

Arkansas School-Age "LINKS"

ASU Childhood
Services

Jo Ann Nalley
Director

PO Box 808
State University,
AR 72467
870-972-3055
1-888-429-1585

School-Age
"LINKS"
was compiled
and formatted by
ASU Childhood
Services

TRAINING OUT-OF-SCHOOL TIME STAFF

Part 2 in a Series on Implementing Evidence-Based Practices in Out-of-School Time Programs: The Role of Frontline Staff

Allison J. R. Metz, Ph.D., Mary Burkhauser, M.A., and Lillian Bowie, M.A.

BACKGROUND

A skilled and sustainable workforce is one of the most important markers of high-quality out-of-school time programs.¹ Given the links between skilled staff, high-quality programs, and better youth outcomes, staff training has become an essential part of program implementation. To expand what is known about staff training, Child Trends recently conducted a literature review and collected data on this topic as part of a study on the role of frontline staff in the effective implementation of out-of-school time programs. This brief presents findings from that study and the literature review, as well as from other research about staff training, and links these findings to effective strategies for training frontline staff. The brief also describes these strategies.

WHAT IS STAFF TRAINING?

Staff training in the context of out-of-school time programs is one aspect of professional development (sometimes referred to as staff development), which includes a variety of education, training, and development activities with the common goal of increasing staff knowledge and skills to improve youth outcomes.² Staff training can help practitioners learn to plan enriching activities, involve families and communities, and interact positively with child and youth participants.³

Funded by
Arkansas Department
of Human Services
Division of Child Care
& Early Childhood
Education
through the
Child Care
Development Funds



Inside this Edition:

Training Out of School Time Staff	1-8
Arkansas School Age Credential	9
Arkansas 4H Afterschool	10-12
CA Afterschool Resource Center Online Trainings	13
Building Strong Communities Skills Development Institute	14-15

Training of Out-of-School Time Staff

Staff training has been identified as one of six core implementation components—or *implementation drivers*—necessary for helping practitioners implement evidence-based and innovative services effectively. ^{4,5}

These core components include:

- ☐ **Staff selection and recruitment**
- ☐ **Pre-service and in-service training**
- ☐ **Coaching, mentoring, and supervision**
- ☐ **Facilitative administration**
- ☐ **System-level partnerships**
- ☐ **Decision-support data systems**

This brief focuses on the second driver: *staff training*.

Staff training includes activities related to providing specialized information, instruction, or skill development in an organized way to practitioners and other key staff members within the program.

WHY IS STAFF TRAINING IMPORTANT FOR OUT-OF-SCHOOL TIME PROGRAMS?

As out-of-school time programs move towards the implementation of evidence-based practices, more programs are offering professional development opportunities to increase their staff's ability to implement new and innovative services effectively. However, a large number of staff members who work directly with youth have not had any pre-service training and lack specific credentials or degrees related to youth

development, education, or out-of-school time programming.⁶ Therefore, it is vital to identify successful strategies for effectively training out-of-school time staff responsible for delivering services. Program directors from effective out-of-school time programs identified four ways that staff training can enhance out-of-school time programs.⁷ Such training can:

- **Prepare newly hired staff to work with program participants.** Changing the behavior of frontline staff members is important because they are the ones who actually carry out the interventions in out-of-school time programs. Although it can be tempting to throw newly hired staff members into frontline work immediately and expect them to learn as they go, program directors agreed that investing in pre-service training (that is, training prior to working with children and youth) pays off in the end.
- **Help frontline staff members to better understand their roles.** It is important for frontline staff to connect with program participants. It is equally important, however, that staff members understand the boundaries of these relationships (for example, the difference between friendship and mentorship). Staff training can clarify staff roles as well as help staff members learn to work effectively within their roles to promote the well-being of all program participants.

