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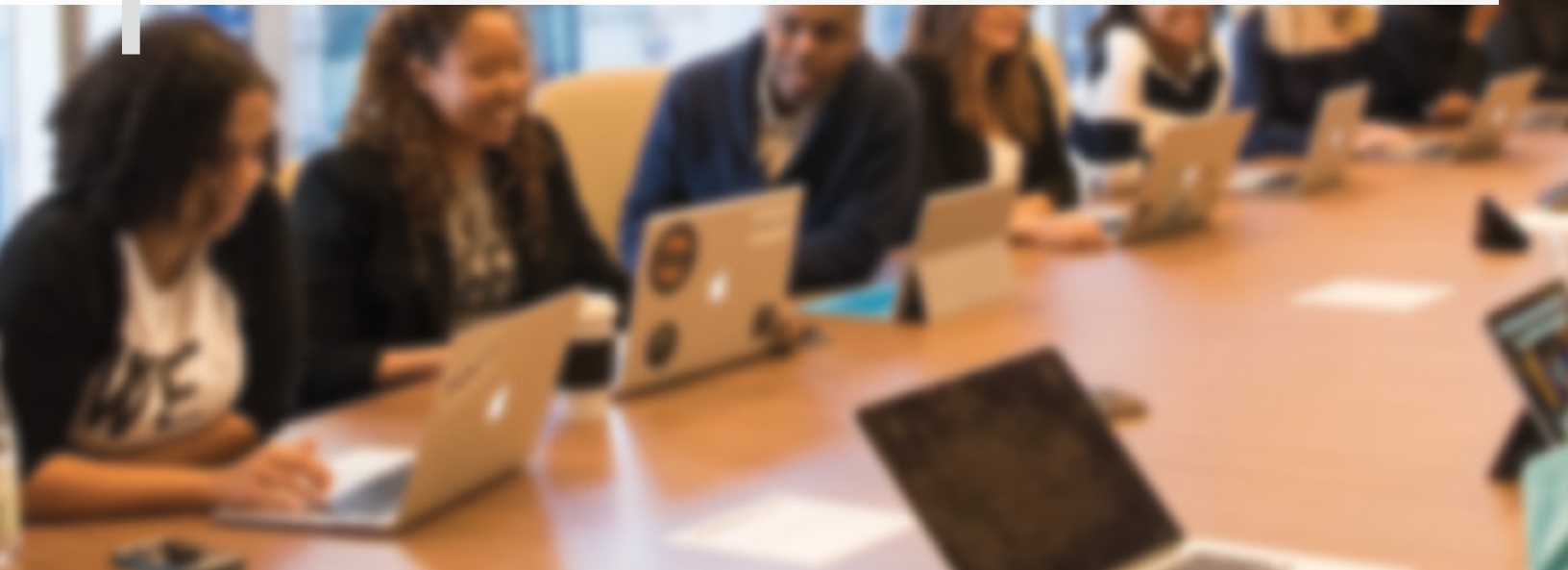
THE LANDSCAPE OF  
AFTERSCHOOL LEADERSHIP:  
**CONSIDERATIONS** for  
**SUPPORTING AND**  
**STRENGTHENING**  
**DIVERSITY**



## CONTEXT

In 2019, the National AfterSchool Association (NAA) convened a series of leadership conversations focused on creating a culture of professionalization in afterschool, which included a discussion of the need to build a leadership pipeline and to foster more diverse leadership. These leader-focused discussions were a natural next step in NAA's long track record of commitment to equity and advocacy for the professionalization of the afterschool field, including through the development of Core Knowledge and Competencies for Afterschool and Youth Development Professionals, and by annually honoring the Next Generation of Afterschool Leaders.

NAA is now elevating the importance of building a diverse leadership pipeline through the launch of a Professional Learning Community (PLC) in spring 2020, with grant support from the S.D. Bechtel, Jr. Foundation and in partnership with the California School-Age Consortium (CalSAC) and Development Without Limits (DWL). NAA also engaged Policy Studies Associates (PSA) and Public Profit as learning and research partners. This brief, researched and authored by PSA and leveraging interview and survey data from Public Profit, results from a collaborative effort intended to frame efforts to support the diversity and capacity of afterschool leaders.



