

Understanding the Shortage of Workers In Afterschool Programs

A Briefing Paper



By Sam Piha & Samantha Fasen

ABOUT THE AUTHORS

Sam Piha has served as founder and president of Temescal Associates since 2007. Sam began his career in 1974 as an afterschool worker, an experience that led to 13 years of classroom teaching and work as a child and family counselor and school social worker. Between 1989 and 2006, Sam managed school-based youth programs at the regional and national levels. He later founded Temescal Associates and The How Kids Learn Foundation, both dedicated to improving the quality of afterschool programs. Sam served as editor and contributing author of several important practice guides and journal articles on afterschool programming. Sam holds a master's degree in Social Welfare.

Samantha Fasen joined Temescal Associates and the How Kids Learn Foundation in 2019 and has fully embraced her work with the afterschool field. She helps to coordinate and develop marketing campaigns and multimedia elements to reach a wider audience and share with people the importance of out-of-school time and youth development.

ABOUT THE ORGANIZATIONS

Temescal Associates is dedicated to building the capacity of leaders and organizations in education and youth development who organizations, and policy makers.

The How Kids Learn Foundation (HKL) is a 501(c)(3) organization. It is dedicated to improving the effectiveness of settings that support the education and healthy development of youth. This includes schools and out-of-school time programs. The HKL Foundation provides educational and training activities that promote the capacity of organizations that support the education and healthy development of youth. Examples of activities include conferences, speaker forums, screenings of relevant films, training sessions, coaching sessions, the awarding of digital badges to acknowledge exemplar programs and the learning that happens within these settings. Activities also include the development and distribution of educational materials (papers, self-assessment tools, videos, program guides, etc.).

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INTRODUCTION

Recruiting, hiring, and retaining afterschool workers have been longstanding issues. Then the COVID-19 pandemic hit—and these issues were greatly exacerbated. They had resulted in programs closing, drastically reducing capacity, and adding stress to afterschool workers. Many of these challenges are not unique to the afterschool field- they are being experienced by those in education and a wide range of fields.



“The most pressing problem facing afterschool is the nationwide shortage of workers.”¹ – Michael Funk, Director of CDE Expanded Learning Division

We know that the issue of staff shortages is not new to veteran afterschool program leaders. However, we felt it is important to summarize what we know in the time of COVID-19. In this paper, we examine the reasons for the current worker shortage, the impact of the COVID-19 pandemic, equity issues, and what we can do now.



“There’s great uncertainty about economics. Programs are losing resources and funding and really struggling to survive. We’re really concerned with what is happening in the field. After-school programs have been a lifeline for our kids, for our families and our communities during these desperate times.”² – Jodi Grant, Executive Director, Afterschool Alliance



VOICES FROM THE FIELD

To learn more and to feature voices of afterschool professionals, we cite 3 field surveys. They include, a “snap” (44 responses in 12 hours) survey conducted by Temescal Associates³; a survey from East Bay Asian Youth Center⁴ representing a total of 76 school-based afterschool programs across City of Oakland’s public and charter schools; and a field survey sponsored by The Afterschool Alliance.⁵

TERMS AND DEFINITIONS

Afterschool- There are many terms that refer to school-based and community-based youth programs outside of the classroom. They include “afterschool,” “out-of-school time (OST),” “expanded learning programs (EXL),” and “youth programs.” For the purposes of this paper, we will primarily use the term “afterschool” to refer to all these programs.

Equity- Equity is just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.⁶

“The route to achieving equity will not be accomplished through treating everyone equally. It will be achieved by treating everyone justly according to their circumstances.”⁷

— Paula Dressel, Race Matters Institute

Actions at the Program Level vs. Policy Level - *“Programs are short-term interventions that create temporary improvements in the wake of challenges. Policies, on the other hand, are covenants we collectively choose to live by, as articulated in legislation and regulation.”* For example, *“programs can't eliminate the systemic injustices that any group faces. They can help people manage the effects of these injustices, but they don't overcome or cure them. Policies, conversely, actually shift the way communities and their members react and relate to one another, empowering people to improve their own well-being in a systematic way.”⁸*

Worker Shortage - This is when there are an insufficient number of qualified individuals in a particular occupation to meet the demand for workers. This is worsened when afterschool programs have problems retaining staff.

