

Out-of-School Time Professional Development Needs Assessment Summary

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Executive Summary

The Out-of-School Time Resource Center, conducted a citywide out-of-school time (OST) professional development (PD) needs assessment. The results of this survey provide valuable insight into the PD needs and preferences of the OST workforce in Philadelphia. The following are the key findings from the survey:

- The respondents agree that PD is an important part of their career development and they enjoy participating in PD. They also agree that their supervisors encourage and support their PD. In addition, they actively seek PD opportunities.
- While the respondents acknowledge the importance of PD, they said that their work schedules preclude participating in PD opportunities. In addition, the respondents said they are not well informed about PD opportunities available in Philadelphia and outside the City.
- A majority (61%) of the respondents are required to participate in PD while 31% are not required to participate in PD.
- The required number of PD hours ranged from 2 to 200 hours per year.
- Fifteen (15) hours was the most frequently reported required PD hours (n=49).
- One-third (30%) of the respondents are required to develop a PD plan while 59% stated they are not required to develop a PD plan.
- The data show that, over a 1-year period, most respondents received their professional development (PD) from the American Red Cross (68), Center for Youth Development (65) and the Out-of-School Time Resource Center (60). Many also reported receiving PD from the Philadelphia Youth Network (34), Education Works (31), School District of Philadelphia (29) and the Free Library of Philadelphia (27).
- A majority of the respondents prefer to receive professional development via a workshop conducted by an external organization (62%) or at a peer networking meeting (58%).
- The respondents overwhelmingly prefer to attend PD during weekday mornings (80%) and during the fall, winter and spring (71%).
- Respondents most frequently identified themselves as either “mid-level administrators” (55%).

- Fewer respondents identified themselves as “upper level administrators” (19%) or “direct service” professionals (18%). Only 5% of the respondents characterized their work responsibilities as “capacity building.”
- Most respondents work with K – 5th graders (60%), 6th – 8th graders (51%), and 9th – 12th graders (48%).
- Most organizations serve children and families in North Philadelphia (54%) followed by West (46%) and South (42%) Philadelphia.
- About a third of the respondents’ organizations serve children and families in Southwest (34%), Northwest (32%) and Northeast (30%) Philadelphia. One quarter of the organizations serve Center City Philadelphia.

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Introduction

The Out-of-School Time Resource Center conducted a citywide out-of-school time (OST) professional development (PD) needs assessment during the Fall 2009. The results of this survey provide valuable insight into the PD needs and preferences of the OST workforce in Philadelphia. These results will help to shape and inform the City's strategy to create a comprehensive PD system for OST staff.

Survey Design

The survey sought to answer the following questions:

1. Where do OST staff get their PD?
2. What types of PD and workshop topics do people prefer?
3. What are the PD requirements at the PD organization?
4. How much and what types of PD did OST staff participate in from July 2008 to June 2009?
5. What are the PD perceptions of OST staff (e.g., well-informed about opportunities, encouraged to participate, participation is feasible, and importance to career development)?

The OSTRC piloted the survey with 24 individuals familiar with OST PD. We asked them to review the mechanics (e.g., Do the directions make sense? Does the survey flow logically?) and the content (e.g., Do the questions make sense? Are there questions that should be added or deleted?) of the survey. We received detailed feedback from ten individuals that resulted in several improvements to the mechanics and content of the survey. The OSTRC used Survey Monkey to design the survey.

Data Collection

A link to the on-line survey was emailed to four of the OSTRC's listserv (>1000 people) on September 21, 2009. The OSTRC sent individual follow-up emails to stakeholders at ten large OST organizations in Philadelphia. The survey also was advertised in two weekly newsletters for three weeks: *United Way's What Matters* and *PHENND: Weekly Update*. An incentive valued at \$50 was offered to encourage participation. The survey closed on October 30, 2009. The results presented in this report are based on 241 surveys. All data were downloaded, cleaned and coded into SPSS for basic descriptive analysis.