## THE LEADERSHIP PIPELINE

While efforts to professionalize the afterschool field have been underway for decades, limited attention has been paid to date on articulating a leadership pipeline or career ladders whereby emerging leaders can chart their professional goals and progression. In an interview with Youth Today, Ellen Gannett, director of the National Institute on Out-of-School Time, commented:

**“We need to create a career path for those who choose to stay in the field.... Right now, it’s a short-term or part-time job that’s a stepping stone for other work. For others, they love the work, but they have to leave because they can’t support themselves”** (Starr & Gannett, 2018).

Ten years ago, a joint paper between the Forum for Youth Investment and Cornerstones for Kids (members of the Next Generation Youth Work Coalition) recommended that afterschool organizations articulate pathways for advancement and “encourage employers to make career ladders more explicit and transparent,” for example, through clear job requirements, titles, and salary ranges (Yohalem, Pittman, & Edwards, 2010).

The passion that fuels the afterschool field is necessary but insufficient. Afterschool typically relies on a large cadre of part-time staff members who work inconsistent and non-traditional hours—including those who have moved into program leadership positions, as is clear in the experience of one leader interviewed by Public Profit:

**“There wasn’t a position for me.... They made it work by putting together a few different jobs to**

### WHAT IS A LEADERSHIP PIPELINE?

(Adapted from Cornelius, Covington, & Ruesga, 2008)

- » A pipeline is the conduit through which promising leaders are identified and developed to ensure a high-quality workforce, sustainable organizations, and an effective sector
- » A pipeline is the process through which emerging leaders gain experience and skills to continue their professional growth
- » A pipeline is not necessarily linear: some leaders may “work their way up” from entry-level positions, some build experience and enter from other sectors, and some move between organizations or sectors as their career advances

Building a leadership pipeline for afterschool will require attention to both the conduit—the institutional structures and policies related to career pathways—and the process of supporting emerging leaders in developing capacity at each stage of their career.



## ... THE LEADERSHIP PIPELINE

**get me closer to full time, but it was really unhealthy. The work I was doing, I didn't have balance because I was always asked to do more, but I was not getting paid for that. I was running a program but getting paid part-time."** *—Afterschool Program Manager, Ohio*

*Program Manager, Ohio*

Indeed, the afterschool career model relies on the commitment of staff and leaders to making a difference in the lives of young people but offers limited access to the stability and clear growth trajectory available in other fields—including in education—where roles and career ladders are more clearly defined. In afterschool, "Many practitioners soon find the nature of part-time employment—with few opportunities to mature to a full-time position and scattered professional growth opportunities—an obstacle to remaining in the field" (Gopie, 2019).

This challenge is not limited to afterschool. There is genuine frustration across the nonprofit sector because the pathway to becoming an executive director is unclear. Next-generation leaders of all backgrounds want more targeted training and leadership development aimed at preparing emerging leaders specifically for executive positions (DePaoli, Atwell, & Bridgeland, 2017).

The need for a stronger leadership development pipeline permeates the afterschool field, regardless of staff background. However, certain institutional factors and structures heighten the challenges for emerging leaders of color in afterschool. Those factors—and ways to mitigate them—are the focus of this research brief.

### A TAXONOMY OF AFTERSCHOOL POSITIONS

Although there is no common lexicon of afterschool positions, for the purposes of this research brief we propose using the following taxonomy:

In addition, afterschool professionals may take on capacity-building positions or roles, in such areas as professional development, advocacy, or research and evaluation.

#### **Executive Leadership**

*Role(s):* Oversees an organization or department, fundraising, board management, policy-setting

*Sample titles:* Executive Director, President/CEO, VP

#### **Program Leadership**

*Role(s):* Manages day-to-day aspects of program sites, including staff oversight and program design

*Sample titles:* Program Director, Program Manager, Program Supervisor, Site Coordinator

#### **Front-Line Program Staff**

*Role(s):* Provides direct services and supports to program participants

*Sample titles:* Program Leader, Program Assistant, Group Leader, Teacher

## THE LEADERSHIP GAP

Diversity, equity, and inclusion (DEI) is a priority focus for many nonprofits striving to intentionally embrace and promote diverse backgrounds, experiences, and perspectives among their staff and foster better outcomes for the communities they serve:

**“When board members, employees, and others who shape the values and activities of a nonprofit come from a wide array of backgrounds, they each bring unique perspectives that shape, blend, and influence how to advance the nonprofit’s mission and solve problems in potentially more inclusive and innovative ways”** (*National Council of Nonprofits, 2019*).