Afterschool Workforce - The expanded learning workforce is largely made up of people of color, in part-time employment with limited to no benefits. A 2012 study found that 69% of the afterschool workforce in California are people of color, 65% are female, and 69% are part-time workers.⁹

SHORTAGE OF AFTERSCHOOL WORKERS

Recruiting, hiring, and retaining afterschool workers have been longstanding issues for the afterschool field. This is due to low wages, mostly part-time hours, the lack of opportunities for advancement, and the lack of job security due to the reliance on temporary grants and funding. (Many say that low wages are also the result of childcare being a “women’s profession,” as well as our society’s undervaluing of the education and care of children and youth).



In Afterschool Alliance’s Wave 5 survey of the field, conducted June 2-28, 2021¹⁰, they found:

- 80% of program providers surveyed reported that they were concerned about finding staff to hire/staffing shortages (57% extremely or very concerned).
- 41% of program providers reported that advice on staff burnout and keeping teams engaged would be most helpful to their program.
- 57% of programs that reported that they planned to be open in the fall of 2021 said that being able to hire enough staff was of most concern to them.



Source: EBAYC Survey of Provider Lead Agencies¹¹



What are the reasons for the worker shortage?¹²

"I believe many of the people that worked for us before the 2020-21 school year went on to find other work. I also believe that some have enrolled in college and some no longer are able to live in the area due to being priced out of the housing market." – School District Coordinator, California

"1. Competitive hiring market with higher pay than pre-pandemic. 2. Not all youth are vaccinated and fear of contracting or passing Covid. 3. High cost of Bay Area living and relocation of workers. 4. Work from home job options more prevalent. 5. Stimulus checks led to savings for some and not needing to immediately return to the workforce. 6. Secured alternate work with higher wages instead of returning to the afterschool field." – Afterschool Program Staff, California

"After school programs generally do not pay well, and we're dealing with a major inflation. Also, I think fear of exposure to COVID plays a large part, too. Working with a large number of mostly unvaccinated people, even if they're kids, is scary sometimes." – Afterschool Program Staff, California

"Low wages, part-time work (only), no benefits; perception of lack of career path (rather, just a part time, temp job on the way to something more permanent. People staying home to take care of own kids." – Afterschool Provider CEO, Pennsylvania

"There are a variety of stressors that bring about this shortage: loss of work hours, loss of loved ones and family members, mental exhaustion, and lack of adequate health care and better wages." – Afterschool Provider CEO, Florida

"We had trouble finding qualified staff who were also fully vaccinated." – Afterschool Program Staff, Ohio



What Factors Contribute to Average Daily Attendance Requirements Not Being Met?¹³:

- 85% Staff Shortage
- 70% Health & Safety Concerns
- 54% COVID-19
- 46% School Day Enrollment Decline
- 31% Seasonal Program Enrollment Withdrawal by Students
- 23% Other

Factors Contributing to Staff Shortages¹⁴:

- 85% Health & Safety Concerns
- 77% Preference for Full Time Employment
- 80% Unqualified Candidates
- 39% Compensation
- 39% Family Obligations
- 39% Preference for Employment in Other Industry
- 23% Other



How has your program been impacted by the worker shortage?¹⁵

"Programs have had to limit youth attendees in some programs, sometimes programs have had to cancel a day or so due to lack of substitute staff, and less activities are offered in some sites due to lack of instructors." – Afterschool Evaluator and Consultant, California

"We are serving less students than we have spaces for. The staff is overwhelmed, and the program quality has decreased." – Afterschool Program Director, California

"Depending on the site location, we are at 50%-75% of capacity to serve youth after school. Fewer students are being served which jeopardizes our local/state/federal grant awards." – Afterschool Program Staff, California

"The current staff shortage has prevented our 13 programs from fully enrolling our ASES funded sites. We are at about 50% capacity at this time. It is very distressing to not be able to serve the maximum number of families." – School District Coordinator, California

"We've had substantial turnover at our site coordinator level, and front-line staff is more of a revolving door than before." – Afterschool Program Director, Michigan

"Our enrollment is low because we only have 2-3 staff per site (as opposed to 5-6)." – Afterschool Program Director, Utah

THEN THE COVID-19 PANDEMIC HIT

The issues of staff shortages, including the recruiting and retention of staff, are not new to veteran afterschool program leaders. However, these issues have been exacerbated by the COVID-19 pandemic. These and more recent COVID-related influences are summarized below. (We are currently involved in the outbreak of the Omicron variant. This paper was developed before the rapid spread of this variant.)



Low Wages

According to Cheryn Hong,¹⁶ "COVID-19 has exacerbated the long-standing issue of low wages of afterschool staff, advocates said. Most afterschool care programs have a starting salary of \$9-\$12 an hour. Coupled with rising concerns about the virus and now the Delta variant, many of these new challenges are changing the fundamental nature of afterschool programs."