Training of Out-of-School Time Staff

- **Teach teachers how to be better youth workers.** Out-of-school time programs often rely on classroom teachers to provide frontline services. Although working with teachers has many benefits (such as, extensive content knowledge, experience working with youth in formal settings), classroom teachers may have less experience working with youth in informal settings or with young people who are disaffected from school. In these situations, staff training is key.
- **Contribute to a more positive work culture.** Program directors reported that tailoring training sessions to meet the professional needs of staff made staff members feel valued by the program and, consequently, increased their commitment to it. Additionally, one program director noted that the positive work culture that such attention to staff needs created has helped his program recruit additional staff.

WHAT STEPS CAN PROGRAMS TAKE TO TRAIN FRONTLINE STAFF EFFECTIVELY?

Staff training, including the *content* of the training and how and when it is delivered to program staff, will vary according to program characteristics, such as a program's staffing model (for example, does the program use volunteers or paid full-time staff?), management structure, operating budget, program setting, program mission and priorities, service delivery model, and target population.

However, research has found that effective training *methods* show fewer variations. This finding indicates that there are key elements of staff training that facilitate program implementation, regardless of the specific services provided by different programs serving children and youth. Below we present five steps for effective staff training. These strategies are based on an analysis of research studies on staff training conducted in the field of human services, along with findings from Child Trends' literature review on staff training in out-of-school time programs and its exploratory study on the role of frontline staff in the implementation of effective programs. The five steps include:

- Presenting background information, theory, philosophy, and values of the new program or practice to staff;
- Introducing and demonstrating important aspects of the new practice or skills;
- Providing staff with opportunities to practice new skills and receive feedback in a safe training environment;⁸
- Providing staff with ongoing support and follow-up training;⁹ and
- Allowing sufficient time for training.

Effective staff training is a back-and-forth, iterative process of defining and describing basic components of the new program or practice, teaching those components through live or video modeling, coaching staff members as they try to use the new skill and evaluate their successes and challenges, and providing ongoing support and booster training sessions. Implementing only

Training Out of School Time Staff

one of these components will not result in effective training outcomes (that is, changes in staff behavior and practice).

Step 1: Present Information

Training workshops focused on imparting knowledge to staff are a key element of most staff training. These workshops present staff members with foundational information on the new program or practice. While it is common to share this type of background information with staff, programs may fall short of making this aspect of training meaningful to staff if they focus only on the “what” (i.e., description of new program or practice) and do not include the “why” (that is, underlying assumptions or theory as to why the new practice will make a positive difference with children and youth).

Research indicates that staff members are more likely to buy into a new program or practice at this stage of the training if they get a clear rationale for these changes.¹⁰ For example, when training staff on basic aspects of daily programming—such as how to design and organize group activities or arrange a space to enhance positive peer interactions—it is important to share with staff why these practices are being suggested. Staff members may be accustomed to designing group activities a particular way, and if they are now told to try a new technique with program participants, they will want to understand the theory behind these suggestions. When program theory is left out of staff training, staff members report that they know more about program practices, but they do not report that they are committed to using these new practices in the field.¹¹

Step 2: Demonstrate New Practices

Another key aspect of training involves the demonstration of important skills and abilities related to carrying out the new program or practice. Practices can be demonstrated either “live” or via video (Demonstrations of new skills are typically followed by a period in which staff can practice these skills). The content of a demonstration is a critical aspect of this part of training. Staff members need to feel that the content of what they are learning is useful and will eventually benefit children and youth participating in their programs. It is recommended that practice demonstrations represent real interactions and situations as much as possible. Toward this end, several program directors suggested involving program participants in staff training.¹²

Step 3: Offer Opportunities for Practice and Feedback

Evidence from the out-of-school time field suggests that the most effective training sessions contain both interactive and introspective components. This combination allows practitioners to have the opportunity to practice newly learned skills in a safe environment and to reflect on how new practices differ from their past or current way of interacting with the youth that they serve.¹³ For example, the staff training of one effective out-of-school time program involved workshops during which staff *practiced* skills. Practice takes the form of role playing (pretending you are someone else) or behavior rehearsal (responding to a hypothetical situation or challenge that you might confront in your own

