The Readiness of the Out-of-School Time Workforce to Intentionally Support Participants’ Social and Emotional Development

A Review of the Literature and Future Directions

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Framing Question

What are the capacity and readiness for the out-of-school time workforce to support participants’ positive development (including character) through Social and Emotional Learning?
The Frame and the Name

Positive Youth Outcomes
Intentional SEL Practice
Youth Development Approach
Quality Youth Development Programs in Out-of-School Time Settings

• Safe and supportive environment with contextually relevant offerings via local partnerships
• Experience a sense of belonging, positive relationships, shared norms, and opportunities for skills building and efficacy
• Opportunities to explore interests, engage in learning, reflection, build skills, and knowledge
• Offer a unique opportunity for participants to engage in opportunities for SEL
Can we check the box?

$YD = \frac{SEL}{\text{Character}}$?
Can we check the box?
OST workforce

- Workforce
- Age
- Education
- Employment Status
- Job Retention
- Compensation
The **Relationship** Between Youth Workers and Participants’ Social and Emotional Development

1. The Relationship Between Youth Participation and Staff Participation

2. The Relationship Between Staff Preparation, Engagement, and Youth Engagement

3. The Characteristics of a Positive Relationship Between Youth and Staff
The Relationship Between Youth Participation and Staff Participation
The Relationship Between Staff Preparation, Engagement, and Youth Engagement
The Characteristics of a Positive Relationship Between Youth and Staff
Factors that Influence Intentional SEL Practice

- Staff Preparation and Retention (Professional Development and Educational Pathways)
- Qualified Staff
- Quality Implementation
- Intentional Practice to Support Skill Building
- Positive Youth Outcomes
- Opportunities to Participate and to Take Leadership Roles in Valued Community Activities
- Positive Relationships Between Youth and Staff
Are we Ready to Implement?
Future Directions for OST in Practice: A New Job Description

- Avoiding the youth work pivot
- Organizational Support Toward Sustainability
- Adoption of Frameworks and Knowing What That Means
- Culture and Context
- Adult Social and Emotional Competence
- Professional Learning and Development
- Intentionality
- Connections to Other Fields
Future Directions for OST: A Research Agenda

- Implementation studies
- Studies on the characteristics of the workforce
- Impacts of SEL programming on adults.
“Don’t call it a comeback, we’ve been here for years”  
(Smith, 1990)