Limitations

Although the OSTRC advertised the survey through multiple networks and listservs, this study ultimately relied on a convenience sample in which there was limited control over who completed the survey. Solely relying on organizations and listservs excludes OST professionals who may not belong to a network, subscribe to the listservs, or have access to a computer. Given this, caution is urged when reading this report as OST staff from small, community-based organizations may not have had an opportunity to complete the survey.

Organizations that Provided Professional Development

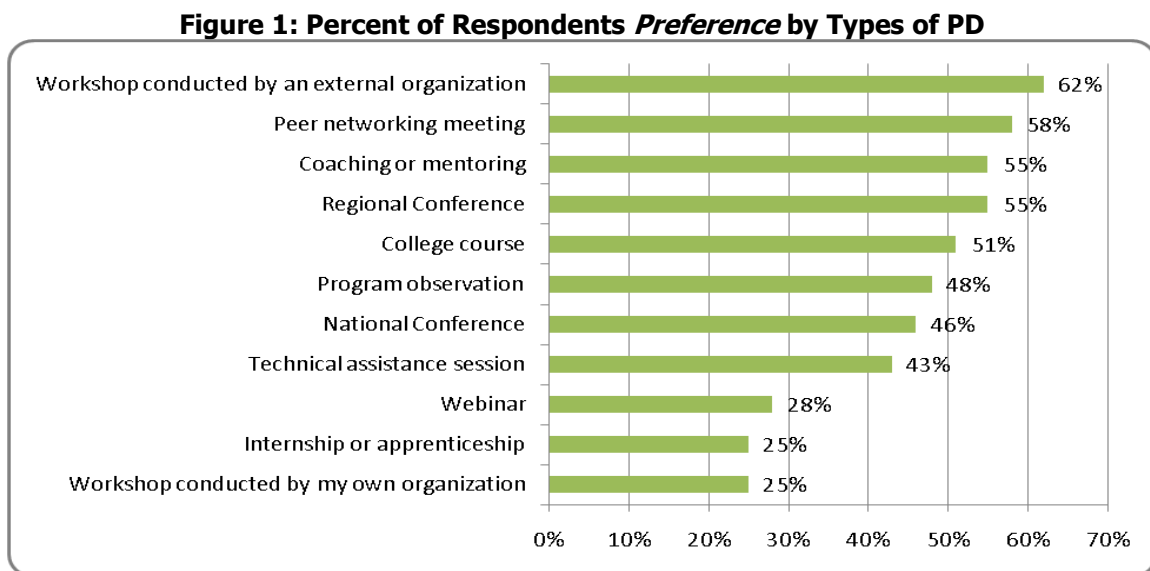
The survey provided a list of thirty-nine organizations that provide professional development and asked the respondent to identify all organizations where the respondents received professional development from July 2008 – June 2009.

The data show that most respondents received their professional development (PD) from the American Red Cross (68), Center for Youth Development (65) and the Out-of-School Time Resource Center (60). Many also reported receiving PD from the Philadelphia Youth Network (34), Education Works (31), School District of Philadelphia (29) and the Free Library of Philadelphia (27).

Other organizations from which respondents received PD included the Department of Human Services (23), NonProfit Center (21), Pennsylvania Keys (19), and Public Private Ventures (17). The table in Appendix A presents more detail about the number of respondents receiving PD by organization.

Professional Development Preferences: Types and Time

The survey asked respondents to use a three-point Likert scale to indicate their preferences for different types of professional development (PD). A majority of the respondents prefer to receive professional development via a workshop conducted by an external organization (62%) or at a peer networking meeting (58%). Figure 1 details the percent of respondents' preference for specific types of PD.



