# Table of Contents

**INTRODUCTION** ................................................................. 3  
- Improving Recruitment & Retention Through Job Quality  
- The Impact of Workforce Instability  

**THRIVING OST WORKFORCE INITIATIVE** ....................... 5  
- The OST Quality Connection Theory of Change  
- OST Job Design Framework  

**OST JOB QUALITY STANDARDS OVERVIEW** ............... 7  
- Equity & Inclusion  
- Aspirations, Alignment & Limitations  
- Audiences & Possible Uses  

**OST JOB QUALITY STANDARDS** ................................. 10  
- CORE .............................................................................. 11  
- SUPPORT ...................................................................... 16  
- OPPORTUNITY .......................................................... 18  
- VOICE .......................................................................... 20  

**ANNOTATED BIBLIOGRAPHY** .................................. 22
INTRODUCTION

In the last 25 years, the Out-of-School Time (OST) profession has made great strides in research, practice, and policies, leading to funding and supporting quality OST programs. Current research shows that skilled and knowledgeable program staff are the backbone of program quality and are key to desired positive youth outcomes. However, the OST workforce has historically been expected to provide quality services in environments characterized by unclear professional pathways, persistent part-time hours, low wages, and minimal benefits.

As the professional membership organization for people who work with and for youth during out-of-school time, the National AfterSchool Association (NAA) invests in the growth and development of and advocates for OST professionals. In this role, NAA maintains a continual eye toward the needs of the field and works to identify ways to better support its membership. In 2022, the NAA team began working earnestly to gather input from the field and develop guidelines, resources, and examples to help create a thriving OST workforce.

MORE THAN EVER, THIS WORK IS CRUCIAL AS THE FIELD FACES AN UNPRECEDENTED WORKFORCE CRISIS.
INTRODUCTION

IMPROVING RECRUITMENT & RETENTION THROUGH JOB QUALITY

We acknowledge that multiple challenges exist related to staffing, including recruitment, retention, development, career advancement, and more. In many cases, the OST workforce is marked by part-time hours, low wages, limited benefits, and limited room for growth, resulting in positions that cannot attract skilled and committed individuals for the long term. While OST staff report that they are happy with their jobs and find the work fulfilling, many afterschool staff work part-time and hold multiple jobs. 27% percent of full-time and 53% of part-time staff have a second job. Many see a job in afterschool as supplemental or temporary, and yearly turnover may be as high as 40 percent. Pay is the primary factor that causes afterschool staff to leave the field.1 The National AfterSchool Association (NAA) recognizes that we must answer these long-standing and now exacerbated challenges with a focus on job quality.

As stated in a 2021 report from the Urban Institute, “Job quality is a multidimensional concept that affects outcomes at the worker, organizational, and systematic levels. It is inextricably tied to worker outcomes such as job retention, income stability, and physical and mental well-being. Jobs can be made up of multiple elements, including wages, benefits, job design, and career advancement.” These elements are all key to measuring job quality. Based on feedback from our constituencies and the lived experience of our workforce, we know OST positions generally fall lower on the quality spectrum than many other jobs.

When addressing recruitment and retention challenges, the focus tends to be on pay. While higher wages will help solve the recruitment and retention issue (as OST workers deserve thriving salaries and good benefits), job quality is much more than that. In short, investments in job quality can stabilize the workforce.

THE IMPACT OF WORKFORCE INSTABILITY

The gap between poor job quality for OST professionals and the need for high-quality OST programs is a significant concern for NAA, our State Affiliates, and our members. Recruitment and retention challenges and workforce instability exacerbate this gap, impacting:

- **Program Access:** While investments in OST continue to grow, access to programs remains an issue. Staff recruitment and retention challenges increase program waiting lists and leave young people without program access. With workforce stability, programs can provide youth with the unique experiences and support they need and deserve beyond the school day.

- **Program Quality:** According to NAA members who participated in a recent NAA webinar, “Designing Jobs that Support Program Quality,” challenges of recruitment, retention, and career advancement of staff negatively impact program quality and relationships with school personnel, families and young people. One NAA State Affiliate Leader indicated, “The impact of these challenges is huge. It impacts access as organizations turn down opportunities they can’t staff.” In addition, “understaffing causes staff to become burned out more quickly because they and kids don’t have the social, emotional, and organizational support they need. High turnover makes it hard for kids to feel safe, secure and cared for. It is challenging to build rapport.”

