SURVEY OF THE FIELD:
THE FUTURE OF PROFESSIONAL DEVELOPMENT IN AFTERSCHOOL PROGRAMS

By Sam Piha and Samantha Fasen
Afterschool programs were greatly affected by the COVID-19 pandemic. This included program closures, a youth worker shortage and a drop in attendance. We wanted to learn more about the impacts on professional development and future needs looking forward. To this end, we conducted a survey of 43 afterschool program leaders inquiring about the future of professional development. Below we offer a report on what we learned.

**ROLES OF RESPONDENTS:**
- Afterschool Program Director (Single Site): 31%
- Multiple Afterschool Sites Coordinator (This could be a school district or a regional coordinator): 29%
- Afterschool Consultant (This could be a school district or private consultant focused on program quality, student support, coach and staff development, etc): 19%
- Afterschool Program Staff: 10%
- Non-profit Program Provider Executive Director: 7%
- Other: 5%

**WHAT STATES DO RESPONDENTS WORK IN:**
- California: 72%
- Florida: 12%
- Ohio: 7%
- Texas: 3%
- Missouri: 3%
- Washington: 3%
- New York: 3%
DO PROGRAM LEADERS PREFER FACE-TO-FACE, VIRTUAL OR A HYBRID MODEL FOR TRAININGS?

<table>
<thead>
<tr>
<th>Answer Choice</th>
<th>0%</th>
<th>100%</th>
<th>Number of Responses</th>
<th>Responses Ratio</th>
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</thead>
<tbody>
<tr>
<td>Face-to-Face</td>
<td></td>
<td></td>
<td>33</td>
<td>75%</td>
</tr>
<tr>
<td>Virtual/Online</td>
<td></td>
<td></td>
<td>20</td>
<td>45%</td>
</tr>
<tr>
<td>Hybrid (recorded virtual content with guides to facilitate face-to-face discussion)</td>
<td></td>
<td></td>
<td>16</td>
<td>36%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>2</td>
<td>4%</td>
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DUE TO THE MANY POSITIONS THAT NEED TO BE FILLED BY THE FALL, IS THERE A STRONG NEED FOR AFTERSCHOOL "BASICS" TRAINING (INTRO TO YOUTH DEVELOPMENT, BEHAVIOR MANAGEMENT AND MENTAL HEALTH, PROGRAM QUALITY, ETC.), AS THEY ONBOARD A NUMBER OF NEW STAFF?
- Yes: 100%

IS YOUR BUDGET FOR PROFESSIONAL DEVELOPMENT LARGER OR SMALLER THIS YEAR THAN BEFORE THE PANDEMIC?

<table>
<thead>
<tr>
<th>Answer Choice</th>
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<th>100%</th>
<th>Number of Responses</th>
<th>Responses Ratio</th>
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<tbody>
<tr>
<td>Larger</td>
<td></td>
<td></td>
<td>6</td>
<td>13%</td>
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<tr>
<td>Smaller</td>
<td></td>
<td></td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>About the same</td>
<td></td>
<td></td>
<td>29</td>
<td>67%</td>
</tr>
<tr>
<td>We have no funds for professional development</td>
<td></td>
<td></td>
<td>3</td>
<td>6%</td>
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ARE YOU ABLE TO PAY YOUR STAFF FOR PROFESSIONAL DEVELOPMENT TIME?

<table>
<thead>
<tr>
<th>Answer Choice</th>
<th>0%</th>
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<th>Number of Responses</th>
<th>Responses Ratio</th>
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<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td>36</td>
<td>85%</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td>6</td>
<td>14%</td>
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HOW MANY NEW HIRES WILL YOU TRY TO RECRUIT FOR THE NEXT SCHOOL YEAR?

<table>
<thead>
<tr>
<th>Answer Choice</th>
<th>0%</th>
<th>100%</th>
<th>Number of Responses</th>
<th>Responses Ratio</th>
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</thead>
<tbody>
<tr>
<td>1 - 3</td>
<td></td>
<td>32%</td>
<td>12</td>
<td>28%</td>
</tr>
<tr>
<td>4 - 7</td>
<td></td>
<td>33%</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td>8 - up</td>
<td></td>
<td>10%</td>
<td>10</td>
<td>23%</td>
</tr>
<tr>
<td>None</td>
<td></td>
<td>4%</td>
<td>6</td>
<td>14%</td>
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ARE THERE TOPICS FOR POST PANDEMIC TRAININGS THAT PROGRAMS ARE PARTICULARLY INTERESTED IN?

- Managing Behavior: (9)
- SEL: (9)
- Trauma Informed Practices: (7)
- Student Mental Health: (5)
- How To Re-Engage Students: (5)
- Classroom Management: (4)
- Engaging Activity Planning: (3)
- Child/Youth Development: (2)
- De-Escalation: (2)
- Appropriate And Positive Language with Children,
- Youth Engagement in The Post Pandemic Era
- Redirecting Students Off Technology,
- Finding Motivation with Students/Self-Worth,
- Racism In the Classroom
- Self-Care
- Bullying
- Preparing For Summer Programs
- Children Growing Up Without a Parent
- Children In Foster Care
- Helping Children with IEPs
- The Pandemic Shutdown and Effects on Mental Health
- Homework Support
- Sequencing Lessons
- Broken Families
- Ineffective Discipline Strategies at Home
- Balancing After School Schedules
- Mental Health for Staff
- Health And Safety
- Staying Motivated
- Avoiding Burnout
- Leadership
- Building Communities of Care
- Common Core 101
- Understanding Poverty
- Working With Special Needs Kids (ADHA, Autism, Etc)
- Discipline/Restorative Justice Practices
- Curriculum Building
- Student Sense of Belonging
- Conflict Resolution
- Hiring Part Time Staff Post Pandemic,
- Social Media for Kids
- How To Run Tutoring Programs
- Adverse Childhood Experiences
- Hands On Project Based Activities
- Age-Appropriate Behaviors
- Program Quality