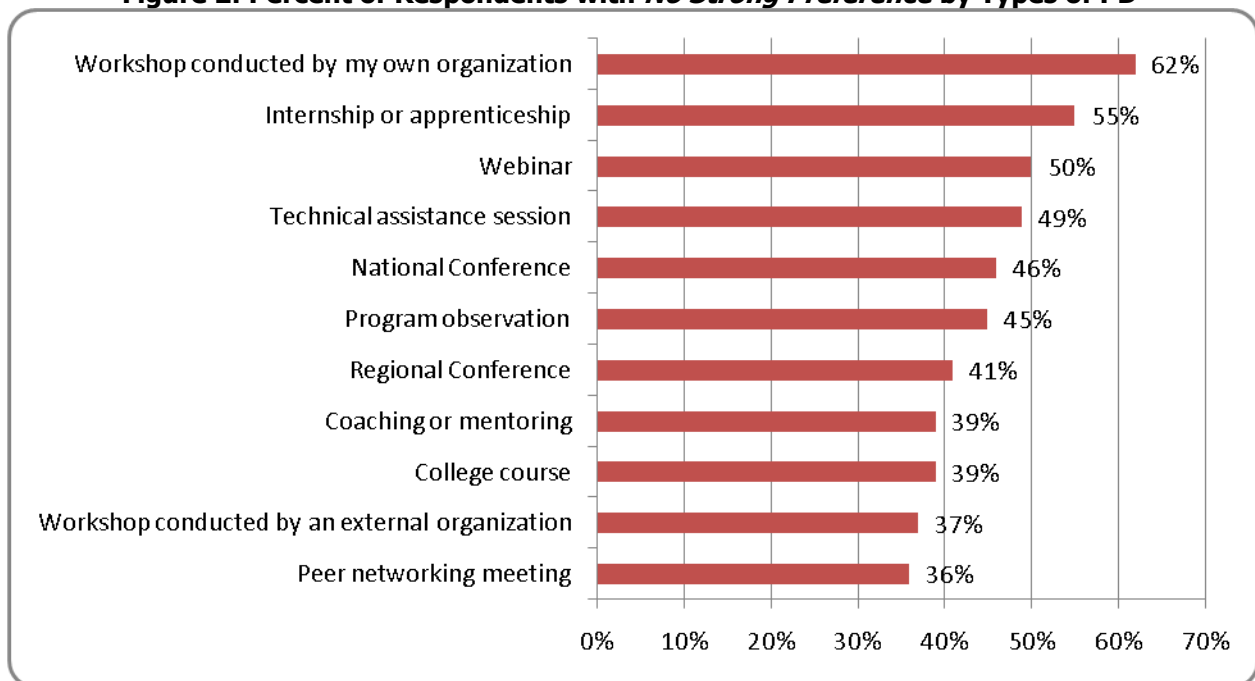
Fewer respondents prefer to receive PD via webinar (28%), internship/apprenticeship (25%) and a workshop conducted by their own organization (25%). Between 36% and 62% of the respondents reported "no strong preference" for each type of PD (Figure 2 on page 2).

The respondents overwhelmingly prefer to attend PD during weekday mornings (80%) and during the fall, winter and spring (71%). The respondents preferences' varied on attending PD during weekday afternoons: 37% prefer this time, 32% do not have a strong preference and 31% prefer not to attend PD during weekday afternoons.

The respondents prefer not to attend PD during weekday evenings (60%), weekend mornings (56%) and weekend afternoons (70%). One respondent suggested that organizations aligning their PD with the school district's closing days would provide the most benefit.

The respondents preferences also varied on attending PD during the summer: 28% prefer this time, 39% do not have a strong preference and 32% prefer not to attend PD during the summer.

Figure 2: Percent of Respondents with *No Strong Preference* by Types of PD



Professional Development Preferences: Workshop Topics

The survey asked respondents to state three workshops they want to attend during the next year. The respondents provided 419 workshop topics. Content analysis was used to categorize the topics into 30 categories (Appendix B).

The respondents most often identified a need for trainings on Leadership/Management (47), Data, Evaluation and Research (29), Financial/Organizational Management (27), Staff Development (24) and Collaborating with other People/Organizations (19).

Professional Development Requirements & Participation

The survey asked a series of questions about the respondent's organizational requirements for participating in professional development and the amounts and types of professional development in which the respondents participated from June 2008 to July 2009.

Requirements

A majority (61%) of the respondents are required to participate in PD while 31% are not required to participate in PD. Eight percent do not know if they are required to participate in PD. The required number of PD hours ranged from 2 to 200 hours per year. Fifteen (15) hours was the most frequently reported required PD hours (n=49) and 20 hours was the second most frequently reported required hours (n=11). The tables in Appendix C detail the required PD hours by the number of respondents.