Job quality for OST professionals is the foundation of program quality. If we can attract qualified people to the profession and keep them, we will be better equipped to provide the quality services that young people, families, and communities need.

THRIVING OST WORKFORCE INITIATIVE

Despite progress in OST research and practice, the chronic underinvestment in workforce quality hinders desired youth outcomes and stifles program expansion. This problem necessitates bold action to support better wages, benefits, professional development, career advancement, and more for OST professionals.

Based on the valuable work of the NAA State Affiliates, members, organizational and program leaders from across the nation, NAA is promoting workforce advocacy through our Thriving OST Workforce Initiative, which raises awareness, builds strategic partnerships, and secures funding to improve public narrative, policies, and practices that will enhance job quality and reduce OST recruitment and retention issues.
INTRODUCTION: Thriving OST Workforce Initiative

A thriving OST workforce prioritizes job quality, which leads to workforce stability and enables OST professionals to deliver high-quality programs that lead to positive youth outcomes.

THE OST QUALITY CONNECTION THEORY OF CHANGE

OST JOB DESIGN FRAMEWORK

Using the elements in the OST Job Design Framework below can enhance the quality of jobs in the OST field. When offered together, the elements of the Framework result in respectful, equitable, and inclusive workplace cultures and quality jobs that provide what professionals need and deserve.

SUPPORT

Training & Professional Development
Acknowledgment
Performance Management

OPPORTUNITY

Career Development
Mentoring & Coaching

VOICE

Participation
Improvement
Engagement

CORE

Job Descriptions & Postings
Interviewing
Onboarding
Pay, Hours & Scheduling
Benefits & Employee Assistance
Inclusion
Safety

This framework was developed based on the work of Steven Dawson, a senior advisor to the National Fund for Workforce Solutions.
OST JOB QUALITY STANDARDS OVERVIEW

The OST Job Quality Standards provide a standard structure for defining and discussing “good jobs.” The Standards ground the conversation in the available empirical evidence demonstrating how job quality relates to worker outcomes and outline effective practices that support workforce development—including recruitment and retention — and workforce stability by promoting high-quality, equitable jobs.

The Standards are based on the Framework and include:

**4 Pillars:**
Overarching categories representing key job quality areas

**16 Elements:**
Critical pieces of each pillar

**67 Indicators:**
Observable practices that support each job quality element

An annotated bibliography of supporting evidence
EQUITY & INCLUSION

Job quality is fundamental to fostering equity and inclusion in the OST profession. The OST workforce primarily comprises women, particularly women of color, who live in the communities programs serve. Issues of job quality — including low pay, lack of clear career paths, and substandard benefits — when ignored will perpetuate many of the inequitable systems that sustain poverty, health issues, and other critical disparities in the communities OST programs serve. The Standards incorporate best practices specific to diversity, equity, inclusion, and antiracism focused on creating inclusive workplaces, applying antiracist principles, and designing jobs that center and value all identities, furthering efforts toward equity.

ASPIRATIONS, ALIGNMENT & LIMITATIONS

While aspirational, the OST Job Quality Standards integrate foundational principles that all workers deserve in addition to good pay and benefits — the flexibility, autonomy, stability, and advancement opportunities essential for OST professionals. For over two decades, job quality has been top of mind with early childhood education (ECE) providers and advocates. In 1999, ECE providers created Model Work Standards for Teaching Staff in Center-Based Child Care, built on the premise that Good Child Care Jobs = Good Care for Children. The standards were updated in 2019 to reflect a 21st-century context in which “quality improvement” efforts have consistently missed the mark when it comes to addressing the needs of the adults providing early care and education.

Given their level of detail, the provider-created ECE Model Work Standards can help center directors with school-age programs operationalize some of the similar concepts the OST Job Quality Standards outline. In addition, both sets of Standards can be powerful tools as we all work to strengthen workforce systems. Consistency in job quality advocacy across the ECE and OST sectors will strengthen the message in each sector, especially for school-age care providers who straddle the ECE and OST worlds.

Like many frameworks and standards, the Job Quality Standards have limits to what they can achieve. These standards are the starting point for change, and it will take more to fix the systemic challenges within the OST profession. However, the Standards are an integral starting point for NAA and other interested parties to first guide advocacy for policy changes and then organizational practices prioritizing high-quality, equitable jobs that value professionals’ contributions and impact.