Training Out of School Time Staff

position).¹⁴ The staff training offered by that effective out-of-school time program also required staff members to *reflect* on their own experiences as youth and compare their experiences to their interactions with the young people that they serve. The purpose of this exercise, which took the form of keeping a journal, was to help program staff members relate to the experiences of the youth participating in their program.¹⁵

In Child Trends' recent study on program implementation, directors of successful out-of-school time programs reported that effective training sessions were highly interactive and provided opportunities for frontline staff to:

1. develop and implement activities based on the programs' curricula, and
2. engage in role-playing activities.¹⁶ Practicing skills and receiving feedback were deemed important for the following reasons:
 - *Practice sessions* provide staff with opportunities to learn how best to implement the program curriculum as planned and Intended;
 - *Constructive feedback* and guidance show staff members how to improve their practice; and
 - *Opportunities for reflection* help staff members become aware of how their personal apprehensions may hinder the successful implementation of the program model and help them develop strategies for overcoming these issues.

Step 4: Provide Ongoing Support and Follow-Up Training

Working with staff members to process their training in a real setting allows them the opportunity to integrate new ideas and skills into their work over time, increasing the chances that these changes will be sustained. Ongoing supervisor support and coaching seem particularly critical.

Providing ongoing training and technical assistance is invaluable to frontline program staff members as they try to incorporate newly learned skills into their everyday practice with the children and youth who they serve. Evidence supports the idea that including supervisors in training offered to frontline staff increases the likelihood that frontline staff members will incorporate new skills in their practice. Supervisors who have been exposed to the same training as their staff are better able to reinforce and support frontline staff in implementing new program practices.¹⁷ Follow-up training and technical assistance also can have a positive impact on changing staff behavior.

Learning is most clearly integrated into practice when practitioners have regular opportunities to try out new skills while receiving real-time constructive feedback and tools for improving these skills.¹⁸ For example, evidence from the field of education suggests that very few teachers demonstrate actual changes in classroom practice as a result of training only, but when a coaching component is added to the training, almost all newly trained teachers show measurable changes in classroom practice.¹⁹

Training Out of School Time Staff

These results indicate that coaching newly trained frontline staff in the field is critical to the successful implementation of new practices and programs.

Additionally, program directors recommended tailoring ongoing staff training to meet staff needs. For example, one program using volunteer mentors hosted a series of 15-minute mini-courses throughout the year based on needs identified by staff. Another program found that frontline staff members were more likely to go to training sessions if they knew the training would be on a relevant topic and presented in an interesting way.²⁰

Step 5: Allow Sufficient Time for Training

In interviews, program directors of evidence – based out-of-school time programs underscored the importance of the length of training, emphasizing that one-day training sessions are typically insufficient and do not provide enough time to review the program thoroughly and practice newly learned skills. Although the length of training sessions varied across programs, directors of many out-of-school time programs reported that the first day of training covered foundational issues, such as the program mission, while subsequent days provided opportunities to learn and practice new skills.

Evidence also indicates the importance of when and how often training is provided for the successful implementation of new programs and practices. Directors of effective out-of-school time programs reported timing the delivery of staff training in the following ways:

- Staff members receive formal, *pre-service training before interacting with program participants*.
- Staff members are offered or required to participate in *mid-year in-service training*.
- Staff members are provided with *ongoing technical assistance year-round*. Program directors agreed that all staff need ongoing training and support, but the nature of the ongoing training sessions was dependent on the specific and emergent needs of program staff.
- Staff members are given opportunities to attend training sessions that they feel will contribute to their professional development.

CONCLUSION

Despite the need for additional research to determine the best practices for training program staff, a growing consensus is emerging about effective strategies for increasing the knowledge and skills of frontline staff needed to implement practices effectively and achieve positive outcomes. On the basis of the current evidence available, Child Trends offers the following recommendations and action steps to support the use of effective staff training strategies in the box below.