**“If nonprofits fail to include a diversity of perspectives, might they be undermining their mission impact? Assessing social needs and designing culturally appropriate programs require the full inclusion of people who have similar experiences and an authentic understanding of the populations they aim to serve”** (*Cornelius & Lew, 2009*).

But there remains a racial leadership gap across the nonprofit sector. A national BoardSource study found that 89 percent of nonprofit CEOs were white (*BoardSource, 2017*). Among education nonprofit organizations, there is “a gap between intention and action”: 98 percent of surveyed leaders believe their organization supports diversity, but only 39

percent of leaders at the director level were people of color, dropping to 25 percent at the CEO level (*Virgil, Brennan, & Wyatt, 2014*).

Afterschool is no exception. A survey of staff in a national federated youth-serving organization, for instance, found that the racial leadership gap widened as program responsibility increased: nearly two thirds (67 percent) of front-line staff were people of color, compared to 58 percent of site-level directors and only about one-third (34 percent) of executive directors (*Angbah, 2018*).

Afterschool leaders confirmed a lack of diversity at the upper echelons of afterschool organizations:

**“Afterschool providers are very cognizant that they want their workforce to reflect the students who are in the program. I have noticed that as you go up, it becomes a little less diverse.”** *–Executive Director, Utah.*

**“The staff does—particularly the part-time [afterschool program] staff—look a lot like the student population. That changes, and we know that. It changes as it becomes full-time and then it changes as it becomes management and senior level.”** *–Executive Director, Northeast.*

## DEMOGRAPHIC PROFILE OF AFTERSCHOOL STAFF AND LEADERS

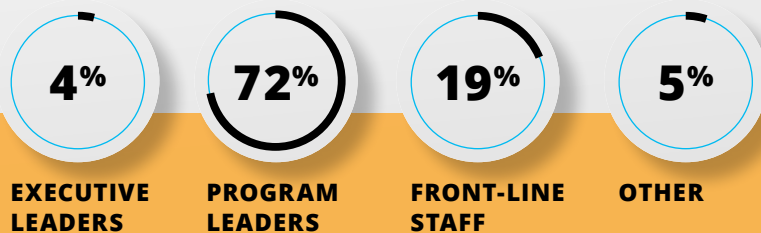
If “what gets measured matters,” the afterschool sector has not yet consistently signaled that attention to staff diversity and to equitable leadership opportunities matters: there are limited demographic data on afterschool professionals, and no national data sources.

In fall 2019, NAA took a step towards a comprehensive demographic data profile of afterschool staff to track the field and to the leadership gap. With support from its project partners, over the course of three weeks NAA invited afterschool staff to complete a survey. NAA advertised the survey through email blasts to NAA members, through NAA state affiliates, and through social media. With a total of 2,371 responses from afterschool professionals in all 50 states and the District of Columbia, this survey offers insight into the current landscape of afterschool—and the experiences of respondents—and points to inequitable access to leadership opportunities.

It is important to note that although the NAA survey respondents reflect only a small portion of afterschool professionals across the country, comparative data show that these respondents reflect the nonprofit sector. For instance, the distribution of race/ethnicity in the 2019 NAA sample is very similar to that of the 2016 Building Movement Project national survey (*Thomas-Breitfeld & Kunreuther, 2017*). However, more systematic and continued data collection is needed to ensure reliable data on the afterschool workforce throughout the United States.



A majority of afterschool professionals who answered the NAA survey were white (65 percent white vs. 35 percent people of color). Based on a categorization of job titles, the majority of responding staff were in program leadership roles:



These data also point to disparities in race for progressing through the leadership pipeline. Among survey respondents: *(percentages below were people of color)*



These gaps occurred despite little evidence of gaps in skill or experience. In fact, similar proportions of respondents of color and white respondents:

- » Self-identified as a mastery-level professional, according to the NAA core competencies (34 percent compared to 36 percent)
- » Had 10 or more years of afterschool experience (50 percent compared to 50 percent)
- » Had at least a four-year college degree (68 percent compared to 71 percent); a greater proportion of respondents of color had a graduate degree (34 percent, compared to 30 percent of white respondents)

## THE LEADERSHIP GAP IS ROOTED IN SYSTEMIC BARRIERS

The nonprofit leadership gap does not result from a lack of aspiration.