Note: organizational and program-level practices will be hard-pressed to change without broader systematic and mindset changes. NAA and the field members who contributed to the development of the Job Quality Standards acknowledge that many of the indicators are aspirational and challenging to meet with current funding models and budgets.

AUDIENCES & POSSIBLE USES

Given these systemic challenges, successful OST workforce development efforts require concerted efforts by various people and groups. The Standards have broad application for policy advocates and makers, government agencies, philanthropic organizations, OST intermediaries, and others. In addition, the fundamental elements of the Standards should be integrated into workplaces by organizations and programs that employ OST professionals, their leaders, and human resources professionals to the extent possible under current conditions.

Standards can serve as a starting point for identifying action to reduce OST workforce challenges and improve job quality. For example, state and federal governments can enhance job quality at the highest level through legislation and regulations. Individual organizations and programs, as well as staff and boards (whether small and local or large and national) that directly employ OST professionals, can also empower and support workers. The audience uses are summarized below and detailed in the OST Job Quality Standards Usage Guide.

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# OUT-OF-SCHOOL TIME JOB QUALITY STANDARDS

## INTRODUCTION: OST Job Quality Standards Overview

### OST Intermediary (National, State, Local) Organizations
- Guidance and resources; professional development; technical assistance; advocacy and collaboration; quality improvement initiatives

### Philanthropy & Corporate Social Responsibility
- Funding support; capacity building; collaboration and networking; research and evaluation; advocacy and policy initiatives

### Government (Federal, State, Local) & Policymaking
- Legislative support; funding allocations; partnership and collaboration; data collection and evaluation; advocacy and public awareness development; regulatory compliance; funding and resource allocation; training and technical assistance; collaboration and partnerships

### Research
- Study design; data collection; analyzing and evaluation; comparison benchmarking; policy and practice recommendations; longitudinal studies

### Higher Education
- Curriculum development; experiential learning opportunities; professional development and training; research and evaluation; partnerships and collaboration

### OST Organizational/ Senior Leadership
- Policy adoption; strategic planning; oversight and accountability; resource allocation; advocacy and partnerships
- Job quality assessment and action plans for change

### OST Programs Working Directly with Young People
- Self-assessment; advocacy; professional development; collaboration and support; feedback and communication; personal well-being

## AUDIENCE & POSSIBLE USES CHART:

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<th>THOSE WHO WORK IN:</th>
<th>POSSIBLE USES:</th>
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## SYSTEMIC IMPACT

## PROGRAM-LEVEL IMPACT
JOB DESCRIPTIONS AND POSTINGS, INTERVIEWING, ONBOARDING

1. Job Descriptions and Postings: Responsibilities, skills, and requirements are defined and shared in an inclusive and accessible way.

1.1 Have assigned salary ranges, anticipated schedule, and hours, and describe benefits offered.

1.2 Emphasize skills and knowledge required for the job over unnecessary education, credential, and experience requirements. Specify education requirements only when necessary to perform the job rather than serving as a proxy for skills and knowledge. Incorporate broad definitions of prior experience and value life experience.

1.3 Are aligned to professional competencies, providing clarity on what success looks like and describing the competencies needed to enter the job and the competencies one might expect to develop through being in the role.

1.4 They are inclusive and meet all legal requirements, for example, requiring access to reliable transportation instead of car ownership and requiring experience working with children rather than experience working in a childcare center.

1.5 Include physical requirements and available accommodations.

1.6 Are shared internally and widely externally through affinity groups, community organizations, alum groups, and other networks to attract a diverse candidate pool.

2. Interviewing: There is a selection process to help determine whether a job candidate has the necessary knowledge, skills, and abilities to do a specific job.

2.1 Résumé screeners and interviewers complete implicit bias training.

2.2 Names and addresses are removed from resumes before screening.

2.3 A description-based rubric with relevant skills-based requirements is used for resume screening and interview.

2.4 If possible, interviews are conducted by teams of two or more.

2.5 Interview questions are created based on position and are the same for each candidate interviewing for that position.
3. Onboarding: A process exists by which new hires are integrated into an organization.

3.1 An employee handbook is used as a central document outlining general expectations, policies, and guidelines.

3.2 The employee handbook uses inclusive policies and language (e.g., avoiding binary gender pronouns) and equitable policies for all workers (e.g., floating holidays and gender-neutral bathrooms).

