

Building Bridges for the Sake of Youth*(Search Institute, November 2007)*

This issue of Search Institute's newsletter Insights and Evidence looks at what community- and faith-based youth workers have to learn from each other. Studies suggest that most youth workers in both sectors share commitments to core competencies of youth work, including developing positive relationships with youth, being positive role models, and involving and empowering youth. Furthermore, most indicate that they would value opportunities to learn with and from each other—despite some significant challenges in doing so.

www.search-institute.org/research/Insights/IE-11-20-07.pdf

Next Generation Youth Work Coalition Bulletin #6*(Next Generation Youth Work Coalition, August 2007)*

This edition of the Next Gen Bulletin focuses specifically on lessons we can learn from the United Kingdom about recruiting, retaining and supporting youth workers. To begin, Deborah Craig and Elaine Johnson share observations from their trip to the U.K.'s Community Youth Worker Union Conference this May. A UK youth worker, Mandy Revel, shares her perspective, and Michael Heathfield offers his perspective on recent changes in the youth work system in the U.K.

www.nextgencoalition.org/?q=node/7

Afterschool: A Powerful Path to Teacher Recruitment and Retention*(Afterschool Alliance Issue Brief, July 2007)*

America's schools are facing a critical shortage of teachers just as student enrollments are rising and more rigorous assessments of student achievement are being implemented. Afterschool programs can serve as a pipeline for new teachers in a variety of ways, from introducing prospective educators to the teaching profession, to supporting and encouraging those already interested in the field. This issue brief offers examples of innovative strategies for linking after-school employment with teacher recruitment.

www.afterschoolalliance.org/issue_briefs/issue_teach_recruit_28.pdf

Growing Our Own: Former Participants as Staff in Afterschool Youth Development Programs*(Robert Bowne Foundation, Spring 2007)*

The common but under-researched practice of hiring participants as afterschool program staff presents unique challenges but has clear advantages for programs, participant staff members, and communities. This article explores this theme in the Spring 2007 (Number 6) edition of the Afterschool Matters Journal.

www.robertbownefoundation.org/pdf_files/2007_asm_spring.pdf

The Results of the Lowcountry ABC Youth Director Survey*(Community Foundation of the Lowcountry, March 2007)*

This report provides a snapshot of the characteristics of directors and programs serving children and youth in the Lowcountry of South Carolina during out-of-school time. Using a survey developed by the Next Generation Youth Work Coalition to determine the characteristics of the youth workforce, the supports provided to these workers, and changes that might improve their employment experiences and increase the stability of the overall workforce, the results add to our knowledge of child-serving professionals in rural areas.

www.cornerstones4kids.org/images/lowcountry_report_5.07.pdf

Understanding the 4-H Workforce: Staffing, Structures and Salaries*(National 4-H Headquarters and National 4-H Council, February 2007)*

National 4-H Headquarters recently conducted a study on the 4-H workforce. The study, funded by National 4-H Council, provides baseline data about 4-H staffing structures and salary ranges across the United States. Program leaders from all 50 states responded to the survey. It offers a compelling picture of the current workforce in 4-H and provides some significant recommendations as the largest youth development organization in the United States works to strengthen its capacity.

www.national4-hheadquarters.gov/library/StaffingSurveyFinal07.pdf

Experience After School: Matching Older Adults' Assets and Interests with Out-of-School Time Needs

(Policy Studies Associates, January 2007)

Afterschool programs have shown tremendous growth in recent years and will continue to grow, providing students around the country with valuable academic and enrichment opportunities, while creating significant staffing challenges. This new report suggests that adults over 55 – expected to double in number and top 30 percent of the U.S. population by 2030 – present "a rich human resource pool" to meet the afterschool workforce need. The report, commissioned by Experience Corps and conducted by Policy Studies Associates with support from the Charles Stewart Mott Foundation, examines national data on staffing and program trends in the afterschool field. Researchers also interviewed leaders of high-quality afterschool programs and held focus groups with older adults.

www.experiencecorps.org/research/PSA_Rpt_ExpCorps_Jan07.pdf

Is There Common Ground? An Exploratory Study of the Interests and Needs of Community-Based and Faith-Based Youth Workers

(National Collaboration for Youth and Search Institute, 2007)

Youth workers in both community-based and faith-based settings are entrusted to focus on young people's successful development by addressing their gifts, needs, strengths and challenges. Youth workers in each setting approach these issues from somewhat different vantage points, but their shared commitment to young people provides fertile common ground for strengthening their capacity to make a real difference in the lives of the young people in our communities, states, nation, and world. This report explores the challenges and the benefits of finding this fertile common ground between community-based and faith-based youth workers. What emerges from information gathered from a series of focus groups, two Web-based surveys of youth workers, and a two-day consultation of national thought leaders is a remarkable degree of alignment around many youth work priorities as well as exceptions that leave room for unique accents and learning across differences.

