

## Out-of-School Time Staff: Obtaining, Training, Retaining, and Motivating

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### **"Supervising at the Beacons: Developing Leaders for After-School Programs." (2009)**

*By Michael Chavez Reilly*

**Overview:** The supervisory process is a critical element in the quality and effectiveness of youth programs. The work of three Beacon Centers is described, highlighting strategies and practices that guide the supervisory process at these organizations. Part of the "Practices to Keep in After-School and Youth Programs" series from the Youth Development Institute.

**Where to Find It:** Go to the OSTRC Document Library @

<http://www.sp2.upenn.edu/ostrc/doclibrary/index.html>

Click on the "Professionalism, & Professional Development" tab, then go to the "Career Pathways and Advancement" section

### **"How Program Administrators Can Support Out-Of-School Time Staff." (2009)**

*By Ashleigh Collins, M.A., and Allison J. R. Metz, Ph.D.*

**Overview:** This brief presents findings from the study and links these findings to effective strategies for facilitative administration in out-of-school time programs. These supportive program managers ensure that the program procedures, environment, and staff are conducive for promoting positive program outcomes. Child Trends' study found four critical components for program managers to implement out-of-school time programs:

- Lead program implementation through knowledge, goals, and support.
- Support program staff through training, information exchange, and assistance.
- Data-driven decision-making. Use data to guide decisions, goal-setting, and program improvement strategies.
- Establish a positive organizational culture and climate.

**Where to Find It:** [http://www.childtrends.org/Files/Child\\_Trends-2009\\_06\\_23\\_RB\\_FaciliteAdmin.pdf](http://www.childtrends.org/Files/Child_Trends-2009_06_23_RB_FaciliteAdmin.pdf)

### **"Evaluate Staff Members' Needs To Find Right Training Opportunities." (2010)**

*By Melissa Magner and Kathy Schleyer*

As the demand for OST services and the complexity of the OST field continues to grow, more is expected of child and youth workers. Training and resources to support these outcomes must keep pace with demands on OST programming. This National Institute on Out-of-School Time resource helps administrators focus on how to best connect their staff with the proper trainings to benefit themselves and their students.

**Where to Find It:**

[http://www.wcwonline.org/component/option,com\\_virtuemart/Itemid,477/file\\_id,1217/page.shop.getfile/product\\_id,1661/](http://www.wcwonline.org/component/option,com_virtuemart/Itemid,477/file_id,1217/page.shop.getfile/product_id,1661/)

### **Featured Information:**

**"Leading Change Handbook: Concepts and Tools" (2009)**

**The Wallace Foundation**

### **Summary:**

Based in New York City, The Wallace Foundation is a national philanthropy that seeks to improve education and enrichment for disadvantaged children. They help research and fund educational programs to benefit youth in the US. This toolkit, by Wallace senior education program officer Jody Spiro, seeks to help school leaders take action, and create continuous change and sustainable results. It offers guidance in matters including working collaboratively, planning "early wins" and minimizing resistance.

### **Where to find the full article:**

<http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Pages/leading-change-handbook.aspx>