3.3 A formal new hire orientation process includes onboarding to organizational and team culture and norms and clarifies expectations for all new staff.

PAY, HOURS AND SCHEDULING, BENEFITS & EMPLOYEE ASSISTANCE

4. Sustainable Pay: Workers’ wages are set at a level that is both fair and liveable.

4.1 Workers are paid equitable, stable, and predictable living wages.

4.2 Workers are correctly classified as either exempt or non-exempt under federal and state wage and hour laws.

4.3 Salary scales for all positions are available to every employee in a written format, either online or in a printed program policy document.

4.4 Workers are paid for their work and are only expected to participate in employer-sponsored, work-related activities if they are paid. Workers on the payroll are not expected or asked to volunteer.

4.5 At least annually, wages are adjusted to account for increased cost of living. In addition, wages and titles are increased with the acquisition of new skills, experience, and responsibilities.

4.6 All practices that impact compensation, including bonuses, premium pay, overtime, and scheduling, are reviewed regularly to ensure practices are equitable, transparent, and used accordingly.

5. Stable Hours & Scheduling: There is consistency and predictability in the number and timing of hours workers work each week.

5.1 Scheduled hours include enough time to complete all job requirements.

5.2 Hours and schedules are assessed regularly and, when possible, adjusted to meet workers’ needs.

5.3 Most workers are scheduled for 15 or more hours per week.
5.4 Positions are filled with full-time workers when possible rather than multiple part-time workers. Part-time and contingent work, which can cause job insecurity and deprive workers of important benefits and protections, is minimized.

5.5 Schedules have consistent start and end times.

5.6 Schedules are consistent from week to week.

5.7 Deviation from planned schedules and last-minute management-driven changes are rare.

6. Benefits and Employee Assistance: Perks or bonuses are offered in addition to salary that help workers prevent or resolve issues that could impact their lives and affect their job performance.

6.1 Available primary benefits include health, dental, vision, life, and disability insurance, retirement plans, paid time off for holidays, vacation and sickness, and paid training starting within the first 30 days of employment.

6.2 Secondary benefits include employee assistance programs (EAPs), mental health and well-being resources, financial or other assistance that removes barriers to employee participation in professional development, and training.

6.3 Additional benefits include subsidized child care, transportation, and housing assistance, paid tuition or tuition reimbursement, and tax credits, if eligible.

6.4 Most benefits are available to workers who work at least 15 hours per week.

6.5 Employees’ needs are regularly assessed, and efforts are made to match services, benefits, and policies to those needs.

6.6 All workers are automatically enrolled in comprehensive benefits plans within 30 days of employment and are provided with any needed navigation support.

6.7 Workers are consistently reminded of available benefits and encouraged to use them.
WORKPLACE INCLUSION & SAFETY

7. Workplace Inclusion: There is an intentional and proactive commitment to creating working environments that embrace diversity, equity, and inclusion for all individuals.

7.1 Diversity, equity, and inclusion are written core values and practiced norms. When identified, action is taken to remove barriers to diversity, equity, inclusion, and accessibility.

7.2 Systems exist to ensure all workers feel respected and empowered in the workplace.

7.3 There are organization-wide and individual opportunities for diversity, equity, inclusion, & accessibility training.

7.4 Reasonable accommodations are provided for all workers with disabilities under federal law, and practices support workers with health conditions and disabilities.

8. Safety: All factors of the working environment that may impact workers’ safety, health, and well-being are considered.

8.1 All state and federal workplace health and safety laws are followed, including anti-discrimination, profiling, and harassment policies.

8.2 Measures are in place to prevent workplace injuries and illnesses.

8.3 Worker input is regularly sought to help create a safe, healthy, and accessible workplace.

8.4 Workers’ rights and responsibilities are clear, and the environment ensures comfort when seeking help or support.

8.5 Communication with information about organizational or program decision-making processes, performance, and direction is transparent, consistent, and timely to keep workers updated and prepare workers for any changes that may affect them.
ADDITIONAL RESOURCES:

Are you interested in learning more about any of the elements and indicators comprising the CORE pillar? Review our curated list of related resources below:

**EQUITABLE HIRING PRACTICES from the American Alliance of Museums**

The American Alliance of Museums provides guidelines for equitable hiring practices to promote diversity, equity, accessibility, and inclusion. Key recommendations include transparency in salary listings, avoiding requests for salary history, adopting fair chance hiring practices, and mitigating biases in recruitment processes.