www.search-institute.org/research/commonground/CommonGroundReport.pdf

Reforming the Human Services Workforce: The Essential Role of Life-Experienced Workers

(Children and Family Futures, 2007)

Sid Gardner, of Children and Family Futures authored this report exploring the tension between, and attributes of, human services workers with traditional professional credentials, and life-experienced workers that possess direct personal experience in the area where they work.

www.cornerstones4kids.org/images/cff_report_0207.pdf

The Importance of Professional Development for Youth Workers

(Child Trends, December 2006)

Staff is a critical ingredient for quality youth-serving organizations. Programs often attribute their success to effective youth workers, and research shows that professional development can enhance the skills of both new and longtime staffers. This brief summarizes the importance of professional development, identifies core competencies for youth workers, highlights professional development training delivery models, and sets forth next steps for professional development that can benefit youth programs.

http://www.childtrends.org/Files/Child_Trends-2007_06_15_RB_ProDevel.pdf

Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession

(National Afterschool Alliance, November 2006)

The results from the National Afterschool Alliance's (NAA) survey of the afterschool workforce provide insights into short-term needs for ensuring staff are prepared to understand and meet the needs of children in their programs and to longer-term strategies for building afterschool work as a profession. The profile of the survey's respondents shows many workers with little experience or education directly relevant to afterschool as well as frequent turnover and many part-time workers, suggesting the need for training approaches to ensure basic knowledge of afterschool work. The major areas in which the survey helps us understand the dynamics of the afterschool workforce are workforce preparation, worker status in terms of full-time and part-time work, compensation, and workforce stability. The insights revealed in the study are valid for developing future policy directions.

www.cornerstones4kids.org/images/NAA_PDF_rw111506.pdf

Voices and Choices: Illinois Youth Work Professionals Discuss Opportunities, Challenges, and Options for the Profession

(Forum for Youth Investment, October 2006)

This is one of a series of briefs being produced by the Next Generation Youth Work Coalition about the youth workforce. This brief summarizes themes from eight focus groups conducted among 83 Illinois youth workers from both urban and rural locations around the state. Questions asked, and addressed, include the motivation for entering this workforce, youth work preparation, what workers need to feel supported, career challenges, and factors influencing decisions to stay in, or leave, the field.

www.cornerstones4kids.org/images/IL_Youth_Work.pdf

Finding our Strength: Boston's Youth Worker Survey Findings

(Achieve Boston on behalf of the Next Generation Youth Work Coalition, October 2006)

One of a series of briefs to be produced by the Next Generation Youth Work Coalition on the topic of the youth workforce, this report details the findings of a survey of 316 youth workers in Boston. The report describes who these youth workers are, what their level of education is, what types of supports their organizations provide, their job mobility and job satisfaction, and other characteristics which begin to draft a portrait of what this workforce looks like.

www.cornerstones4kids.org/images/NextGenBostonReport.pdf

Growing the Next Generation of Youth Work Professionals: Workforce Opportunities and Challenges

(Forum for Youth Investment, August 2006)

In this paper, the Forum for Youth Investment provides a detailed and nuanced description of youth work professionals, based on a survey of youth workers and program directors in eight cities and focus groups conducted among youth workers. This data helps to provide the most complete description available of this workforce, and to suggest policy and practice strategies that will strengthen the field of youth work.

www.cornerstones4kids.org/images/next_gen_final_reportRW1.pdf

The Workforce Partnership: Human Services and Human Resources

(CPS Human Resource Services, June 2006)

In this paper, CPS human Resource Services describes the role that human services can play in improving the quality and working conditions of frontline human services staff. The report provides case studies of three human services departments and outlines best practices these agencies share in developing human services/human resources partnerships and working to improve their workforces.

www.cornerstones4kids.org/images/human_service%26resource_606.pdf

Setting the Stage for a Youth Development Associate Credential

(National Institute on Out-of-School Time, June 2006)

This paper review efforts to create professional and career development systems in the field of youth work. The report describes evidence of the value of credentialing programs in enhancing the workforce and improving the quality of programs and positive outcomes for youth. The report additionally includes information from the field of early care and education, which has considerable experience with professional development through credentials that provides valuable lessons for the field of youth work.

