there are and how to contact the people running them.

Identifying and bringing these groups together based on their commonalities is a formidable task, and will require considerable time, effort, and engagement of partners with connections into many parts of communities. Initial work will be needed to determine (1) who from the profession needs to be at the table, (2) who is “authorized” on behalf of the profession to make decisions in shaping the professional development system, and (3) what process will enhance the willingness of professionals and provider organizations to work effectively together.

4 *Focus on Outcomes*

Afterschool and youth development programs seek similar outcomes for the kids they serve. The greatest commonality in this diverse field may derive from the outcomes they aim to achieve with young people, even though they differ greatly in how they go about achieving those outcomes.

Determining the desired outcomes of the professional development system is a critical step, making it valuable and sustainable. Outcomes should be identified for (1) implementation of the professional development system; (2) participation by AYD staff in the professional development system; and (3) the children and youth served.

Keeping an eye on outcomes at all three levels during the design and implementation of the professional development system should provide strong parameters for decision-making and an increased likelihood of success.

Observations

Bringing it all together

The purpose of a cohesive, sustainable professional development system is to provide valuable training, career guidance, mentorship, and recognition to the professionals who care for and educate our children and youth in AYD programs. The benefits of a professional development system for children, youth, families, communities, and the economy greatly outweigh the cost. Washington can borrow parts of the blueprints of other states and industries to create a professional development system for its afterschool and youth development workforce. The Washington system can be strong and sustained because it can be built on research, supported by legislation, invested in over the longterm, grown to scale, and most importantly, effective in supporting the dedication and aspirations of the people working in afterschool and youth development programs who care for our kids.

A Well-Prepared Workforce

brings out the best in our kids

Appendices



Appendix A:

Building Blocks Washington Already Has in Place

Over the years, various individuals, groups, and organizations in Washington have been working on strategies and infrastructure to support AYD professionals. Washington already has elements of the seven components in place. These elements can be the building blocks for the AYD professional development system. However, for a truly sustainable, effective system, Washington will need to (1) bring the elements of the components it already has to scale, (2) establish the missing components, and then (3) integrate them all and launch them as a package. Stakeholders from many sectors will need to bring their expertise and insight to the table.

In the following pages, the boxed text outlines what Washington already has in place for each component. The examples listed below each box constitute a detailed inventory of some of the efforts underway and resources that could be supported by and expanded to create a comprehensive AYD professional development system.

Status of Framework Components in Washington

Measurement of Outcomes

An initial evaluation of the Department of Early Learning's Career and Wage Ladder was conducted. The SOWA Pathway to Excellence model is underway and will be measuring the link between increased skills and knowledge of staff and positive child outcomes. However, there are no evaluations underway that look at overall issues of professional development issues and the strategies being used to address them. Very few AYD programs in Washington are conducting outcome evaluations. Most program-level outcome evaluations do not directly address the impact of the link between staff skills and knowledge and child outcomes.

Examples

21st Century Community Learning Centers (CCLC) Evaluation in Seattle Public

Schools: CCLC's offer tutorial services and academic enrichment activities, youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and positive behavior education. They are funded by federal grants administered by the Office of Superintendent of Public Instruction, and require grant recipients to conduct a specific outcome evaluation model. The 2005–06 evaluation for CCLC programs in Seattle Public Schools reviewed five providers offering programs to eleven elementary schools, one K–8 school, and three middle schools. The evaluation reports how CCLC services influenced homework completion, math and reading skills; student behavior and social skills; and how CCLC students compare to students attending other Seattle Public Schools afterschool programs.⁵² Information was gathered from teachers, parents, and students.

Boys and Girls Clubs: Boys and Girls Club, funded by the Cities of Tacoma and Lakewood, Pierce County, Bethel School District, United Way of Pierce County as well as a number of private foundations and corporations are required to conduct outcomes-based evaluations.⁵³ They continually reevaluate their programs using an outcome-based process to ensure they are meeting program goals for AYD programs. At this time, they are not doing evaluations specifically measuring the effect of professional development on child outcomes.