**GUIDE TO EQUITABLE HIRING AND STAFF DEVELOPMENT PRACTICES from the National AfterSchool Association**

Section 1 and Section 2 of NAA's Guide to Equitable Hiring share specific and incremental best practices on recruitment, hiring, and onboarding designed to strengthen an out-of-school time workforce.

**LIVING WAGE CALCULATOR from MIT**

The MIT Living Wage Calculator was developed to help individuals, communities, employers, and others estimate the local wage rate that a full-time worker requires to cover the costs of their family's basic needs where they live.

**YOU'RE NOT SERIOUS ABOUT EQUITY IF YOU DON'T POST SALARIES from NTEN**

This resource from NTEN emphasizes that organizations must include salary information in job postings to demonstrate their commitment to equity, particularly racial and gender equity. Listing salaries promotes transparency, respects applicants' time, and helps ensure fair compensation, contributing to a more equitable hiring process.
9. Training and Professional Development: Activities are offered to develop the job skills required for current positions and growth.

9.1 Pre-service and on-the-job training for knowledge and skills needed to perform job duties and increase levels of competency is provided.

9.2 Workers are provided with live and online access to training workshops, courses, job shadowing, and other learning that builds skill and competency.

9.3 Workers are supported in attaining professional development and training opportunities that lead to credentials or certifications that hold local and/or national labor market value.

10. Acknowledgment: Supervisors, peers, and others recognize and appreciate workers’ efforts and contributions.

10.1 Processes are created to ensure that all workers are regularly recognized and appreciated for their contributions and achievements. There are formal and informal worker recognition and appreciation opportunities by supervisors, peers, and others.

10.2 Written commendations, verbal praise, awards, or financial incentives that highlight an employee’s accomplishments and value are frequent and consistent.

11. Performance Management: There is a process of overseeing the work of other workers that includes ongoing communication and feedback that enhances professional growth.

11.1 Supervisors are provided with ongoing training to develop and fine-tune skills such as delegation, accountability, coaching, and providing performance feedback, as well as implicit bias training.

11.2 Informal and formal processes are in place to provide regular, timely, and actionable feedback.

11.3 Supervisors work with each employee to set expectations and performance goals at the beginning of each year and meet at least bi-annually to discuss progress and areas for growth.

11.4 A uniform performance template based on a standardized rubric is used for all workers.

11.5 The performance appraisal template includes space for collaborative goal setting, periodic worker and employee reflection, and feedback on progress, accomplishments, and opportunities for growth. It is also used to support setting and achieving goals.
ADDITIONAL RESOURCES:

Are you interesting in learning more about any of the elements and indicators comprising the SUPPORT pillar? Review our curated list of related resources below:

**GUIDE TO EQUITABLE HIRING AND STAFF DEVELOPMENT PRACTICES from the National AfterSchool Association**

Section 2 and Section 3 of NAA’s Guide to Equitable Hiring share best practices on onboarding, performance reviews, and feedback designed to strengthen an out-of-school time workforce.

**CREATING A CULTURE OF RECOGNITION from Great Place to Work**

Creating a culture of recognition involves making employee appreciation a core part of the workplace through consistent and meaningful practices. Recognizing achievements, both big and small, boosts employee engagement, motivation, and retention, as it demonstrates that the organization values their contributions and reinforces a positive company culture.
12. Career Development: There is a process for helping workers plan and advance their careers.

12.1 Clear and well-defined career pathways outline the skills, experience, and competencies required to advance within the organization or industry.

12.2 Promotions and advancement opportunities are regularly communicated with transparency.

12.3 Equitable opportunities for internal advancement are prioritized by filling job openings from within whenever possible.

12.4 Skill-building activities that create a talent pipeline are used to prepare workers for additional responsibilities and career growth.

13. Mentoring and Coaching: Development approaches are based on one-to-one conversations and enhance an individual’s skills, knowledge, or work performance.

13.1 Paid time and activities are provided to build formal or informal relationships that benefit personal and professional growth.