RECOMMENDATIONS FOR STAFF TRAINING, BASED ON AVAILABLE EVIDENCE

- **Present background information, theory, philosophy, and values of the new program or practice to staff.** Make training meaningful to staff by sharing the underlying assumptions or theory about why the new practice will make a positive difference with children and youth.
- **Introduce and demonstrate important aspects of the new practice or program.** Practice demonstrations should represent real interactions and situations as much as possible.
- **Provide staff with opportunities to practice new skills and receive feedback in a safe training environment.** Ask staff members to reflect on how new practices differ from their past or current ways of interacting with the children and youth that they serve.
- **Provide staff with ongoing support and follow-up training.** Working with staff members to process their training in a real setting allows them the opportunity to integrate new ideas and skills into their work over time, increasing the chances that these changes will be sustained.
- **Allow sufficient time for training.** Training should take place over multiple days and sessions involving foundational issues and opportunities to learn and practice new skills. Pre-service training should be provided before staff interacts with program participants. Mid-year training sessions and ongoing technical assistance should also be provided to reinforce newly learned skills.

SUPPORTED BY: The Atlantic Philanthropies

© 2009 Child Trends. *May be reprinted with citation.*

4301 Connecticut Ave, NW, Suite 350, Washington, DC 20008, www.childtrends.org

REFERENCES

- 1 Harvard Family Research Project. (2004). Promoting quality through professional development: A framework or evaluation. Issues and Opportunities in Out-of-School Time Evaluation. Number 8.
- 2 Bouffard, S. (2004). Promoting quality out-of-school time programs through professional development. Harvard Family Research Project. The Evaluation Exchange. Volume X, Number 1.
- 3 Ibid.
- 4 Metz, A. J. R., Blasé, K., & Bowie, L. (2007). Implementing evidence-based practices: Six “drivers” of success. (*Research-to-Results* brief). Washington, DC: Child Trends.
- 5 Fixsen, D. L., Naoom, S. F., Blasé, K., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina-Chapel Hill. Monograph available online at <http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/>
- 6 Bouffard, S. (2004).
- 7 Metz, A., Bowie, L., & Bandy, T. (2007). The role of frontline staff in the implementation of evidence-based programs: An exploratory study. Washington, DC: Child Trends.
- 8 Joyce, B., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- 9 See, Stroebel, C. K., McDaniel, R. R., Crabtree, B. F., Miller, W. L., Nutting, P. A., & Stange, K. C. (2005). How complexity science can inform a reflective process for improvement in primary care practices. *Journal on Quality and Patient Safety*, 31(8), 438-446.
- 10 Metz, A. J. R., Bowie, L., Burkhauser, M., & Bandy, T. (2007). The role of frontline staff in the implementation of evidence-based programs. Child Trends Special Report. Washington, DC: Child Trends.
- 11 Metz, A. J. R., Bowie, L., & Bandy, T. (2007). The Role of Frontline Staff in the Implementation of Evidence-Based Programs: An Exploratory Study. Washington, DC. Child Trends.
- 12 Metz et al. (2007).
- 13 Halpern, R., Spielberger, J., & Robb, S. (2000). Evaluation of the MOST (Making the Most of Out-of-School Time) initiative: Final report. Summary of Findings. Chicago, IL: Chapin Hall Center for Children.
- 14 Fixsen, D. L., Naoom, S. F., Blasé, K., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Page 5. National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina-Chapel Hill.
- 15 Harvard Family Research Project. (2004). A profile of the evaluation of Sacramento START. Retrieved October 22, 2007, from <http://www.gse.harvard.edu/~hfrp/projects/afterschool/mott/start.pdf> (Acrobat file).
- 16 Metz, A. J. R., Bowie, L., & Bandy, T. (2007).
- 17 Ibid.
- 18 Ibid.
- 19 Joyce, B., & Showers, B. (2002).
- 20 Metz et al. (2007).