In the Ready to Lead survey of Next Generation nonprofit leaders, more people of color said that they aspire to be an executive director someday than did their white peers (40 percent compared to 30 percent) (*DePaoli et al., 2017*). The Building Movement Project survey findings confirmed that people of color want to be nonprofit leaders, possess the skills to be leaders, and have similar qualifications to those of their white counterparts, leading the authors to comment that “the results call into question the common assumption that to increase the diversity of nonprofit leaders, people of color need more training” (*Thomas-Breitfeld & Kunreuther, 2017*).

Others have also cautioned against prescribing individual capacity-building as the solution for a gap caused by systemic and institutional barriers that sustain an unequal playing field:

**“The responsibility of ensuring the success of leaders of color does not lie on the leader alone. Focusing on supporting leaders of color without addressing structural racism that may undermine their achievement implies they alone are fully responsible for their success or failure”** (*Keleher et al., 2010, as cited in Andreason et al., 2017*).

**There is a need to “transfer the responsibility for the racial leadership gap from those who are targeted (people of color) to those who oversee organizations as well as the sector overall, which needs to embrace systems change work to ensure that its policies, practices and culture are aligned with the values of diversity, inclusion, and equity”** (*Thomas-Breitfeld & Kunreuther, 2017*).

**“Offering people of color supports to advance their leadership is important, especially given the racial bias they are likely to encounter. However, as many people of color already know, training will not succeed in moving the dial without a simultaneous and widespread effort to target those governing organizations, challenging the norms and assumptions about race that are deeply embedded in the nonprofit sector and in our society at large”** (*Thomas-Breitfeld & Kunreuther, 2017*).

What does this mean for afterschool? Reducing racial inequities in leadership requires an organizational commitment to disrupting structures and policies that produce these inequities. Within the field, staff and leaders at all levels must be willing to engage in hard conversations about systemic barriers to leadership and develop new strategies that address bias.



## AFTERSCHOOL ORGANIZATIONS NEED EXPLICIT POLICIES FOR LEADERSHIP DIVERSIFICATION



In researching how nonprofits advance racial equity, the Center for Public & Nonprofit Leadership at Georgetown University developed a scale of engagement with five stages along the pathway of promoting racial equity (*Boyarski, Kretman, & Mason, 2018*). Afterschool organizations—as organizations, not as individual leaders—need to progress along this pathway from awareness to action to culture:

1. We **have not done anything, yet.**
2. We have **begun having conversations.**
3. We have **participated in a training(s) and/or started to develop our capacity in other ways.**
4. We have **adjusted some of our internal policies, practices and/or values** to intentionally promote racial equity.
5. It is an **integral part of our internal culture, values, practices, and policies.**

Anecdotally, many afterschool organizations are at the early stages of this scale; although some individuals have started to review policies, few organizations have adopted institutional policies and practices to support racial equity:

**“When I was a regional director, I was very intentional about hiring and identifying qualified candidates of color. That was something I was very thoughtful about and made very clear that it was something I wanted to make a priority organizationally. It was not a mandate that was coming down from above.... It is very much still led by specific individual leaders and not necessarily an organizational priority. It’s becoming one, but not explicitly one yet.”** *–Executive Director, Northeast.*

## ... AFTERSCHOOL ORGANIZATIONS NEED EXPLICIT POLICIES FOR LEADERSHIP DIVERSIFICATION

Nonprofit organizations with the most representation of people of color at the leadership level articulate the value of diversity, develop strategies to ensure diverse teams, and build accountability into their diversity strategy (*Brennan & Forbes, 2019*). This suggests that to support leaders of color, afterschool organizations can:

### **1. Build strategic partnerships**

that promote the diversification of diverse talent pools and lead to increased numbers of candidates of color, rather than relying on existing networks likely to mirror the status quo (*Brennan & Forbes, 2019*). When organizations comprise people who are already in the same networks, “the resultant networking can be a source of strength in some regards but can also lead to insularity... Organizations need to invest in time and strategies to go outside of their networks to engage in new communities” (*Norton & Linnell, 2017*).

### **2. Ensure that nominating committees and hiring managers include staff members of color,**

and are aware of and receive training to overcome implicit biases, including the “mini-me” syndrome, which results in recruiters and hiring managers favoring people like themselves (*Norton & Linnell, 2017*). Eighty-six percent of education nonprofits do not mandate a diverse interviewer on the panel; 81 percent do not have diversity-specific training; and 74 percent do not offer anti-bias training (*Norton & Linnell, 2017*).