13.2 Tailored coaching opportunities are used to develop workers’ skills and competencies for advancement.
ADDITIONAL RESOURCES:

Are you interested in learning more about any of the elements and indicators comprising the OPPORTUNITY pillar? Review our curated list of related resources below:

**HOW CAREER PATHING LEADS TO EMPLOYEE RETENTION from Linked In Learning**

This resource explains how career pathing enhances employee retention by offering clear growth opportunities within an organization, thereby aligning employee aspirations with company goals. Investing in career development through internal mobility, learning programs, and personalized career tracks fosters engagement, satisfaction, and long-term commitment among employees.

**CAREER MAPPING TO SUPPORT PROFESSIONAL GROWTH AND LONGEVEDITY IN OST from the National AfterSchool Association**

This article from NAA discusses how career mapping can enhance professional growth and longevity in out-of-school time (OST) programs by providing clear career pathways. This approach helps employees visualize their future within the organization, boosts job satisfaction, and supports retention by aligning individual career goals with organizational needs.

**THE VALUE OF MENTORING FOR EARLY CAREER PROFESSIONALS AND BEYOND from AfterSchool Today**

This article in NAA’s flagship publication AfterSchool Today (beginning on page 16) emphasizes the importance of mentoring for early career professionals in the afterschool sector, highlighting how it fosters growth, professional development, and long-term commitment to the field. Effective mentoring requires effort from both mentors and mentees, ultimately creating a robust support system that benefits both individuals and the broader community.
PARTICIPATION, IMPROVEMENT, ENGAGEMENT

14. Participation: Workers can actively engage in various aspects of their jobs and the organization.

14.1 Workers have genuine, consistent opportunities to share their ideas, suggestions, and expertise through various channels and activities.

14.2 Workers have opportunities to provide input into developing their roles and decisions that affect their experience.

14.3 Worker autonomy is supported, and workers are encouraged to make decisions and take ownership of their work.

15. Improvement: Continuous effort and initiative are needed to enhance various aspects of work and worker experience.

15.1 Formal and informal processes for continuous improvement are in place to gather and implement worker input. The method includes informing workers about how their input will be or was used. For example, if choices must be made to make benefits affordable for the organization and workers are invited to engage in the decision process.

15.2 As challenges arise, workers are encouraged to develop and share innovative solutions.

15.3 There is a transparent process with safe channels for raising concerns beyond going to a direct supervisor without fear of retaliation or discrimination.

16. Engagement: Mechanisms exist for articulating and measuring workers’ involvement and enthusiasm in their work and workplace.

16.1 Workers understand and can articulate how their role matters and aligns with the organization or program’s goals and values.

16.2 Worker satisfaction, dissatisfaction, and engagement are measured and addressed regularly through various formal and informal methods.
ADDITIONAL RESOURCES:

Are you interested in learning more about any of the elements and indicators comprising the VOICE pillar? Review our curated list of related resources below:

**EMPLOYEE VOICE: HOW TO LISTEN, BENEFITS, AND EXAMPLES** from Vantage Circle

This article explores methods for listening to employees, such as feedback mechanisms and engagement surveys, and outlines benefits like increased engagement, innovation, and trust. The article also provides examples of employee voice in action, best practices for responding to employee feedback, and emphasizes how prioritizing employee voice can enhance organizational performance and growth.

**EMPLOYEE VOICE** from CIPD

This factsheet explores employee voice and its different forms in an organisation. It looks at the changing nature of voice and influence in the employment relationship, mechanisms for participation, whistleblowing and how employers can create a safe environment where individuals feel able to speak up.
ANNOTATED BIBLIOGRAPHY OF SUPPORTING EVIDENCE
PHI. (n.d.). PHI; Paraprofessional Healthcare Institute, Retrieved February 26, 2024, from https://www.phinational.org/

PHI, formerly known as the Paraprofessional Healthcare Institute, is a reputable nonprofit organization dedicated to improving the quality of long-term care through advocacy, research, and workforce development initiatives. The organization offers valuable resources and tools to enhance the skills and knowledge of direct care workers, advocate for policies that support their professional growth, and advance the overall quality of care in the healthcare industry. Visitors to the website can access a wealth of information, including reports, publications, training materials, and policy briefs, making it a valuable resource for researchers, policymakers, and healthcare professionals interested in long-term care and workforce development.