"As Alana Semuels wrote in Time, '...what's really happening is more accurately described as a living-wage shortage, a hazard pay shortage, a childcare shortage, a paid sick leave shortage, and a health care shortage.'" ¹⁷ – Naomi Ishisaka, Seattle Times

Lack Of Mobility

"People have to look into other industries not only due to money but also due to the lack of social mobility within the sector. It's very hard for people to grow and move on into other positions," said Lissette Castillo, the Director of Community Schools in Cambridge, Massachusetts. "For example, educators can move from paraprofessional to educators to administrators, there is a lack of support for afterschool staff to have access to programming like that."¹⁸

Lower Demand

For several reasons, young people previously enrolled in afterschool programs, have not returned. These lower attendance numbers have caused problems for schools and afterschool programs.

"In Palm Beach County, Florida, school district officials anticipate that only one-third of the 20,000 students typically enrolled in afterschool programs will attend this year." ¹⁹

Family Obligations

Workers also left their employment due to family obligations: taking care of sick relatives and family illness or having to look after siblings due to lack of childcare for working parents.



Job Insecurity

“Nearly 9 in 10 programs have long-term funding concerns because of school closures caused by COVID-19—and 6 in 10 are concerned that they may have to permanently shut their doors, a survey commissioned by the Afterschool Alliance.”²⁰

During the height of the pandemic, many schools moved to distance learning and afterschool programs closed, amended their mission, or lost many of their program participants.

“As the pandemic has continued, afterschool programs across the country are facing staffing shortages, forcing them to reduce the number of children they serve or close down completely.”²¹

Health Concerns



“Before working during the pandemic, these jobs barely paid a living wage, let alone access to sick leave. Once COVID-19 hit, workers became fearful about showing up for work.”²² - Jodi Grant, ED, Afterschool Alliance

Many workers have left employment due to concerns about contracting COVID from their young people or unvaccinated colleagues, and hesitancy to comply with vaccine mandates.

“Some Omaha afterschool centers are operating with non-vaccinated staff but are still short staffed as workers, fearful of getting sick, leave their job,” said Chief Operating Officer of Kids Can Community Center, Josh Gillman.”²³

The Changing Nature of Afterschool Programs

Many afterschool programs changed their work in response to community needs during the heights of the pandemic. *“They are no longer simply “after” school, out-of-school time programs have pivoted to take on a number of new roles, including: hybrid and distance learning facilitators, child care providers, social workers, and community distributors of essentials like meals and diapers.”*²⁴

*“Federally and state-funded programs, and those that rely on philanthropic funding, are more likely to have pivoted to offer virtual services, such as academic support or online meetups, or are doing what they can to deliver meals and other aid to families struggling with food insecurity and unemployment.”*²⁵



Source: [Ed Week](#)

Burn Out, Especially Programs That Rely on Teachers

Due to pressures related to the COVID-19 pandemic, teachers and afterschool staff are reporting high levels of burn out. According to Nikki Yamashiro, Vice President of Research at the Afterschool Alliance, *“There’s the challenge for programs that rely on teachers, with teachers feeling burnout during the pandemic, as well as programs that have increased hours or needed staff to work overtime to cover shifts- which then leads to burnout of current staff.”*

Loss of College-Enrolled Afterschool Staff

College-enrolled afterschool staff may have left the area since most college courses pivoted to distance learning, while contact with others may have been lost during shelter-in-place and remote work transitions.²⁶

IMPACTS RIPPLE BEYOND PROGRAMS

We know that afterschool programs have been hit hard by the effects of the COVID-19 pandemic. However, parents (especially those trying to return to work) and schools that provide afterschool programs have also been adversely affected by afterschool program closures and diminished capacity. Below we have chosen a few quotes that illustrate the hardships that parents and schools have suffered.