www.cornerstones4kids.org/images/youth_devel_Setting_606.pdf

Capturing Promising Practices

(National Collaboration for Youth, June 2006)

In this paper, the National Collaboration for Youth reports on the findings of its investigation into best practices in the recruitment and retention of youth workers. Based on surveys, interviews, a symposium and on the input of an advisory group of experts, the report describes a variety of practical and effective strategies currently in use by a number of local organizations that serve youth.

www.cornerstones4kids.org/images/promising_practices_606.pdf

Workforce Issues in the Nonprofit Sector: Generational Leadership Change and Diversity

(American Humanics, May 2006)

The topically-organized bibliography refers readers to the most current research available on nonprofit sector workforce issues, and addresses such topics as workforce diversity and inclusiveness; workforce pipeline; leadership development; volunteer management and fundraising professionals; sub-sector workforce trends and needs; nonprofit sector careers; and general trends in the United States workforce.

www.humanics.org/atf/cf/%7BE02C99B2-B9B8-4887-9A15-C9E973FD5616%7D/American%20Humanics%20Workforce%20Literature%20Review%20and%20Bibliography%204-26-06.pdf

Capturing Promising Practices in Recruitment and Retention of Frontline Youth Workers

(National Collaboration for Youth, April 2006)

Research is clear that children and youth benefit from consistent, caring adults in their lives. Even though this is the case, local organizations continue to struggle to recruit and retain frontline youth workers. The National Collaboration for Youth surveyed its members and interviewed staff from local organizations to provide strategies they use to effectively recruit and retain staff who work directly with youth.

www.nydic.org/nydic/CapturingFinalReport.htm

San Francisco Beacon Initiative Workforce Study

(Resource Development Associates, February 2006)

Extended open-ended telephone interviews, an online survey, and both written and oral input from site directors inform this analysis of the workforce of San Francisco's citywide Youth Development program, the San Francisco Beacon Initiative. The data show that the field of Youth Development is emerging conceptually, even as administrators face a high turnover rate, patchy opportunities for professional development, and the funding challenges endemic to nonprofit work. The report includes recommendations for the future of the Beacon Initiative and for the further establishment of Youth Development as a recognized professional field.

www.sfbeacon.org/documents/resources/Beacon%20Workforce%20FINAL.pdf

More than Child's Play: A Profile of Professional Youth Workers in Montana

(Montana 4-H Center for Youth Development, 2006)

A new report provides some surprising and encouraging insights into the status of professional youth workers in one northwestern state. The report collected information from more than 100 youth workers during April and May 2006 using questions from the Indiana Youth Institute and the Coalition's frontline youth worker survey instrument. In sum, Montana youth workers are well-educated and experienced—with an average of 14 years in the youth development field. Montana's youth workers are also more likely to be satisfied with their jobs than counterparts in other states, and are more likely to see themselves working in the youth field in five years time.

<http://extn.msu.montana.edu/communications/pdfs/youthwrkr06.pdf>

Daring to Lead 2006: National Survey of Nonprofit Executive Directors

Nearly 2,000 nonprofit executive directors in eight cities completed the survey for Daring to Lead 2006, a joint project of the Meyer Foundation and CompassPoint Nonprofit Services. Among the major findings: Three quarters don't plan on being in their current jobs five years from now, and nine percent are in the process of leaving. Frustrations with boards of directors and institutional funders, lack of management and administrative support, and below-market compensation add stress to a role that can be challenging even in the best circumstances.

www.meyerfoundation.org/usr_doc/DaringtoLead2006d.pdf

Evaluation Exchange

(Harvard Family Research Project, Winter 2005 / 2006)

This issue focuses on evaluating professional development across a range of fields, including after school and youth development, education, child care, and child welfare. The issue features innovative methods in professional development, conceptual frameworks and practical tools for evaluating professional development, links between professional development and program quality, and the role of organizational contexts in supporting professional development and positive outcomes.

www.gse.harvard.edu/hfrp/content/eval/issue32/winter2005-2006.pdf

Conference Proceedings

(National Collaboration for Youth, National 4-H Headquarters, and University of Arizona School of Family and Consumer Sciences, 2005)

In mid-November 2004, 35 youth development professionals representing diverse sectors of the field came together to share ideas for a youth development workforce system. Held at Wingspread, the conference was sponsored by the National Collaboration for Youth, National 4-H Headquarters and the University of Arizona. Through a series of large-and-small -group work sessions, the group agreed on several specific ideas, including the vision for core components of a system. In addition, the group committed itself to pursuing several next steps to enact the vision and begin creating a system.

www.nydic.org/nydic/documents/WingReportcomplete.pdf

2005 Salary Study

(Child Welfare League of America, 2005)