The document from Harvard Business School, “6 Best Practices to Creating Inclusive and Equitable Interview Processes,” offers valuable insights into creating inclusive and fair interview processes. The content likely includes evidence-based practices and recommendations to promote diversity, equity, and inclusion in hiring practices. This resource benefits recruiters, hiring managers, and organizations aiming to enhance the fairness and inclusivity of their interview processes. It provides practical guidance and strategies to ensure the hiring process is accessible and equitable for all candidates, contributing to the broader goal of fostering diverse and inclusive workplaces.


This online article, authored by McKinsey & Company, explores strategies employed by companies to retain frontline talent in a competitive...
market. The content emphasizes organizations’ challenges in retaining key personnel and provides insights into innovative retention practices. The article is relevant for HR professionals, leaders, and executives seeking effective methods to address frontline talent retention. It is based on McKinsey's expertise and research in organizational performance. The information is current and valuable for those interested in staying abreast of trends and best practices in talent retention.


Gallup's report, “The Indicator: Employee Retention and Attraction,” offers insights into employee retention and attraction dynamics in the workforce. The report includes Gallup's renowned surveys and analytics to provide data-driven perspectives on the challenges and opportunities of retaining and attracting workers. This resource is valuable for employers, HR professionals, and researchers seeking up-to-date information on employee engagement and workforce trends, focusing on strategies for enhancing retention and attraction in the contemporary workplace.


This online resource, provided by Great Place to Work, focuses on cultivating a culture of recognition within the workplace. The article discusses strategies and best practices for implementing effective recognition programs, emphasizing the positive impact on employee engagement and overall organizational success. The information presented is valuable for HR professionals, leaders, and organizations seeking to enhance employee motivation and create a positive work environment. The content aligns with current trends in employee management and organizational culture.

greatplacetowork.com/. https://pubfiles.greatplacetowork.com/root/com/Unlocking%20the%20Secrets%20to%20Employee%20Retention-Great%20Place%20To%20Work.pdf?mkt_tok=NTIwLUFPTy05ODIAAAAGSNDhbG5xI7BIMBuWg_sZHLiJm-XHOBOkJp3MWXsUxkUc3D8kxkAVe4I32uiqIrLWN9S_q_y0vXatXddVNB1C0zipDji0t

This document, provided by Great Place to Work, delves into the crucial topic of employee retention. It offers insights and strategies to help organizations retain their valuable talent. The content covers various retention aspects, including creating a positive workplace culture, implementing effective communication strategies, and addressing employee needs. The information is relevant for human resources professionals, managers, and leaders aiming to enhance organizational retention rates. The document is well-researched and provides practical recommendations based on current trends and best practices in employee retention.


The LinkedIn Learning resource, “Invest in Talent to Retain and Grow Your Employees,” discusses the importance of investing in employee development for retention and growth. It provides evidence supporting the idea that workers who receive ongoing training and career development are more likely to stay with an organization. This resource benefits professionals in talent management, human resources, and organizational development who are interested in strategies to enhance employee retention through career pathing. The content includes insights, case studies, and best practices to help organizations effectively invest in their workers’ professional development and career progression.

The Job Quality Toolkit, published by the U.S. Department of Commerce, is a comprehensive resource for understanding and improving job quality. The toolkit covers various dimensions of job quality, including wages, benefits, and overall work satisfaction. It provides practical tools, strategies, and best practices for employers, policymakers, and researchers to enhance the quality of jobs in diverse industries. This resource is valuable for those seeking evidence-based approaches to promote better working conditions and job satisfaction in the United States.


This comprehensive report from the Urban Institute examines various dimensions of job quality and proposes a framework for measuring it. The authors explore key factors such as wages, benefits, job security, and opportunities for advancement, shedding light on the multidimensional nature of job quality. This report draws on data from various sources, including surveys and administrative records, offering valuable insights into the challenges and opportunities in assessing and improving job quality in the contemporary labor market. Researchers and policymakers interested in understanding and addressing employment and workforce development issues will find this resource informative and relevant.


This Ed Week Research Center report provides a comprehensive overview of the state of after-school programs. The document presents findings from a study that assesses the current landscape, challenges, and successes of afterschool programs. It is a valuable resource for educators, policymakers, and researchers interested in understanding the impact and effectiveness of after-school programs. The report is well-structured, offering insights into program quality, participant engagement, staffing challenges, and the overall state of the field. The information provided is relevant for those invested in improving and advancing after-school programs.