New Futures: New Futures is a non-profit organization serving residents of low-income apartment complexes in South King County. This program designed a quasi-experimental research project to evaluate if children participating in their afterschool program have higher gains on reading scores than children in similar programs. The differences were not statistically significant. New Futures is currently working with the University of Washington Human Services Policy Center to conduct a multi-year evaluation with various indicators of children's success.⁵⁴

⁵² Personal communication, Patty Molloy, Evaluator. August 15, 2007.

⁵³ Personal Communication with Rick Guild, Boys and Girls Club. July 3, 2007.

⁵⁴ New Futures. Retrieved August 4, 2007. <http://www.newfutures.us/outcomes.html>

Core Competencies

Washington does not have an overall set of core competencies for AYD professionals. However, several groups have compiled their own lists. These lists share similar competency areas and are similar to lists identified in the national literature review. Establishment of a common set of core competencies could build on existing work and emerge through regulation, voluntary acceptance in the AYD field, or a combination.

Examples

Department of Early Learning: Staff in licensed programs must meet the initial 20-hour basic training and, 10-hour annual training requirements. The STARS 20-hour basic training covers licensing requirements, health and safety, planning activities, and creating effective adult to child ratios. In addition, staff is required to receive training in CPR and HIV/AIDS prevention.

4-H: Competencies for professionals working with youth ages 13–18 include specific training on adolescent development and communication.

Armed Forces: Staff must complete training modules on a variety of core competencies to retain their jobs and advance in job roles or pay.

Statewide Skills Standards for School-Age Care Professionals: Created by a consortium of eleven early childhood faculty from nine Washington Community and Technical Colleges and other partners in 1999, Skill Standards established industry-identified knowledge, skills, and abilities for child care workers. They were meant to provide behavioral and measurable benchmarks of skill for Lead Early Childhood Teachers, Infant/Toddler Specialists, Family Child Care Providers, and School-Age Care Specialists.

Identity of the Profession

While there are a few organizations in Washington supporting and advocating for the AYD workforce and the related early childhood education workforce, there is no statewide definition, database, or association of AYD professionals. Existing organizations serving AYD professionals and associations of related professionals could serve as models for a statewide workforce association. Definitions could be drawn from and adapted from national and statewide AYD groups to create a cohesive identity.

Examples

The National Institute for Out of School Time (NIOST): NIOST has defined the AYD workforce as “individuals employed as frontline workers and supervisory staff in an out of school time program that is engaged in promoting the overall development of school aged children and youth ages 6–18.” ⁵⁵

School’s Out Washington: Their current definition of AYD includes those who work “in a variety of settings including before and afterschool programs in family child care homes, community centers, community based organizations, youth development agencies, and public and private schools.” ⁵⁶ (It is necessary to clarify that afterschool and youth development programs are available for children and youth at various times of day and there are services offered in many communities year round.)

Models for workforce association:

Washington Association for the Education of Young Children (WAEYC): WAEYC membership links its members to its 15 state affiliates as well as its national organization. The national organization, NAEYC, is the largest national organization of early childhood professionals representing more than 105,000 educators, policy makers, researchers, practitioners, and parents. Members receive discounts on educational opportunities, NAEYC newsletters, and voting rights on organizational issues.

Washington Afterschool Association (WAA): The WAA is a non-profit organization dedicated to providing training, support, and resources for afterschool professionals, in the pursuit of quality programming. The WAA is part of the National Afterschool Association, a national professional association for the afterschool field with over 9,000 members and 36 state affiliate organizations. The NAA’s membership includes practitioners, policy makers, researchers, and administrators representing public, private, faith-based, school-based, and community-based sectors. NAA’s members work in school age child care programs, 21st Century Community Learning Centers, Boys and Girls Clubs, YMCAs, 4-H, Parks and Recreation Departments, and other before school, afterschool, and summer programs. The NAA provides publications and hosts conferences on afterschool efforts.