Arkansas School Age Credential

Page 9

Submitted by: Woodier Sue Herlein, ASU Childhood Services

Arkansas has been moving forward in providing a professional development opportunity for school age educators to enhance their skills for the benefit of school age children, youth, families, and communities in Arkansas. The pilot for the Arkansas School Age Credential began in the fall with classes starting November 19, 2009. Twenty afterschool professionals representing a wide variety of out of school time programs participated in the pilot in Little Rock. Annette Dove, Executive Director of TOPPS in Pine Bluff was the instructor for the classes and Meredith O'Hara, previously served as advisor.

As the next step toward building a competent, professional workforce for Arkansas school age programs, ASU Childhood Services has been in the process of continuing the development of the Arkansas State School Age Credential. This credential is based on a set of Eight Competency Goals that can be used to evaluate knowledge and performance of individual staff that work in out of school time programs in Arkansas. Upon its development, the Arkansas School Age Credential is seen as a means to promote high-quality services for youth and families by preparing and supporting qualified, well-trained school-age and youth development practitioners. In addition, it will assist in the development of a formally defined educational pathway for current school-age and youth development practitioners as well as those interested in the field.

Roberta Newman of Newroads Consulting is the author of the current content. Roberta has worked with children, youth, and families in a variety of roles for over thirty-five years. She has been a classroom teacher, an administrator of arts and music programs for preschool through high school students, a preschool director, a high school administrator, and a director of school-age programs for elementary and middle school children. Since 1991, Roberta has provided an array of training, technical assistance, writing, editing, and speaking services for corporations, government agencies, school systems, community agencies, and parent organizations. She has produced numerous college curricula for students specializing in school-age child care services.

As plans progress for what lies ahead for the Arkansas School Age Credential, the discussion focuses on varying delivery methods for administration of the credential course work to include either administering it solely in a traditional face to face format, a solely online format, or even a combination of both to include an opportunity to do a majority of the coursework online with few opportunities to get together with fellow classmates. If you are interested in learning more about this exciting professional development experience or have interest in participating in the Fall 2011 credential class, please contact Woodie Sue Herlein at wherlein@astate.edu or 870-972-3589.

Arkansas 4H Afterschool

Page 10

**Submitted by: Ida Collier,
Program Associate,
Arkansas 4H Afterschool**

4-H Afterschool is designed to combine the resources of 4-H and the Cooperative Extension System with community-based organizations that provide after-school programs which address community needs. 4-H Afterschool seeks to increase the quality and quantity of after-school programs by focusing on improving the ability of program staff to offer high quality care, education, and developmental experiences for youth.

Arkansas 4H Afterschool has various outreach priorities that collectively play an important role in creating high quality afterschool programs that foster a unique combination of fun and learning that ultimately help youth develop lifelong skills, such as leadership, critical thinking and teamwork. These priorities include:

Curriculum Development

- Create 4-H project lesson plans to be user-friendly for Extension staff to market to out-of-school time/after-school personnel.
- Highlight specific out-of-school time/after-school programming ideas.
- Provide no-school day camp programming ideas/lesson.
- Place developed support materials on the Arkansas 4-H Afterschool website.

Staff Development Training

- Create staff development training modules for Extension staff to use with out-of-school time/after-school personnel.

- Place developed support materials on the Arkansas 4-H Afterschool website.
- Support Quality Out-of-School Time Standards (Better Beginnings)
- Create materials for Extension staff to use with out-of-school time/after-school personnel..
- Place developed support materials on the Arkansas 4-H Afterschool website

The success of Arkansas 4H Afterschool can be contributed to its successful partnerships and extensive programming. Arkansas 4-H Afterschool has defined programs and partnerships that are...

- offered during the times children and youth are not in school and their parents are in need of safe, healthy, caring, and enriching environments for their children and youth.
- They include before- and after-school hours, teacher workdays, school holidays, summer months, and in some cases, weekends.
- designed for children and youth from kindergarten to twelfth grades
- designed to engage children and youth in experiential learning in partnership with adults
- designed on principles of youth development to address the interests of children and youth and their physical, cognitive, social and emotional needs;
- FUN!