### **3. Establish explicit outcomes and tracking metrics related to leadership pipelines and to diversity.**

For accountability to diversity goals, for instance, organizations can track the number of candidates of color who apply for leadership positions (*Brennan & Forbes, 2019*). More strategically, tracking the skills and experiences of afterschool staff can help to strengthen the leadership pipeline by using data to identify emerging leaders, target individualized supports needed to prepare these candidates of color for leadership roles, and make decisions about promotion. School districts offer a model for this approach. In a study of The Wallace Foundation’s Principal Pipeline Initiative, Leader Tracking Systems emerged as a core tool for building pipelines of effective school leaders, offering an objective way to identify emerging leaders and to make decisions about hiring and placement (*Anderson, Turnbull, & Arcaria, 2017*).

### **4. Leverage transitions in leadership as catalysts for change**

(*Norton & Linnell, 2017*). Although formal leadership positions in afterschool are limited, transitions, such as when current leaders retire or seek new positions, offer opportunities ripe for organizations and boards to reconsider policies and structures: What competencies are needed in a new leader? What are the responsibilities of the leader, or leadership positions? How can hiring, compensation, and professional development policies intentionally foster equity and diversity for the organization?

## INSTITUTIONAL SHIFTS ARE NEEDED TO SUPPORT AND RETAIN LEADERS OF COLOR

An afterschool leader reflected:

**“I don’t think we’ve been as intentional as we probably should be around leaders of color. We’ve focused on leaders in general. To be honest, we haven’t done really targeted training or support for leaders of color.”** *–Executive Director, Utah.*

Yet studies show that leaders of color consistently point to specific challenges more often than do their white peers. These challenges include both “soft” skills related to network and social capital, and “hard” skills such as fundraising.

### OPPORTUNITIES TO INCREASE ACCESS TO SOCIAL CAPITAL

Even with similar qualifications and skills, people of color report that they encounter an uneven playing field in accessing leadership positions (*Thomas-Breitfeld & Kunreuther, 2017*). Leadership pathways too often depend on access to social capital, including social networks that connect emerging leaders to current leaders. This perpetuates an uneven playing field: the social networks of people of color don’t often connect to those who are traditionally represented in leadership positions. Studies point to the value of emerging leaders having strong networks with established community leaders, funders, consultants, and veteran nonprofit executives (*DePaoli et al., 2017*), but leaders of color report that they lack access to social capital and networks at greater rates than do white leaders (39 percent compared to 27 percent) (*DePaoli et al., 2017*).

Afterschool leaders recognize not only this need for social capital but also the unequal access to social capital and networks for emerging leaders of color:

**“The way that nonprofits operate is largely dependent on who has access to resources [that help] build and sustain a board that can support an organization and/or access to foundations, corporations and the like that can support the work. That has a lot to do with the systems and structures and histories of racism, inequity, social injustice in this country, so therefore you are going to see that reflected in who can be traditionally seen as a person who can be an executive director.”** *–Executive Director, Northeast*



Photos © Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action

## ...INSTITUTIONAL SHIFTS ARE NEEDED TO SUPPORT AND RETAIN LEADERS OF COLOR

**“I’m often the only African American male in the room.... As I’ve achieved higher levels of success, positions, the experience in the room shifts. So now I’m [at] a chief-level position and I engage with the board of my organization, I engage with funders of my organization...and there is no preparation for that. There is no conversation in the network around what it looks like, feels like, and how to navigate it.”** *–NAA Board Member*

Intentional mentoring can help negotiate pathways and access to leadership. A study of early career minority faculty in higher education found that mentors “transmitted multiple forms of social capital in the form of knowledge on how to negotiate institutions, acculturation and political norms at [primary white institutions] with a focus on unwritten rules, how to identify mentors and access support, how to access opportunity structures (e.g., financial support), and how to interact with others, especially potential mentors” (*Zambrana et al., 2015*). Afterschool leaders echoed this benefit, also noting the need for specific feedback and coaching:

**“It’s about contacts and relationships. It’s being able to get to the decision-makers.... to get a position on my level you have to be vetted through the board of directors. [My mentor] was able to make those connections to the board. Had I not had that, I would have been a cold call, and not have any connectivity, so I think that would have set up a barrier for me to get the position, because I would have been an unknown entity.”** *–Executive Director, Florida*