⁵⁵ National Institute for Out of School Time. Retrieved September 7, 2007. <http://www.niost.org>

⁵⁶ School’s Out Washington. Retrieved September 7, 2007. <http://schoolsoutwashington.org>

Career and Wage Ladder

There is no standard path for becoming an AYD professional in Washington. Within other industries, Washington has several traditional career ladders and apprenticeships that tie experience, education, and wages together. Professions include automotive technicians, estheticians, and electricians. Some version of these models could be incorporated into an appropriate AYD professional development model, so that increased education and experience result in commensurate wages clearly linked to each level of achievement.

Examples

Examples of credentialing not linked to wage increases

Early Childhood Education Certificate: This certificate is a 45–64 credit certificate program designed to meet Washington State requirements to become a program coordinator for a licensed Child care center, teacher, or teacher assistant in an early childhood classroom. Wage increases and promotions are not guaranteed; however, credit hours can be articulated into an academic program to earn an Associate’s or Bachelor’s degree.

The Child Development Associate (CDA) Credential: The CDA Credential is a nationally recognized credential awarded to professionals working with young children ages 0–5. The Council for Early Childhood Professional Recognition, the national non-profit organization that administers the CDA National Credentialing Program, administers the CDA in Washington State. The CDA Credential is awarded to infant/toddler Child care teachers, preschool teachers, or family Child care providers.⁵⁷ To date, there are more than 200,000 CDAs in the U.S. Having a CDA Credential gives a staff person more training and credibility, and the potential to be a more viable candidate for Child care jobs. At this time, however, promotions and wage increases are left to the discretion of the individual programs that hire them. Most recently, in 2005–06, 16 Washington State Scholarship recipients received CDAs.

The Integrated Basic Education Skills Training (I-BEST): This program, offered in over 30 Washington State community colleges, allows students who are still developing their English speaking and literacy skills or pursuing a GED to acquire a vocational degree simultaneously. There are about 1,000 participants statewide in I-BEST programs for the 2006–07 school year. Participating community colleges fund their I-BEST from their general program budgets and participating students are responsible for tuition costs.⁵⁸ AYD professionals can participate in the I-BEST Child care Assistant Program. In this program they can earn short-term certificates or articulate their credits toward the CDA Credential or the 90-credit Associate’s degree. The benefit of the program is that students are prepared for entry-level employment in family-home and center-based Child care settings; however, automatic wage increases are not guaranteed.

⁵⁷ Candidates for the CDA must have 480 hours of experience working with young children within the past 5 years and have 120 hours of formal Child care education and training within the past 5 years. The professional must also complete a professional resource file, parent opinion questionnaires, a formal observation, an oral interview and a written assessment. Professionals are asked by the Council for Early Childhood Professional Recognition to remain with their current AYD programs for an additional 6 months after receiving the CDA.

⁵⁸ I-BEST is approved by the Washington State Board of Community and Technical Colleges and is managed by individual community colleges interested in participating. Participating community colleges decide which I-BEST specialties (nursing, commercial truck driving, Child care, etc.) they will offer, how many students they will accept, and how they will organize their budgets.

Examples Career and Wage Ladder (cont.)

Apprenticeship Programs through Washington Labor and Industries: The Washington State Department of Labor and Industries established an apprenticeship program for professionals working in early care and education. Apprentices learn “the trade” both in the classroom and working under the guidance of a “journey-level” worker on the job site.⁵⁹ The Department of Early Learning, the State Board for Community and Technical Colleges, the Department of Labor and Industries, and the Washington State Labor Council have collaborated to establish the Early Care and Education Apprenticeship to produce certified child care specialists.⁶⁰ This apprenticeship combines classroom studies (144 hours per year) with on-the-job training under approved supervision. The required hours spent in the field and in the classroom and the corresponding wage increases are outlined. Apprentices do not have to wait until they finish their apprenticeships to enjoy hands-on experience and wage increases. Apprentices are not required to take classes at community colleges; however, their tuition is reduced through a supplement from the Washington State Board of Community and Technical Colleges.

Youth Development Practitioner Apprenticeship: This apprenticeship program is a joint venture between the Department of Labor and Industries and 4-H. This is a structured education and training program that includes classroom instruction and on-the-job training.⁶¹ The apprenticeship was initiated by 4-H so its current 4-H AYD professionals could accumulate training and on the job experience that leads to a national credential.