One-third (30%) of the respondents are required to develop a PD plan while 59% stated they are not required to develop a PD plan. Eleven percent does not know if they are required to develop a PD plan. The organizations support staff PD participation by:

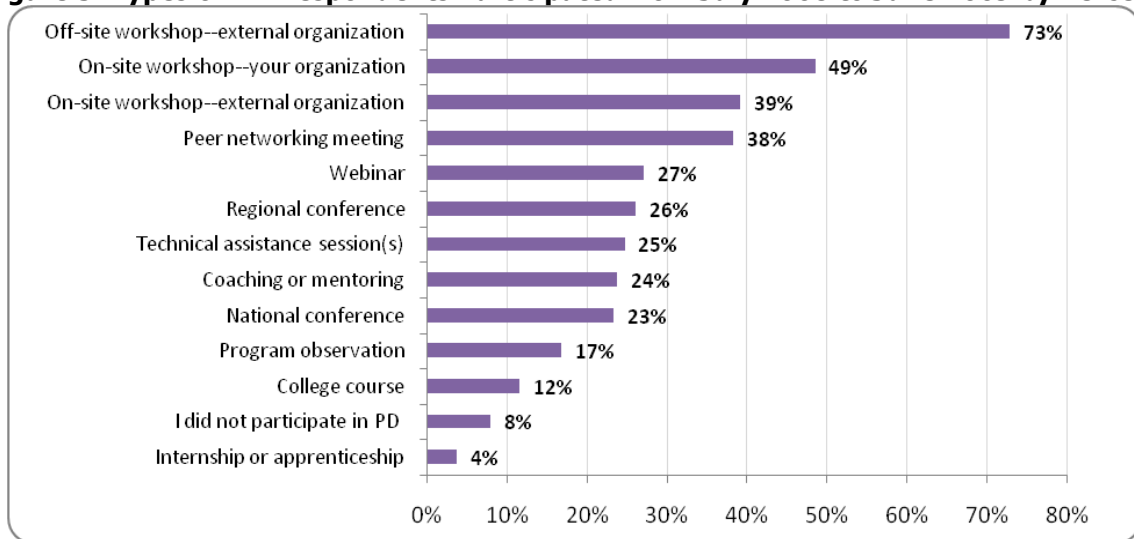
- Informing staff about different opportunities **(67%)**
- Paying for the PD **(67%)**
- Providing release time **(66%)**
- Formally recognizing/rewarding participation **(16%)**
- Organization does not actively support PD participation **(7%)**

PD Participation from June 2008 – July 2009

The completed PD hours ranged from 0 to 320 hours. Respondents most frequently reported completing 20 hours of PD (n=25), followed by 40 hours (n=16), 25 hours (n=13), 15 hours (n=13), 50 hours (n=12) and 30 hours (n=12). The table in Appendix B details the completed PD hours by the number of respondents.

Most respondents (73%) participated in an off-site workshop provided by an external organization. About half of the respondents participated in an on-site workshop conducted by their own organization. Over two-thirds of the respondents participated in an on-site workshop conducted by an external organization (39%) or a peer networking meeting (38%). A small percentage of the respondents participated in program observation (17%), college course (12%) or an internship/apprenticeship (4%). Eight percent (8%) stated that they did not participate in any PD from June 2008 – July 2009. Figure 3 details the type of PD completed from June 2008 – July 2009.

Figure 3: Types of PD Respondents Participated from July 2008 to June 2009 by Percent



Professional Development Perceptions

The survey asked respondents to use a four-point Likert scale (**4=strongly agree, 1=strongly disagree**) to indicate their agreement with statements about professional development (PD). The respondents agree that PD is an important part of their career development and they enjoy participating in PD. They also agree that their supervisor encourages and supports their PD. In addition, they actively seek PD opportunities.

While the respondents acknowledge the importance of PD, they said that their work schedules preclude participating in PD opportunities. In addition, the respondents said they are not well informed about PD opportunities available in Philadelphia and outside the City. Figure 4 details the mean scores for each statement.