The goals of Arkansas 4-H Afterschool are to increase the...

- skills and knowledge of children and youth in the areas of leadership, communication, and citizenship;
- quality and availability of out-of-school programs;
- number of young people, volunteers, and community partners involved in out-of-school programs;
- use of 4-H and Extension curricula in out-of-school programs;
- knowledge and skills of out-of-school program staff; and awareness of 4-H as a major contributor and leader in the out-of-school field.

In order to accomplish these goals, Arkansas 4H Afterschool is based on a positive youth development approach whose foundation is rooted in seeing that youth can enhance their skills, interests, and abilities now and well into adulthood. Positive youth development can be described as a philosophy or approach promoting a set of guidelines on how a community can support its young people so they can grow up competent and healthy and develop to their full potential. The national discussion about PYD focuses on five characteristics referred to as the 5Cs:

- 1) competence,
- 2) confidence,
- 3) connection,
- 4) character and
- 5) caring.

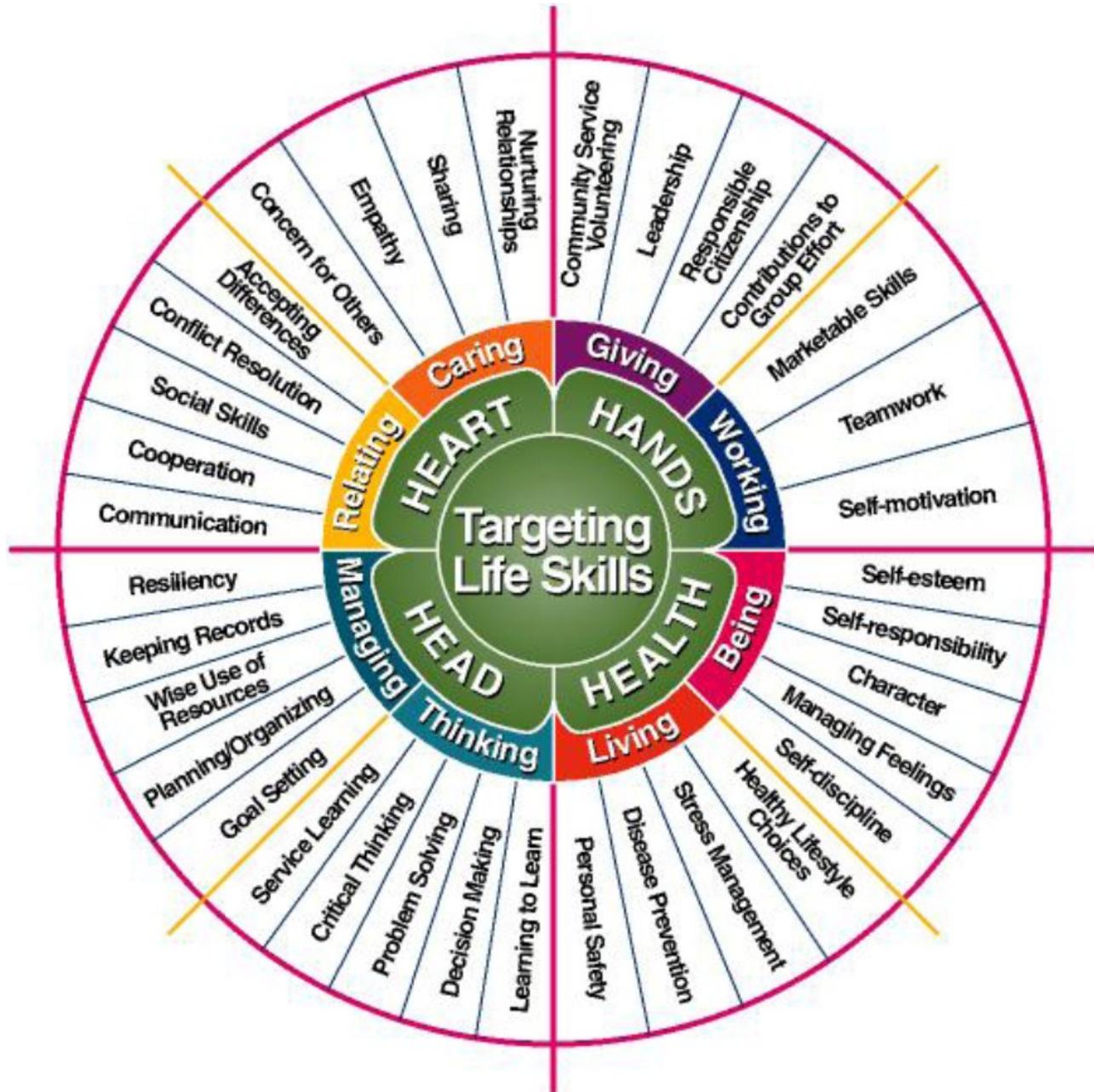
Once these five characteristics develop, a sixth characteristic emerges: contribution. This sixth characteristic occurs when young people contribute to their communities, their families and themselves.