Apprentices must acquire 345 hours of classroom instruction and 3,000–4,000 hours of job training on site. Participants with prior youth development work experience can receive up to 100 hours of credit toward classroom instruction and up to 1,000 hours toward onsite job training. Successful completion of an Apprenticeship by a “new participant” is expected to take from 2 to 3 years. The program is in its early development. To date, one apprentice has received certification and another is in the program. 4-H initiated similar programs in six states, but only the Washington and Vermont programs are active and have apprentices engaged. See footnote for program details.⁶²

⁵⁹ Washington State Department of Labor and Industries. Retrieved September 4, 2007.

<http://www.lni.wa.gov/TradesLicensing/Apprenticeship/default.asp>

⁶⁰ Washington State Department of Early Learning. (2007). Child care Apprenticeships. Newsletter. July 13, 2007. Vol.1 Issue 1. pp. 10.

⁶¹ National 4-H Youth Development Practitioner Apprenticeship Certificate Program. Retrieved September 7, 2007.

<http://www.nae4ha.org/ydpa/index.html>

⁶² Each participant works towards Certification under the guidance and supervision of a Master Practitioner. The unpaid Master Practitioners must have worked as a 4-H youth worker for 5 or more years, and agree to volunteer a minimum of one hour per week via phone, e-mail, or in face-to-face meetings as a mentor. The benefits for apprentices are access to 4-H training resources and the support and guidance of a Master Practitioner. Upon successful completion of their required hours, Youth Development Practitioner Apprentices can be certified by the state and federal Department of Labor as a Youth Practitioner Journeyworker, and receive a nationally recognized credential that is transferable to other 4-H installations. Employees of 4-H are considered employees of Washington State University and receive discounts on their tuition so the cost of running the program is modest. Funding for the 4-H apprenticeship program is \$1,000 per apprentice per year, funded by the National 4-H organization to cover tuition costs. At this time, apprentices’ wages are not increased at the time of certification.

Examples Career and Wage Ladder (cont.)

Examples of credentialing linked to wage increases

Career and Wage Ladder at Washington State Department of Early Learning: The Career and Wage Ladder creates incentives and opportunities for child care workers in over 60 licensed child care centers to further their education, receive increased compensation for higher levels of education, and potentially choose a career in early childhood education. The program is designed to help licensed child care centers attract more educated employees and (with the financial supplement from the Department of Early Learning) offer them higher wages.⁶³ Participating licensed child care centers who applied to the Department of Early Learning to participate pay their AYD professionals a base wage of \$8.25 per hour, and the Department of Early Learning rewards the achievement of college credits equivalent to an AA or BA level with additional \$.25 per hour wage enhancements for various levels of training.⁶⁴ The wage ladder began as a pilot program from 2000–03 and is now an active program with \$3 million dollars in funding for the 2007–09 biennium. An independent evaluation of the program found that turnover declined among staff in participating Child care centers.⁶⁵

The Washington State Department of Labor and Industries: Apprentices earn wages that increase progressively as their skill level increases. Apprentice wages are percentages of the wages of journey-level professionals of that particular occupation.⁶⁶

The Armed Forces: Supervisors are required to complete an Individual Development Plan (IDP) for each staff member working in an AYD program. The plan outlines the requirements and time frame for completing required modules for working with children and youth. Successful completion of training earns the AYD professional a training certificate and a noncompetitive promotion.⁶⁷ The IDP and its corresponding wage progression, which includes both education and experience, are transferable to any military installation where the AYD professional may relocate. For example, an entry-level staff person may earn a starting wage of \$10.62 per hour and after completing four modules would receive \$13.02 per hour. Upon receiving her CDA credential she would receive \$14.56 per hour.⁶⁸

U.S. Department of Labor: The U.S. Department of Labor, Employment and Training Administration, offers both the Quality Child Care and Youth Development Practitioner Apprenticeships, providing nationally recognized credentials upon program completion.