PARENTS: Access to Afterschool Care and Return to Work

“The pandemic has been hard on parents – and they’re not out of the woods yet, even as most children are back in classrooms after over a year of disrupted learning. Across the country, day care and afterschool care programs have been decimated by the pandemic and families are facing months- or even years-long waiting lists. And the childcare shortage is particularly dire in rural areas.”²⁷



Source: [SF Chronicle](#)

“The impact of afterschool staff shortages has resulted in childcare headaches for parents like Jessica Canales, a Dallas employment recruiter, whose kids were waitlisted for weeks after returning to school in early August. Pent up demand created a huge need for afterschool care.... There’s certain families who cannot wait three to four weeks to find afterschool care programs, especially with the epidemic and everybody going back to school. It’s an immediate challenge,’ said Canales.”²⁸

“A lot of aftercare programs that were fully staffed before the pandemic are not staffed or shut down completely. And that’s not even talking about parents of children who are too young to be in school. So they, even before the pandemic, had the most expensive and hardest time finding child care, and now it’s even worse. Before the pandemic, analysis from the Center for American Progress found that more than half of American families live in a childcare desert — and now we’re at about 88% of where we were in 2019.”²⁹ - Jessica Grose, N.Y. Times



Source: National Afterschool Association (NAA)

“Jessica Ronco, the mother of two kids at Dianne Feinstein Elementary, desperately wants to go back to work full time as a state public defender for children in the foster care system and their families. But she’s moved repeatedly between unemployment and working part time since March 2020 because her own kids need her.”³⁰

SCHOOLS: Need for Afterschool Services

Schools depend on afterschool programs to provide homework help, SEL lessons and physical activities for youth, all of which are important activities especially during the pandemic.

“My school wants to open two more groups of 22 students, but I have no staff to cover those two classes, so a lot of students aren’t getting the afterschool care and attention they deserve. We have the money, but no one is applying. We post job openings on all the major websites, at the local colleges and around town and we still don’t get applicants.”³¹ – Afterschool Program Staff Member

KEEPING EQUITY ISSUES IN MIND

“The emergency triggered by Covid-19 lays bare the structural failures of a nation where the most vulnerable continue to be the worst hit. To realize the promise of equity, every policy and investment must provide significant, sustained support to the people hurting most; and serve as a bridge to creating an equitable economy...”³²

Turning an equity lens on the recovery of afterschool is critical in order to not recreate past equity issues. According to California Afterschool Network (CAN),³³ *“Communities of color and low-income communities—the very same communities that make-up a large percentage of the expanded learning workforce—are being disproportionately impacted by COVID-19.”*

These same communities now have disproportionately less access to afterschool programs than before. Recent studies reveal that:

- low-income students are far less likely to have access to afterschool programs in person this fall, compared with children and youths from higher-income families.³⁴

- 45% of providers serving mostly high-income families report plans to provide fall in-person services, compared with only 15% of providers serving mostly low-income families.³⁵
- The disparities across income levels to in-person after-school program access reflect trends showing that race is a strong predictor of access to in-person schooling, with predominantly white schools being more likely to offer in-person or hybrid schooling options rather than being fully online.³⁶

“As programs respond to the crisis by shrinking their footprint, Felicia Young, Senior Manager of Education, Training and Program Development at the Metro United Way in Louisville, KY, notes that site closures have been concentrated in marginalized neighborhoods of Louisville, creating significant barriers for the communities that need them most.”³⁷

The California Afterschool Network (CAN) formed a Workforce Strategy Committee which developed recommendations and resources (such as *Considerations for an Equitable Recovery for the Expanded Learning Workforce*) to assist afterschool programs to make changes, taking equity into account. It is recommended that the reader references their website.³⁸

PROGRAM TOOLS

These are some program tools that leaders can use to ensure that their programs do not advance inequities.

- **Equity Screen Tool**
A statewide committee of out-of-school time stakeholders, convened by *the California Afterschool Network*, develop a tool that agencies can use to ensure that recovery decisions, policies, and strategies best meet the needs of employees most negatively impacted by COVID-19.³⁹
- **AWAKE to WOKE to WORK: Building a Race Equity Culture**
This tool was developed by [Equity in the Center](#) to provide evidence-based guidance for leaders working to advance race equity in their organizations.⁴⁰

WHAT ELSE CAN WE DO TO ADDRESS THE WORKER SHORTAGE?

Worker shortages are being felt across sectors and has shown itself to be a difficult problem to solve. This will require actions at the program level and policy/ systems level. Program level actions are those that can be implemented by afterschool program leaders. Policy/ systems level actions need to involve lawmakers, private and public funders, and other system leaders. Below are some tools and proposed actions at the program and policy levels.