This briefing paper, authored by Temescal Associates, delves into the issue of the shortage of workers in afterschool programs. It aims to understand the challenges and factors contributing to the workforce shortage within the afterschool sector. The information is relevant for educators, policymakers, and other interest groups involved in the planning and administering of afterschool programs. The document presents valuable insights into a critical aspect of afterschool program management. It can be helpful for individuals seeking to address workforce challenges and improve the sustainability of afterschool programs.


The Recruitment and Retention Toolkit can sharpen skills in identifying, selecting, and retaining staff to build a better workforce. The toolkit provides resources for creating or maintaining effective recruitment and retention practices. This resource is relevant for HR
professionals, afterschool leaders, and additional interested parties seeking effective methods to address talent recruitment and retention.


The SHRM article “How Learning and Development Can Attract and Retain Talent” explores the strategic role of learning and development in talent attraction and retention within organizations. It provides insights into the importance of continuous learning initiatives and their impact on employee engagement and satisfaction. This resource is valuable for human resource professionals, talent managers, and organizational leaders seeking practical approaches to enhance their learning and development programs. The article offers case studies, best practices, and evidence-based recommendations to help organizations create a positive, growth-oriented environment that attracts and retains top talent.


This report draws on the Great Jobs Demonstration Survey and explores the quality of work in the United States, presenting new evidence and insights. The authors delve into various aspects of employment, including job security, wages, and work-life balance. The research utilizes comprehensive data to offer a nuanced understanding of the contemporary labor market. This document is a valuable resource for researchers, policymakers, and individuals interested in understanding the multifaceted dimensions of job quality in the United States.


This research study, conducted by the National AfterSchool Association, explores the landscape of afterschool leadership. The document investigates the need to build a leadership pipeline and foster more diverse leadership in the afterschool field. It provides valuable insights and recommendations for efforts supporting afterschool leaders’ diversity and capacity. The study is particularly relevant for professionals in the afterschool program field, education administrators, and policymakers. This study offers substantial information for those interested in understanding and improving leadership practices within the afterschool setting.


The report by the Urban Institute, “Racial Equity and Job Quality,” examines the intersectionality of racial equity and job quality. It provides insights into the disparities and challenges faced by different racial and ethnic groups in accessing high-quality employment opportunities. This resource is valuable for researchers, policymakers, and advocates interested in understanding the relationship between racial equity and job quality and those seeking evidence-based strategies to promote equitable job outcomes for diverse populations. The report contributes to ongoing discussions about creating inclusive and fair labor market practices that address racial disparities in job opportunities and outcomes.

Smet, A. D., Dowling, B., Hancock, B., &

This online article from McKinsey & Company addresses hiring challenges in the “Great Attrition” – a period marked by increased employee turnover across industries. The article explores the complexities of talent acquisition and suggests strategies for organizations to identify and attract suitable candidates from appropriate talent pools. It provides insights into shifting workforce dynamics, emerging trends in recruitment, and recommendations for optimizing hiring processes amidst heightened competition for talent. As an offering from McKinsey & Company, a renowned management consulting firm, the content is well-researched, data-driven, and relevant to human resources, talent acquisition, and organizational management professionals.


The guide from the Aspen Institute, “Centering Worker Voice in Program Design,” explores the importance of incorporating worker perspectives in the design of programs and initiatives. It provides insights and recommendations on how organizations can involve Workers in decision-making processes to create more inclusive and effective programs. This resource benefits policymakers, organizational leaders, and practitioners interested in fostering a collaborative and participatory approach to program development. It contributes to the broader discourse on worker empowerment and engagement, emphasizing the value of incorporating diverse voices in shaping workplace policies and initiatives.


This brief, released by the Afterschool Alliance, explores the afterschool staffing challenges during the COVID-19 pandemic. The document highlights key findings from the sixth wave of a survey, shedding light on the challenges faced by afterschool providers with the cost of staffing issues, including waitlists, staff burnout, and increased program expenses. The information is relevant for educators, policymakers, and other interested parties in afterschool programming.


This study examined the status of field employee turnover at a national afterschool program provider and its turnover improvement goal. It assessed the knowledge, skills, motivation, and organizational influences of those with the most significant impact on retention and turnover—frontline Area Managers (AMs) who directly supervise afterschool staff. Clark and Estes’ (2008) gap analysis was the study’s general conceptual and methodological framework. This dissertation is valuable for researchers, policymakers, and practitioners interested in understanding and mitigating employee turnover challenges in afterschool care programs.