⁶³ Personal Communication, Sally Reigel, Department of Early Learning. August 10, 2007.

⁶⁴ Washington State Department of Early Learning. (2007). Career and Wage. Newsletter. July 13, 2007. Vol.1 Issue 1. pp. 11.

⁶⁵ Boyd and Wandschneider (2005). Washington State Child Care Career and Wage Ladder Post-CWL Evaluation Report. Washington State University.

⁶⁶ Prevailing wages are established by the Department of Labor and Industries for select occupations employed in the performance of public work and are reflective of local wage conditions. Wages are paid by all levels of government for performing public works.
<http://www.lni.wa.gov/TradesLicensing/PrevWage/Basics/WhatIs/default.asp>

⁶⁷ U.S. Army Child and Youth Services. (2007). Child and youth personnel pay program. Army school-age services. U.S. Army.

⁶⁸ U.S. Child and Youth Services. (2007). Army School-Age Services Direct Care Staff Salary Schedule FY 2007.

Training Catalog

There is no centralized catalog of all relevant courses for AYD profession, although the STARS system contains many entries for those needing to fulfill STARS requirements.

Examples

Washington State Training and Registry System (STARS): STARS is a career development system to improve Child care through basic and ongoing training for Child care providers. ⁶⁹ The STARS system ensures that staff of licensed programs receive the required initial 20-hour basic training and the 10-hour annual training. The STARS catalog also includes additional courses of interest.

STARS serves as a statewide clearinghouse of available training opportunities for AYD staff, primarily for staff in licensed child care programs. The STARS database contains locations, fees, and delivery method (in-person or online). AYD professionals can search for appropriate classes by skill area, location, or age of the children and youth they are serving. STARS courses are offered by community colleges, independent trainers, non-profit training organizations, libraries, and Child care resource and referral agencies. The Department of Early Learning and the Washington Association for the Education of Young Children (WAEYC) administer the program.

Community Colleges: The Washington State Board of Community and Technical Colleges is building a partially centralized database that lists all classes by department available at the 34 community colleges across the state. Community colleges are also engaged in a movement to label classes offered in different community colleges covering similar content with concurrent course numbers (including early childhood education classes offered by community colleges which are automatically STARS approved).

The Washington Regional Afterschool Project (WRAP): WRAP is a collaborative partnership to increase the quality and availability of programs for school-age children and youth in Washington State. School's Out Washington, the lead agency for this project, works with five other organizations to link communities with training and resources. WRAP provides professional development opportunities for program staff. WRAP trainings are listed regionally and in the School's Out Washington quarterly newsletter.

National Training Institute for Community Youth Work (NTI): NTI supports the professional development of youth workers through training and technical assistance, onsite and telephone guidance, trainings, and materials.

National BEST (Building Exemplary Systems for Training): BEST offers youth development training and other professional development opportunities to professionals working in school-based afterschool programs, residential juvenile justice facilities, parks and recreation centers, faith-based programs, independent out-of-school time programs, and many others.

⁶⁹ Washington State Training and Registry System. Retrieved August 30, 2007. <https://fortress.wa.gov/dshs/f2ws03esaapps/stars/>

Paying for trainings

The Armed Forces: Required trainings are incorporated into work hours; staff paid while attending trainings.

The Washington State Training and Registry System Scholarship: Although it is called a scholarship, the funding STARS offers is a reimbursement. After completing the required 20 hours of initial training, participants can apply within 90 days to receive a reimbursement of \$150 dollars. For the 10 mandatory annual hours, professionals can be reimbursed for up to a total of \$100.