## ...INSTITUTIONAL SHIFTS ARE NEEDED TO SUPPORT AND RETAIN LEADERS OF COLOR



**“[Future leaders] need exposure to those who are already in it successfully, so that’s where mentoring comes into play. They need to know what they don’t know, so that means honest feedback and coaching, which I think is a little bit different than mentoring. It can happen in mentoring, but those opportunities to practice and role play making decisions, having hard conversations, the things that you would experience in leadership, so that you can be successful in the role. Because you may not get that forgiveness as guidance like our white counterparts. [W]e, as folks of color, always have to get out there and be exposed, know how to talk the talk and know how to walk the walk.”** *–Senior Director, National Organization*

Emerging leaders in afterschool are also eager to engage with their peers. In a recent survey conducted by the NAA state affiliate in Illinois, 90 percent expressed interest in attending a session that brought all emerging leaders together (Emerging Leaders, n.d.). Leaders of color, often frustrated by the stress of “representing” their community with few role models, feel the urgency of having a network of peers:

**“I think [the biggest challenge to developing as an individual leader of color is isolation. If you pick any nonprofit, most of our programs are school-based.... And you are the leader of that team in the building, so who are you turning to for mentoring and support and coaching? ... Our organizations really struggle with making sure those people feel connected to the home organizations or to anything when they can be supported.”** *–Deputy Commissioner, New York City*

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### **OPPORTUNITIES TO BUILD TECHNICAL MANAGEMENT SKILLS**

Perhaps reflecting the lack of a defined career ladder in afterschool, there are few opportunities for emerging afterschool leaders to receive scaffolded training as they advance in their careers and assume new management roles. Advancement within the afterschool sector is also often based on seniority, with limited attention paid to the competencies and skills needed to succeed (*Rosario, 2015*).

**“The training that’s available is still at the ground level and it’s not at the level of upper management, of multi-site supervisors. That takes a different set of skills: relationship and community building, relationships with funders, being able to articulate outcomes with clarity and consistency and to say ‘This is what we’re up to and this is my plan of action to get there.’”** –CEO, New York

Most professional development in afterschool focuses on working effectively with young people, rather than training to lead effectively as adults:

**“Afterschool people are so committed to the work itself that sometimes we limit the work to just the ‘service recipient.’ The work of afterschool is not just engaging youth in youth development. You can’t do youth development work well without doing youth worker development work well. That’s our biggest challenge, that we’re so driven and focused on the student.”** –NAA Board Member



## ...INSTITUTIONAL SHIFTS ARE NEEDED TO SUPPORT AND RETAIN LEADERS OF COLOR

Investment in leadership development is limited in afterschool, and low across the nonprofit sector: only 1 percent of foundation support goes to leadership development in the social sector (*Hanleybrown, Kania, & Kramer, 2011*). The need for support in developing specific management skills is especially acute for leaders of color who, because of historic and institutional barriers and biases, face added scrutiny of their skills and effectiveness to be taken seriously for the job. An afterschool leader commented:

**“A lot of times, people in this field that are people of color, we have to do extra. You have to do extra to be taken seriously.”** *–Executive Director, North Carolina*

Across the nonprofit sector, 40 percent of aspiring leaders of color said that they needed to develop certain technical or management skills to take on an executive role, compared to a third of aspiring white leaders (*Hanleybrown et al., 2011*). Nonprofit executive leaders of color surveyed by the Building Movement Project reported higher rates of common challenges than did white executive leaders, particularly related to organizational financial sustainability and relationships with boards of directors (*Thomas-Breitfeld & Kunreuther, 2018*).

**FUNDRAISING** is a key area of concern for nonprofit leaders, including afterschool leaders who are largely reliant on accessing shifting public funds and foundation dollars. In a survey of nonprofit leaders in New England, more than half ranked fund development as the most challenging issue they face, with more than five

times as many votes as the next most challenging category (*Norton & Linnell, 2017*). Other studies have shown that leaders of color face greater challenges when developing relationships with funding sources than do white leaders (41 percent vs. 33 percent) (*Norton & Linnell, 2017*).



## RECOMMENDATIONS FOR SUPPORTING EMERGING LEADERS OF COLOR

As NAA embarks on a PLC for supporting afterschool leaders of color, the research literature and lessons learned from other leadership development programs, including CalSAC's Leadership Development Institute (LDI), yield several recommendations:

**FIRST, ensure that leadership development is multidimensional**, focusing on both the technical management (e.g., planning and budgeting, staffing) needed at each level of afterschool leadership—from program leadership to executive leadership—and on the transformational competencies that leaders will need to produce systemic change in afterschool organizations (e.g., setting direction and policy, aligning vision, inspiring and motivating staff) (*Rosario, 2015*).