Figure 4: Professional Development Perceptions by Mean Score (4=Strongly Agree, 1=Strongly Disagree)



Demographics

Most survey respondents were female (82%) and had either a Bachelor’s (43%) or Master’s degree (34%). The respondents most often identified their race as African American (46%) or Caucasian (38%). Most respondents work in nonprofit organizations (63%) and have been employed for 3 to five years (32%) at their current organization. Table 1 details the respondents’ demographic characteristics.

Table 1: Demographic Characteristics (N = 242)

Gender	Percent	Race	Percent	Education	Percent
Female	82%	Black/African American	46%	HS Diploma/GED	6%
Male	18%	White or Caucasian	38%	Some College	7%
		Hispanic or Latino	7%	Associates Degree	6%
		Asian	2%	Bachelor’s Degree	43%
		Multiracial	5%	Master’s Degree	34%
				Doctoral Degree	3%

Organization Type	Percent	Years Employed at Current Organization	Percent
Nonprofit	63%	One year or less	11%
Community-based organization	13%	1 – 2	21%
Education Institution	7%	3 – 5	32%
Faith-based organization	6%	6 – 10	19%
City government	5%	11 or more	16%
For-profit	2%		

Respondents most frequently identified themselves as either “mid-level administrators” (55%). Fewer respondents identified themselves as “upper level administrators” (19%) or “direct service” professionals (18%). Only 5% of the respondents characterized their work responsibilities as “capacity building.”

Most respondents work with K – 5th graders (60%), 6th – 8th graders (51%), and 9th – 12th graders (48%). Figure 5 details the most frequently reported youth populations with which respondents work. The geographic area served by the respondents’ organizations varied. Most organizations serve children and families in North Philadelphia (54%) followed by West (46%) and South (42%) Philadelphia. About a third of the respondents’ organizations serve children and families in Southwest (34%), Northwest (32%) and Northeast (30%) Philadelphia. One quarter of the organizations serve Center City Philadelphia. Figure 6 details the geographic area served by the respondents’ organizations.