Washington Scholarships for Child Care Professionals: Available to professionals in Washington caring for children up to age 12 in licensed child care centers. The scholarship covers 75–90 percent of the cost of community college courses. Washington Scholarships is a public/private partnership of 11 funders managed by the Washington State Child Care Resource and Referral Network. Between July 1, 2005, and June 30, 2006, 431 recipients received scholarships totaling \$200,000 in direct tuition and fees at two- and four-year higher education institutions.⁷⁰ Professionals can apply their coursework toward an Associate Degree (AA). Scholarship recipients are awarded a \$200 bonus upon completion.⁷¹

⁷⁰ Washington State child care Resource and Referral Network. (2006). Washington Scholarships for Child Care Professionals Annual report: July 2005-June 2006. Washington State child care Resource and Referral Network. Tacoma, WA. Retrieved August 4, 2007. http://www.Child_carenet.org/providers/scholarships/2005-06-annual-report.pdf/view

⁷¹The CDA Scholarship allows professionals to pay just 10 percent of the assessment fee.

Professional Registry

There are professional registries among some professions, such as nurses and accountants, in Washington. The STARS system also has a registry that documents trainings completed by licensed and certified providers.

Examples

Washington State Training and Registry System: The STARS registry tracks the training and certification of AYD professionals working in licensed programs. Each time the professional completes a STARS approved training, the trainer submits the professional's identification number, and the training is then registered. While only the professionals can view their own records, they can print a verification report of completed trainings to provide documentation of their professional records to employers.

Quality Review

Quality of both the instructors and the curricula are essential to sustaining an effective professional development system. While some organizations encourage participants or students using their services to evaluate them, a model for a systematic, thorough independent quality review will have to be established for instructors and courses in the professional development system.

Examples

The Washington State Training and Registry System: STARS requires trainers to go through an annual application process in which trainers must show they have a minimum of 3 years working in specific early learning or school age settings, have taken the Teaching Adults Coursework, and have the required educational credentials for the particular coursework they teach. Students of STARS trainers are also asked to evaluate their trainers. Trainers are not reviewed based on their students' evaluations. There is no protocol for formal evaluation and adjustment of training opportunities or trainers listed in the STARS catalog.

Community Colleges: Instructors go through a lengthy process to be approved and hired at community colleges. While all colleges have some form of evaluation process applicable to part-time instructors, many rely on anonymous student evaluations. Some community colleges are now incorporating mentors, self-evaluations, and committee evaluations.⁷² However, there is no standardized, independent evaluation for instructors or courses at community colleges.

Community College Certification Programs: For community college programs involving certifications in addition to course credits, the community colleges can partner with advisory committees made up of stakeholders, advisors, and students working in the field to review how well the vocational pathway provides students the training they need to meet the needs of employers. Advisory committees also hold a periodic review, typically on a three-year cycle, to determine whether the program is consistent with their overall goals. If courses do not meet the overall goals, they are adjusted.

⁷² Washington State Board of Community and Technical Colleges. (2005). 2005 Best Employment Practices for Part-time Faculty. Washington State Board of Community and Technical Colleges.

Appendix B:

Appendix B: Sample AYD Professional Development Hybrid Model
(Based on Washington State Early Childhood Education Career and Wage Ladder***)