**SECOND, provide ongoing opportunities for leaders** to (re)convene and share, question, and support each other. For example, the Institute increased an LDI fellow's confidence and capacity as a leader of color through "the opportunity over the course of the year to meet with other leaders of color, working through content as a group, it was encouraging, supportive environment, ask questions, support each other...it gave me strength and support in my future role" (*Public Profit, 2016*).

**THIRD, be aware of the unique experiences and influences brought by participants in a PLC**, and embrace a culturally specific leadership development strategy "led by an individual who shares an identity with the participants, offers participants the opportunity to explore their social identity as an element of leadership, challenges exclusionary messages about leadership, and builds community" (*Oswald-Herold, Elbert, & Feit, 2018*).

**FOURTH, help emerging leaders build capacity and confidence** so that

they advocate for systemic changes in organizational culture. For example, CalSAC has promoted counter-dominant models of leadership that are focused on developing leaders who lead through a collaborative and compassionate lens that encourages the reimagining of new realities and connects to social context rooted in core values and identity (*Rosario, 2015*). In an evaluation of the LDI, nearly all participants said that they used or planned to use their learning to raise awareness about issues of equity within their organization; navigate power, privilege, and equity challenges; and take a high-level look at systemic oppression (*Public Profit, 2016*).

**FINALLY, collect data on demographics**—including racial and ethnic backgrounds—of staff who currently serve in leadership roles and during the hiring process. For example, organizations can collect data on the number of candidates of color who apply to open leadership positions, and track which applicants are ultimately hired for leadership positions. Use these data not only to identify patterns in leadership profiles within organizations but also to guide conversations on how to recruit, support, and retain leaders of color.

The NAA platform challenges organizations to think beyond their current, dominant frameworks of leadership and enhance their structures, policies, expectations, and competencies in order to produce more effective leaders of color in afterschool.

The upcoming PLC is an opportunity to leverage that platform to explore, learn, and refine institutional strategies for building and supporting emerging leaders of color in afterschool.

## CONTRIBUTING PARTNERS



### THE NATIONAL AFTERSCHOOL ASSOCIATION

The National AfterSchool Association (NAA) is the national membership organization for professionals who work with and on behalf of children and youth during out of school time. NAA's mission is to promote development, provide education and encourage advocacy for the out-of-school-time community to further the afterschool profession. An estimated 10.2 million children participate in afterschool programs each year and the industry employs an estimated 850,000. **Visit <https://naaweb.org/> for more information about the association.**



### CALIFORNIA SCHOOL-AGE CONSORTIUM (CAL SAC)

Since 1982, the California School-Age Consortium (CalSAC) has brought out-of-school time programs and professionals together to strengthen their skills, deepen their impact, and advocate for policies that benefit children and families. Through transformative training, leadership development and advocacy experiences, CalSAC is building a future where every child in California — regardless of income, race, or zip code — has access to high quality, affordable out-of-school time programs. CalSAC is a state affiliate of the National AfterSchool Association. **Visit <https://www.calsac.org/fellowships> for more information.**



### DEVELOPMENT WITHOUT LIMITS (DWL)

The team at Development Without Limits (DWL) envisions a world where every youth serving organization ensures that every child—especially those who have been historically underserved-- has engaging, affirming learning experiences. DWL builds the skills, knowledge and confidence of afterschool leaders so they are empowered to lead and sustain quality programs that will empower all youth to thrive. **Visit [www.developmentwithoutlimits.org](http://www.developmentwithoutlimits.org) for more information.**



### POLICY STUDIES ASSOCIATES (PSA)

Policy Studies Associates (PSA) provides capacity building, research, and program evaluation services that are rigorous, policy-relevant and have practical applications. For over 35 years, PSA experts have applied lessons learned about the quality, implementation and effectiveness of initiatives in education and afterschool to help leaders make sound decisions. **Visit [www.policystudies.com](http://www.policystudies.com) for more information.**



### PUBLIC PROFIT

Public Profit helps mission-driven organizations measure and manage what matters, providing evaluation, strategic program design, training and capacity building, and data visualization services. The Public Profit team is passionate about using social science research methods to empower organizations to use evaluation findings to get better at what they do. **Visit [www.publicprofit.net](http://www.publicprofit.net) for more information.**

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