The CWLA 2005 Salary Study analyzes compensation and benefits data by region, agency budget, and agency type. This reliable resource compares salary information for similar positions among state and county public agencies and private agencies. This is a must-have tool for addressing the issues involved with recruiting, retaining, and rewarding a stable, competent workforce.

www.cwla.org/pubs/pubdetails.asp?PUBID=10307

Working with Teens: A Study of Staff Characteristics and Promotion of Youth Development

(University of Nevada Cooperative Extension, 2005)

This national study was developed to identify the characteristics of people who work directly with youth in non-school time programs. It examined the relationship between youth program staff experience, training, and educational background, and staff's self-reported competency in implementing the features of positive developmental settings as outlined by the NAS report. Additionally, it examined the characteristics that lead to youth staff satisfaction and retention.

www.unce.unr.edu/publications/SP04/SP0423.pdf

Increasing the Visibility of the Invisible Workforce: Model Program and Policies for Hourly and Lower Wage Employees

(Boston College Center for Work & Family and Carroll School of Management, April 2004)

The Center conducted a research study to identify and highlight 15 organizations that have developed model programs or policies to support the needs of employees in lower wage occupations. Building on work by the Families and Work Institute, information for this one-year project was collected through site visits, telephone interviews, and analysis of written materials provided by the participating organizations.

www.bc.edu/centers/cwf/research/publications/meta-elements/pdf/LowWageStudy.pdf

Youth Development Worker Competencies

(National Collaboration for Youth, January 2004)

The National Collaboration for Youth has established a common set of core competencies for paid and volunteer staff who work with youth. The intent of the Collaboration in developing the core competencies, which is based on similar lists developed by individual agencies and others, was to identify those elements common to virtually all youth-serving agencies. The list of ten competencies applies to frontline youth development staff that may be fulltime or work as little as two hours a week. Each competency has several examples to guide organizations.

www.nydic.org/nydic/documents/Competencies.pdf

Certification for Youth Workers: A New York State Perspective

(Advancing Youth Development, Partnership of New State, January 2004)

This 16-page paper discusses the issue of certification for youth workers. Certification is the form of credentialing most commonly applied to the youth work field. The current state of thinking in the field with regard to youth worker certification is reviewed, and an analysis of the opinions of a sample of New York State youth workers is presented. Research on the effects of credentialing in other human service professions is also reviewed.

www.nyayd.org/Assets/documents/certification.pdf

New Directions for Youth Development: Professional Development for Youth Workers

(Pam Garza, Lynne M. Border, and Kirk A. Astroth, Winter 2004)

Professional development of caring, capable adults who interact with and on behalf of youth is a key issue for youth organizations and agencies committed to creating environments that nurture young people's growth and transition into adulthood. This issue offers a glimpse of some of the innovative, sustained, and coordinated efforts to advance the preparation and support of youth workers based on the principles of positive youth development. Contributors provide examples demonstrating how to support youth work interaction as well as training networks that take common approaches to professional development and outline some of the significant challenges faced in youth worker professional development and their solutions

www.josseybass.com/WileyCDA/WileyTitle/productCd-0787978612.html

Establishing Apprenticeship Programs for Youth Workers: A Planning Guide

(Institute for Community Youth Work, 2004)

This planning guide begins with an overview of school-to-work transition, and outlines the characteristics, student outcomes, and suggested goals and design of a youth apprenticeship program. Appendices include the School-to-Work Opportunities Act of 1994; Georgia Youth Apprenticeship Legislation; example of education/training agreement; fact sheet on legal liabilities; and list of organizations developing national skills standards.

www.aed.org/ToolsandPublications/upload/establishingyouth.pdf

Professional Development Series

(National Collaboration for Youth, Ongoing)

Any organization's ability to make a difference in a young person's life is dependent upon the people in that organization. Success requires dedicated, skilled and creative people able to lead organizations, and manage and implement high-quality programs. The Professional Development Series will survey youth development professionals and promote their promising strategies for investing in this work force.

www.nydic.org/nydic/staffing/profdevelopment/index.htm

National Institute on Out of School Time (NIOST): Workforce Clearinghouse

(NIOST and Wellesley Centers for Women at Wellesley College, Ongoing)

This Clearinghouse is about learning, sharing and connecting. Our goal is to provide practitioners, advocates, policy makers, researchers and anyone else interested in building systems to support the out-of-school time workforce, with a space to learn and share information about what's working across the country to help build a skilled and stable workforce.

<http://niost.skeeydev.net/clearinghouse/default.asp>