The 4-H Framework

4-H uses a framework based upon the 4-H Pledge to organize the delivery of experiences that support the growth and development of youth. 4-H refers to this framework as a “Targeting Life Skills Model” (Hendricks, 1998). This model addresses the skills within the five competency areas that youth development traditionally addresses. In this framework, two of the competencies have been combined in order to fit the four-category structure of the pledge. The important point, however, is that the skills needed for positive growth and development are addressed through 4-H delivery format. Because these skills are interrelated, the categories in which they are placed could vary with organizational structures.

To learn more about Arkansas 4H Afterschool and explore the training opportunities they provide for youth workers visit www.kidsarus.org or contact Ida A. Collier, Program Associate, 4-H Afterschool at icollier@uaex.edu or 501-671-2270

Targeting Life Skills Model



This document is copyrighted by the University of Florida, Institute of Food and Agricultural Sciences (UF/IFAS) for the people of the State of Florida. UF/IFAS retains all rights under all conventions, but permits free reproduction by all agents and offices of the Cooperative Extension Service and the people of the State of Florida. Permission is granted to others to use these materials in part or in full for educational purposes, provided that full credit is given to the UF/IFAS, citing the publication, its source, and date of publication.

Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model"

Physical Activity and Nutrition Online Trainings for Afterschool Programs

Online Training Features

- Available for self-study 24-hours a day, 365 days a year
- Uses case studies to apply learning
- Helps to meet nutrition and physical education training requirements as outlined in Better Beginnings requirements for School Age Programs

The following online modules are hosted by the California After School Resource Center and certificates of completion will be issued by this entity. For participants requesting professional development credit via the TAPP Registry, upon completion of any of the three nutrition and/or four physical activity modules, participants should contact Jennifer Harris at jenharris@astate.edu and forward all electronic certificates received for verification. Participants will then be sent an electronic Survey Monkey survey for each module completed that contains the required TAPP information needed in order to process clock hour credit with the TAPP Registry.

Upon completion of the applicable online surveys, information will be forwarded to the Registry office for processing and posting to a participant's transcript. Participants should note that the California After School Resource Center hosts additional trainings that ARE NOT currently registered with the TAPP Registry. These courses, though beneficial to working with youth in afterschool programs will not be granted TAPP credit at this time. To begin taking these courses visit www.californiaafterschool.org/online/training.html

NUTRITION

Foundations of Nutrition: MyPyramid - Learn about the six recommendations for a healthier lifestyle and how to apply them to everyday choices. Assess your habits and set goals to improve your activity and eating patterns. Become a better role model for students. This training also includes ideas for classroom events and activities.

Snack Time: Providing Healthy Snacks in Your After School Program - Learn why healthy snacks are important and how to create healthy snacks, including the best time to serve snacks, the components of healthy snacks, and how to create a week-long menu of healthy snacks.