PROGRAM-LEVEL ACTIONS

“THE BAD NEWS: The chickens have finally come home to roost in terms of how we engage with youth workers in this sector. THE GOOD NEWS: We can fix it.”⁴¹

- Dr. Danielle R. Moss, CEO of Oliver Scholars

Dr. Danielle R. Moss is the CEO of Oliver Scholars. *“Oliver Scholars prepares high-achieving Black and Latino students from underserved New York City communities for success at top independent schools and prestigious colleges. We provide crucial support for our Scholars so they can realize their full potential and ultimately give back to the city, the nation, and the world.”*⁴² She shared the following thoughts regarding the worker shortage with The National Afterschool Association (NAA)⁴³:

- “1. Pay People.** Youth workers who feel valued aren't looking for a big payday. But they do want and deserve a living wage and some work-life balance. They also don't want to be hired at permanent salaries, going years without raises. Do a compensation audit with peer organizations, review localized salary surveys, and design a program that matches your budget, so you don't build your organization on the backs of your staff. Also, advocacy matters! If you're working with contracts that don't allow cost of living increases, advocate on behalf of your sector!
- 2. Fix the Culture.** There are training, coaches, and consultants who can help your organization get that culture right. Lower the fingers you use to point to problems and roll up your sleeves to build equity, justice, and accountability into your culture.
- 3. Develop Your People.** Stop operating under a veil of secrecy and create opportunities for staff to be mentored and developed via formal and informal training and coaching.
- 4. Develop Good Answers Together.** Stop making decisions behind closed doors and get the team into the room. This approach is how innovation happens.”



Source: National Afterschool Association

“About a week ago, Choose 180, a Burien-based youth diversion nonprofit, raised all its staff salaries to a minimum of \$70,000 a year. For some of the organization's 24 staff, the pay hikes amounted to a \$20,000 annual raise in an instant, using existing funds. The increases added about \$400,000 to its 2022 budget, Executive Director Sean Goode said, an amount the board supported unanimously. He was confident he would be able to fundraise to support the change going forward.”⁴⁴ – Naomi Ishisaka, Seattle Times



Source: Seattle Times

“The Virginia Beach Parks and Recreation Department has seen an uptick of applications for jobs in before- and after-school programs. In mid-November, the department announced 14 programs would be cut due to a staffing shortage effective January 3. Since the announcement, the department has raised wages and has gotten about 120 applications, according to Public Relations Manager Julie Braley.”⁴⁵

PROGRAM-LEVEL TOOLS

- **IMPROVE RECRUITMENT: 2021 Afterschool Staff Recruitment Toolkit**

Ursula Helminski, Senior Vice President, External Affairs for Afterschool Alliance writes, *“Like many other industries, the afterschool field has been struggling with staff shortages. These shortages have led to reduced capacity, less availability for students and families, long waitlists, and extra stresses on existing staff -- all at a time when programs could really use some relief, and the youth and families we serve really need extra support. To help your efforts, we’ve created a [Staff Recruitment Toolkit](#) designed to help program providers recruit and hire new staff.”*⁴⁶



- **RETENTION THROUGH BURNOUT PREVENTION: *The Afterschool Professional’s Guide to Self-Care***

“Stress can reach every aspect of life, whether professional, personal, or social. As an afterschool professional, you likely also feel the stresses of youth in your care, compounding your own stress. You serve as a caring, stable adult to youth and are vital to their participation in afterschool. To ensure you provide youth with the best care possible and are responsive to their needs, it’s essential to place importance on your own well-being and self-care. The Afterschool



*Professional’s Guide to Self-Care provides information on the basics of self-care, in addition to practical self-care actions and strategies for managing your mindset to cope with stress.”*⁴⁷

“There has been much conversation about student wellness and the stress, anxiety and trauma that students are experiencing due to the pandemic; we must expand the conversation to include the toll on teachers.”⁴⁸ - Beatrice Viramontes, Ed Source



What are some things that the field can do to address the impacts of a worker shortage?⁴⁹

"I believe we were better positioned than many organizations to hire because we budgeted for a higher wage than many other youth programs. I think increasing wages and explaining the necessity of that to funders so that they can support the organizations they fund in that increase. Afterschool and youth development work also need to be seen as a viable career path with professional training and education." – Afterschool Program Director, Ohio

"Hire high school students who are 18+ to work at elementary sites, provide university credit for field service hours, increase pay rates." – Afterschool Program Director, Michigan

"Formal pipelines for after school to educators. Schools facing the same concerns. Increasing wages is tough - in our area, California's Afterschool Education and Safety (ASES) program will not cover the full cost of the program nor will parents be able to afford the true cost of program." – Afterschool Provider, California

"Beyond livable wages? Benefits that compensate for the low pay such as full-time employment, fully paid medical and dental, free childcare, reimbursed college tuition, access to robust mental health coverage." – Afterschool Program Director, California