Figure 5: Most frequently reported youth populations with which respondents work

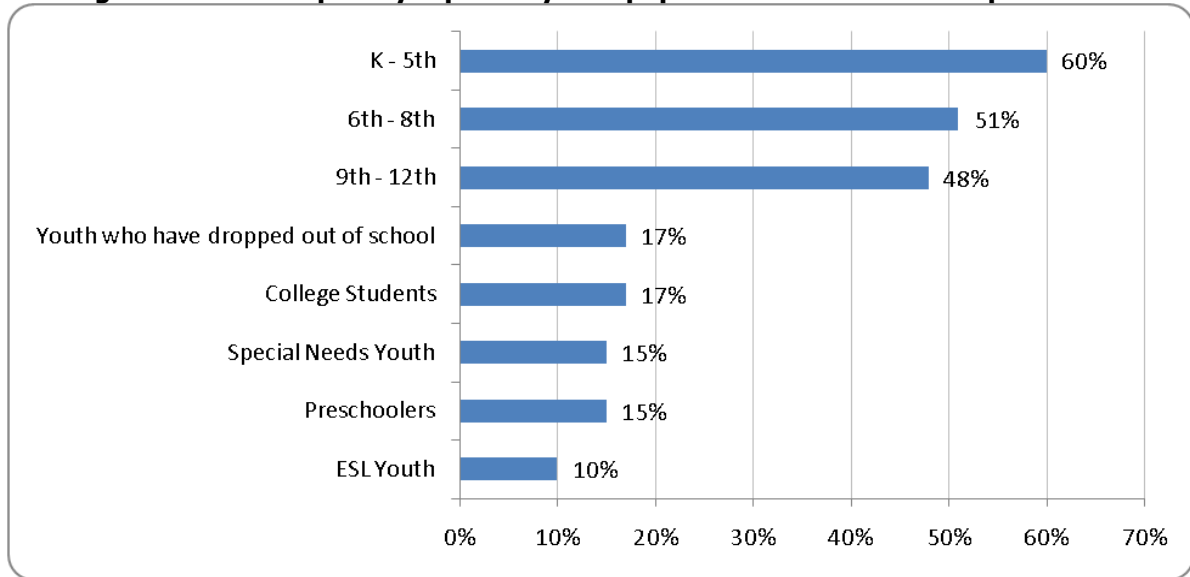
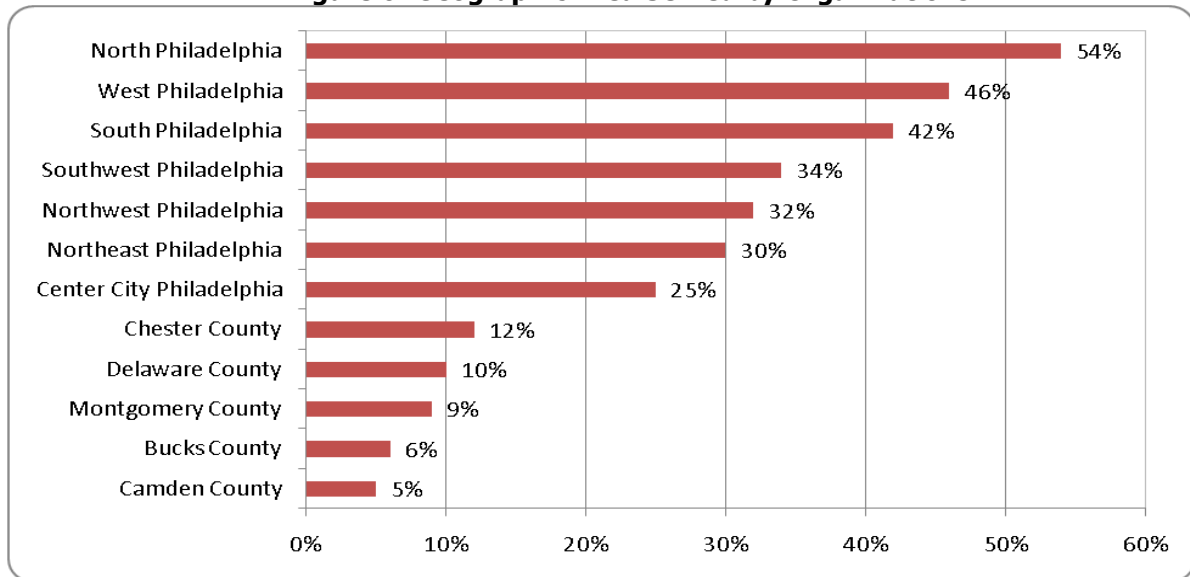


Figure 6: Geographic Area Served by Organizations



Final Comments

The survey invited respondents to share any additional comments about out-of-school time professional development in Philadelphia. Forty-one people wrote in comments and the following themes emerged from the comments:

Praise for OST PD: Many commented on their positive experiences in PD and the need for more positive opportunities. For example, one person wrote: *"Out-of-school time professional development is so very helpful to the youth and the area in which we serve. It is very much needed. More programs of this kind should be available a lot more than it is now."*

Need Competent Facilitators: Many commented that for PD workshops to be effective, the facilitator/trainer must be skilled at facilitation, knowledgeable about the subject, and prepared. For example, one person wrote: *"The key is competent facilitators. Nothing worse than juggling your schedule and getting colleagues and your supervisor to cover for you, only to find out that the workshop facilitator is disorganized, unprepared or less knowledgeable than you are."*

Need for Coordinated PD Network: A few commented on the need for a coordinated PD network in the city that can simplify organizations' access to PD. For example, one person wrote, *"The next level of PD service that would be beneficial is a centrally-coordinated and tracked PD calendar/system. This would replace checking multiple sites, etc."*

Summary

This citywide OST PD needs assessment is the first of its kind implemented in the City of Philadelphia. The results of this survey provide valuable insight into the PD needs and preferences of the OST workforce in Philadelphia. The data show that OST staff value and appreciate PD; however, their work schedules often preclude their participation. In addition, a majority of the respondents prefer to receive professional development via a workshop conducted by an external organization or at a peer networking meeting. Interestingly, a few commented on the need for a coordinated PD network to promote PD opportunities in the City. These results provide concrete information on the needs of the OST workforce in Philadelphia; however, the reader must consider that this is one "piece of the puzzle" and that a deeper study will provide more information as to the needs and preferences of the OST workforce in Philadelphia. Yet, these results do provide a snapshot and should be considered as the City begins its strategy to create a comprehensive PD system for OST staff.