Engage Youth to Live Healthy Lives and Build Healthy Communities - Learn how to help youth make healthy individual choices and become advocates for health in their schools, after school programs, and communities. Learn successful advocacy strategies and how to help students identify and overcome challenges.

PHYSICAL ACTIVITY

Physical Activity: Ability Awareness - Learn how to create a physical activity environment that is engaging and fun for everyone. Learn how to adapt and modify physical activity for students with disabilities. This training provides resources, strategies, and tools to ensure that every student can be active.

Physical Activity 1: Up and Running - Learn strategies for starting a high-quality physical activity program. These strategies include promoting emotional and physical safety, boosting staff confidence and involvement, and using physical activity to foster youth development.

Physical Activity 2: Maximize Potential - Learn how to maximize an existing physical activity program by setting meaningful, achievable goals. Learn to set goals to provide students with 30 to 60 minutes of daily physical activity and a variety of activity options.

Physical Activity 3: Going the Distance - Learn how to help all students develop essential physical activity skills. Learn to implement locomotor, manipulative, and non-manipulative skills through simple, effective methods. Learn how to get the community and families involved in physical activity.

Building Strong Communities Skills Development Institute

Free professional development for faith-based and community-based organizations

Submitted by: Deara Threet, Program Specialist, Youth & Community Development, New Futures for Youth, Inc.

The 2011 Skills Development Institute series highlights professional development workshops organized by New Futures for Youth, Inc. on building capacity in faith and community-based organizations. The workshops are made possible through support from the City of Little Rock's Children, Youth and Families Commission and the U.S. Department of Health and Human Services. All Workshops will be held on Fridays from 9 a.m. to noon at the Willie L. Hinton Neighborhood Resource Center located at 3805 W. 12th Street; Little Rock, AR 72204. For more information contact New Futures for Youth at 501-374-1011. All trainings are registered with the TAPP Registry.

Central Arkansas Library's Children's Initiative July 8, 2011, Don Ernst, Presenter

The new Children's Library will be much more than a collection of books housed in a new building. Come find out about its computers, its kitchen, its garden and arboretum, its tool house and why its been called a "supportive learning place."

Learning Objectives:

1. Receive an overview of the CALS Children's Initiative.
2. Engage in conversation about the future of the Children's Library.
3. Find ways to be involved in the Children's Initiative



Prevention Programs in a Faith-Based Setting July 22, 2011, Fred C. Harvey, Presenter

This workshop will describe how to design a program in a church setting weighing the do's and don'ts, the advantages of having a prevention program in a faith-based setting and advantages of having a separate nonprofit board or a church board.

Learning Objectives:

1. How to face and overcome daily roadblocks and barriers.
2. How to keep a positive relationship with the church.
3. How to staff your program.

Nonprofits and the Media

August 5, 2011, Alyson Powell, Presenter

This workshop will look at how to build relationships with reporters and other decision-makers within news organizations and how to get the media to tell your story.



Learning Objectives:

1. Pitching stories to the media.
2. Writing an effective press release and holding a news conference.
3. Making your organization and website media-friendly.

Designing a Revenue Development Plan

September 9, 2011, Joyce M. Raynor, Presenter

One of the best ways to ensure that your organization sustains itself is to create a revenue development plan. This workshop will provide organizations with best practices and next steps for the organization's financial stability.

Learning Objectives:

1. Develop a revenue plan.
2. Identify funding streams.
3. Learn how to court donors.



Little Rock and Census 2010

September 23, 2011, Mark Perry, Presenter

Find important information concerning Little Rock and its neighborhoods through the 2010 United States Census. Demographic trends and the status of youth in areas of Little Rock will be discussed.

Learning Objective:

1. Review changes in youth population in areas of Little Rock from 1990 through 2010.
2. Compare the status of young people across areas of the City.
3. Identify needs and assets in various areas of Little Rock.