Education*	AYD On-the Job Experience Per Hour	HS Diploma/ GED**	Basic 20 Hour STARS	Additional 10 Hours of Training	AYD Credential or equal to 12 ¹ quarter credits	Equal to 30 ² quarter credits	Equal to 45 ³ qtr. Credits	Equal to 60 ⁴ quarter credits	Equal to 75 ⁴ quarter credits	AA or Equal to 90 ⁴ quarter credits	Equal to 105 ⁵ quarter credits	Equal to 120 ⁵ quarter credits	Equal to 135 ⁵ quarter credits	Equal to 150 ⁶ quarter credits	Equal to 165 ⁶ quarter credits	BA or equal to 180 ⁷ quarter credits	Graduate level Course-work
Assistant	Wage increments based on training		0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.50	0.25	0.25	0.25	0.25	0.25	0.50	0.50
	0-999	8.25	8.50	8.25	9.00	9.25	9.50	10.00	10.50	11.00	10.75	11.00	11.25	11.50	11.75	12.25	12.75
	1000-1999	8.75	9.00	8.25	9.50	9.75	10.00	10.25	10.50	11.00	11.25	11.50	11.75	12.00	12.25	12.75	13.25
	2000-2999	9.25	9.50	8.25	10.00	10.25	10.50	10.75	11.00	11.50	12.25	12.50	12.75	13.00	13.25	13.75	14.25
	3000-3999	9.75	10.00	8.25	10.50	10.75	11.00	11.25	11.50	12.00	12.75	13.00	13.25	13.50	13.75	14.25	14.75
Lead Teacher	4000-4999	10.25	10.50	8.25	11.00	11.25	11.50	11.75	12.00	12.50	13.25	13.50	13.75	14.00	14.25	14.75	15.25
	5000-5999	10.75	11.00	8.25	11.50	11.75	12.00	12.25	12.50	13.00	13.75	14.00	14.25	14.50	14.75	15.25	15.75
	0-999	8.75	9.00	9.25	9.50	9.75	10.00	10.25	10.50	11.00	11.25	11.50	11.75	12.00	12.25	12.75	13.25
	1000-1999	9.25	9.50	9.25	10.00	10.25	10.50	10.75	11.00	11.50	12.25	12.50	12.75	13.00	13.25	13.75	14.25
	2000-2999	9.75	10.00	9.25	10.50	10.75	11.00	11.25	11.50	12.00	12.75	13.00	13.25	13.50	13.75	14.25	14.75
Site Coordinator	3000-3999	10.25	10.50	9.25	11.00	11.25	11.50	11.75	12.00	12.50	13.25	13.50	13.75	14.00	14.25	14.75	15.25
	4000-4999	10.75	11.00	9.25	11.50	11.75	12.00	12.25	12.50	13.00	13.75	14.00	14.25	14.50	14.75	15.25	15.75
	5000-5999	11.25	11.50	9.25	12.00	12.25	12.50	12.75	13.00	13.50	14.25	14.50	14.75	15.00	15.25	15.75	16.25
	0-999					10.25	10.50	10.75	11.00	11.50	12.25	12.50	12.75	13.00	13.25	13.75	14.25
	1000-1999					10.75	11.00	11.25	11.50	12.00	12.75	13.00	13.25	13.50	13.75	14.25	14.75
Program Supervisor	2000-2999					11.25	11.50	11.75	12.00	12.50	13.25	13.50	13.75	14.00	14.25	14.75	15.25
	3000-3999					11.75	12.00	12.25	12.50	13.00	13.75	14.00	14.25	14.50	14.75	15.25	15.75
	4000-4999					12.25	12.50	12.75	13.00	13.50	14.25	14.50	14.75	15.00	15.25	15.75	16.25
	5000-5999					12.75	13.00	13.25	13.50	14.00	14.75	15.00	15.25	15.50	15.75	16.25	16.75
	0-999						11.00	11.25	11.50	12.00	12.25	12.50	12.75	13.00	13.25	13.75	14.25
Program Supervisor	1000-1999						11.50	11.75	12.00	12.50	12.75	13.00	13.25	13.50	13.75	14.25	14.75
	2000-2999						12.00	12.25	12.50	13.00	13.25	13.50	13.75	14.00	14.25	14.75	15.25
	3000-3999						12.50	12.75	13.00	13.50	13.75	14.00	14.25	14.50	14.75	15.25	15.75
	4000-4999						13.00	13.25	13.50	14.00	14.25	14.50	14.75	15.00	15.25	15.75	16.25
	5000-5999						13.50	13.75	14.00	14.50	14.75	15.00	15.25	15.50	15.75	16.25	16.75

*Education can be college credit or non-credit bearing. Course content and instructor (regardless of delivery mechanism) must be approved in AYD course catalog.

** Assistants with no high school or GED are paid at minimum wage plus achieved educational increments.

*** The Economic Opportunity Institute developed the policy behind the Washington State Early Childhood Education Career and Wage Ladder on which this sample is based.

¹ 12 credits must be in AYD approved courses.

² 15 credits must be in AYD approved courses.

³ 20 credits must be in AYD approved courses.

⁴ 45 credits must be in AYD approved courses.

⁵ 50 credits must be in AYD approved courses.

⁶ 55 credits must be in AYD approved courses.

⁷ 60 credits must be in AYD approved courses.



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