Appendix A: Organizations from Which Respondents Received Professional Development

Organization	Number
American Red Cross	68
Center for Youth Development at the United Way	65
Out-of-School Time Resource Center	60
Philadelphia Youth Network	34
Education Works	31
School District of Philadelphia	29
Free Library of Philadelphia	27
Department of Human Services	23
Nonprofit Center	21
Pennsylvania Keys	19
Public/Private Ventures	17
Center for Afterschool Education at Foundations. Inc.	14
Southeastern Pennsylvania School Age Child Care Project	13
Pennsylvania Early Childhood Collaborative	12
Pennsylvania School-Age Child Care Alliance	12
Delaware Valley Association for the Education of Young Children	9
Nonprofit Finance Fund	8
Campaign for Mentors at the United Way of Southeastern Pennsylvania	7
Neighborhood Interfaith Movement	7
Pennsylvania Council of Children, Youth and Family Services	7
Pennsylvania Horticultural Society	7
NPower PA	6
Philadelphia Department of Recreation	6
Temple University	5
Academy of Natural Sciences	4
Association of Fundraising Professionals	4
Mazzoni Center	4
NIOST	4
PHMC	4
Pennsylvania Higher Education Assistance Agency	4
Temple Voices	4
21 st Century	3
Bartram's Garden	3
John Heinz National Wildlife Refuge	3
Philadelphia Education Fund	3
Philadelphia Zoo	3
USA Hockey	3
American Association of Museums	2

Bryn Mawr College Nonprofit Executive Leadership Institute	2
Bryn Mawr College School of Social Work	2
Buck Institute	2
Greater Philadelphia Federation of Settlements	2
Microsociety	2
Pennsylvania Staff Development Council	2
Please Touch Museum	2
University of Pennsylvania	2
YMCA	2
Camden Children's Garden	1
Fleisher Art Memorial	1
Settlement Music School of Social Policy & Practice	1
Garden State Discovery Museum	0

Appendix B: Summary of Workshop Categories by Number of Respondents

Leadership/Management	47
Data, Evaluation, Research	29
Financial Organizational Management	27
Staff Development	24
Collaborating with People & Organizations	20
Program Development	19
Working with specific youth & populations	17
Technology	16
Grant Writing	15
Mentoring/Coaching	15
Marketing/Advertising/Recruitment	14
Engaging Youth	12
Project Based Learning	11
Behavior Management	11
Youth Development	10
Classroom Management	8
Fundraising/Development	8
Peer Networking	8
Conflict Resolution	7
Cultural Issues	7
Time Management	7
First Aid/CPR	6
Child development	5
Parent Interaction	5
Art Programming	4
Standards	4
Out-of-School Time	3
Teaching/Pedagogy	2
Other, Specific Topic (Not otherwise specified)	57

Appendix C: Overview of Required and Completed PD Hours by Number of Respondents

Table 2: *Required PD Hours* by Number of Respondents

Required Hours	# Respondents
3	1
6	1
7	1
8	2
9	1
12	1
14	1
15	49
16	2
18	2
20	11
21	1
24	7
25	1
27	1
30	4
34	1
40	4
50	1
75	1
120	1
160	1
200	1

Table 3: *Completed PD Hours* by Number of Respondents

Completed Hours	# Respondents
0	7
2	2
3	3
4	3
5	3
6	4
8	6
10	7
12	8
14	2
15	13
16	4
17	2
18	3
20	25
21	1
24	7
25	13
26	2
30	12
31	1
35	2
40	16
45	2
48	1
50	12
55	1
60	4
65	1
80	3
100	7
120	2
192	1
200	3
320	1