"We need more money. We are criminally underpaid and overworked." – Afterschool Program Coordinator, California



Program Strategies Implemented to Hire Staff:⁵⁰

- 92% Use of "Indeed"
- 85% Recruitment through Colleges & Universities
- 85% Recruitment through Personal Network
- 77% Recruitment through Professional Network
- 77% Increase Hourly Wage
- 62% Recruitment through social media (Facebook, Etc.)
- 54% Referral Bonus
- 31% Idealist
- 23% Paid Recruiter
- 15% Sign-on Bonus
- 23% Other

POLICY /SYSTEMS LEVEL ACTIONS

Advocacy Matters

It is important that programs and provider organizations advocate for changes that will address the worker shortage at the policy and system levels. It is more powerful if programs and provider organizations can form collectives to seek changes as a group. A good example is an Oakland collective, supported by the [East Bay Asian Youth Center](#) (EBAYC), of 13 community organizations that serve as “lead agencies” in the Oakland Unified Expanded Learning Department serving over 8,500 students in 76 schools. (See more below).

Short-Term Funding Models

One problem lies in the funding model for afterschool. Many funders only offer short-term grants as opposed to sustained funding. This can deter some folks from entering the workforce and may also force others to exit the workforce. This is especially true among programs serving low-income communities that are dependent on public funding streams.

Funding with Average Daily Attendance (ADA) Requirements

Afterschool programs that are funded by an ADA compensation model have been especially hard hit by reduced attendance due to the pandemic and the worker shortage. Organizations and school districts that sponsor afterschool programs can band together to request the waiving of any ADA requirements until the crisis has passed and programs fully recover.

A good example of this is a letter sent by an Oakland collective of afterschool program providers (supported by EBAYC) which explains the effects of the worker shortage and COVID pandemic and requests the extension of an ADA waiver from the California Department of Education.⁵¹ The letter requests CDE to “*maintain its current attendance waiver. By extending the ADA waiver, CDE will provide access to working families as parents/guardians re-engage in the workforce and allow time for schools to resume pre-pandemic enrollment. Additionally, it will provide time for the staffing shortages to recover and children under age 12 to get vaccinated.*”

Compensation

“If you're working with contracts that don't allow cost of living increases, advocate on behalf of your sector.”⁵² - Dr. Danielle R. Moss, CEO of Oliver Scholars

It is well known that afterschool workers are underpaid, and this has exacerbated the shortage of workers during the pandemic. Raising the wages of workers will require an increase in public and private investments in afterschool. This will only come about through the active advocacy of afterschool stakeholders.

“Encourage funders to raise grant amounts to get to living wages and create full-time jobs. Consider hybrid work schedules with schools, if appropriate, and provide paid training and prep-time.”⁵³ - Afterschool Provider CEO, Pennsylvania



Any suggestions on how we can improve the worker shortage at the policy/systems level?⁵⁴

“Could give credit for high school students that work in afterschool programs under an elective or community service requirement.” – Afterschool Evaluator and Consultant, California

“Funders and contracting organizations like Starting Point and Say Yes could set a \$15 minimum wage for afterschool program work and fund programs accordingly. Local colleges could offer Youth Development degrees/certifications and place students in afterschool programs for field experience.” – Afterschool Program Director, Ohio

“Encourage funders to raise grant amounts to get to living wages. Create fulltime jobs. Consider hybrid work schedules if appropriate. Paid training and prep-time.” - Afterschool Provider CEO, Pennsylvania

“The California Department of Education has to truly make it a pathway to education careers and the Unions should let LEAs and CBOs hire combined positions, so both the school and the afterschool program are fully staffed, because offering more hours attracts more staff. Higher compensation.”- Afterschool Program Director, California

“Bring back funding to invest in and manage workforce development by building a formal pipeline between high school to community colleges and state universities, including the UC system and tap into the resources of private universities.” – Afterschool Program Staff, California

“Loan forgiveness or tuition credits as many part time afterschool workers are in school. Regional or statewide benefits packages as the cost to smaller orgs is tremendous but better benefits could entice workers to stay in or take these jobs. Ensure the jobs are pipelines to full time opportunities and careers.” – Afterschool Program Staff, California

LEARN MORE

To learn more, we recommend the resources cited in the End Notes (pages 19-21). We also advise that additional resources can be found using internet searches. Lastly, Temescal Associates and The How Kids Learn Foundation have published many resources, which are catalogued [here](#).



END NOTES

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