

2021

# CREATING A CULTURE OF LEARNING

A GUIDE TO GROWING TALENT AND SUPPORTING PROFESSIONAL DEVELOPMENT  
BOYS & GIRLS CLUBS OF AMERICA



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BOYS & GIRLS CLUBS

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## How to Use This Guide

Training is one piece of a fuller Professional Development approach. This guide helps Clubs and Youth Centers build infrastructure for training and supporting practices for Professional Development. Use this guide to help identify the needs and opportunities for improvement in for your Club or Youth Center's current approach to training.

1. Read through these ideas and look for the pieces that align with your Clubs or Youth Center's interests, needs and strategies.
2. Refer to supporting materials on BGCA.net and Spillet Leadership University.
3. Identify potential ideas that can be adopted or adapted for your Club or Youth Center.



## Executive Summary

Training to build staff capabilities is critical to enabling all young people to reach their full potential as productive, caring, responsible young people. Building both organization and staff capacity is necessary to maximize potential of youth outcomes. An explicit focus on training and development not only reduces stress and burnout, but also equips staff with the knowledge and skills they need to successfully support youth to Great Futures.

Strengthening our support for training and development will enable us to support more youth in reaching great futures. This guide details opportunities to increase the quality and quantity of the training and development we offer, which will deepen impact on youth.



## Making a Case for the Value and Impact of Professional Development

According to a brief from Child Trends, staff is a critical ingredient for quality youth-serving organizations. Programs often attribute their success to effective youth workers, and research shows that professional development can enhance the skills of both new and longtime staffers. The brief provides a strong research base for the value of professional development in terms of how it:<sup>1</sup>

- builds staff youth development and program planning and delivery competencies;
- improves program quality;
- contributes to staff retention by reducing burnout and facilitating career advancement; and
- strengthens the program's capacity for cross-agency collaboration as staff build knowledge, skills and broaden their professional networks.

Research shows that youth-serving organizations that develop the autonomy and authority of their youth workers benefit from more numerous and creative ideas and ultimately see better results for youth.<sup>2</sup>

Research also indicates that programs that excel at staff engagement use the same positive youth development practices to grow staff, creating a culture of learning and support. The most common positive youth development practices include: 1) tapping into staff interests to help shape programming and professional development; 2) creating safe spaces for staff to take risks, reflect on their work and share personal experiences; 3) matching staff with peers from whom they can learn; and 4) encouraging staff to embody a growth mindset and use data to support their ongoing learning, program planning and improvements.<sup>3</sup>

Based on such external research findings and insights from more than a decade of its own research and evaluation work, Boys & Girls Clubs of America has evolved a simple premise:

*Great Club leaders create great workplaces in which staff are able to grow as youth development professionals. These elements help create high-quality Club Experiences for youth and teens. And when young people have a high-quality Club Experience, they are more likely to achieve positive outcomes.*

Analysis of data from BGCA's National Youth Outcomes Initiative (NYOI) on young people's Club Experience over the past several years has generated a number of key insights:<sup>4</sup> When children and teens have a high-quality Club Experience, they are more likely to achieve positive academic, character and health outcomes. For

### A High-Quality Club Experience Drives Long-Term Outcomes



Academic Success

**35%**

More likely to be on track to graduate on time (high school)

**44%**

More likely to believe that school work is meaningful

**25%**

Less likely to skip school



example, members who report an optimal Club Experience are 44% more likely to believe that school work is meaningful and 32% less likely to consume alcohol or tobacco compared to their Club peers who report a Club Experience that needs improvement.<sup>5</sup>

## Clubs that Implement High-Quality Practices Have More Members Who Report an Optimal Club Experience

### Youth Development Practices

39%

*Clubs that report the strongest youth development practices have 39% more members who report an optimal overall Club Experience.*

### Staff Club Experiences

31%

### Management Practices

24%

### Professional Development

24%

Youth development practices matter immensely. In Clubs that report high-quality youth development practices, members are more likely to have an optimal Club Experience.

Management practices also matter greatly. More members report an optimal Club Experience when Club staff report that they receive professional development, are satisfied with their work, and have effective staff meetings.<sup>6</sup>

Research on supervision of youth workers has found that much of what is known about high-quality youth work overlaps with the concepts of adult learning. Best practices for nurturing healthy, capable youth can also aid in development of capable adult youth workers. One such practice views development as never-ending and in need of continuous support. The research assigns to supervisors the responsibility for creating a culture for staff to reach self-actualization, supported by work conditions in which they can learn, grow and develop as staff and individuals.<sup>7</sup>

Clubs engage in continuous quality improvement processes to understand youth needs, ensure staff have the capacity to implement high-quality practices that support youth needs, and make ongoing improvements to the Club Experience. In such a quality program context, a robust culture of learning and improvement supports a youth-centered environment.<sup>8</sup>



Club directors value a mixture of professional development experiences offered throughout the year. This blend of learning opportunities should take pre-existing levels of knowledge and experience into account to provide engaging options for all employees. Research supports this value on training, reporting out-of-school time programs that provide more training have higher staff engagement scores.<sup>9</sup>

#### The Percentage of Members Who Report an Optimal Club Experience Varies Based on Whether Effective Management Practices Occur Rarely or Almost Always



BGCA's own data supports this finding, with NYOI survey results indicating that when staff report receiving beneficial training, their Clubs have more youth who report an optimal Club Experience.<sup>10</sup>

External research, BGCA data analysis and the direct experience of Club professionals all confirm that site directors and other managers play a critical role in Clubs. Not only does the director set the tone and provide the leadership necessary to establish a positive Club climate, he or she also supports and coaches Club staff to build their competence with youth development and programming practices.

In 2017, BGCA carried out an extensive review of published external research on what it takes to be an effective manager in out-of-school-time programs. The driving question: What can and should Club managers do to drive program quality for the youth they serve? BGCA synthesized the many insights from this review into a framework based on two key principles – set up your team for success and create a high-quality environment – and a set of key practices for Club managers that are essential for creating a high-quality program.<sup>11</sup>

Out of 18 recommended key practices for Club managers, 10 are about providing staff with an intentional, interconnected array of training and professional development opportunities, not just one-shot occasional training sessions. These opportunities should include intentional onboarding of new staff, job shadowing and peer mentoring, ongoing in-service training for knowledge- and skill-building, regular staff meetings that include learning opportunities, observation of staff youth development and programming practice combined with



individualized coaching to improve those practices, and regular 1:1 supervisor-employee meetings.<sup>12</sup>

At Clubs, staff supervision influences program quality, so the effectiveness of managers directly relates to the Club's ultimate impact. Excellent Club directors use routine staff observations to assess not only staff effectiveness with youth and programming, but also to improve individual staff skills. Managers promote creativity to improve program delivery and increase staff retention. Skills coaching for employees helps build necessary skills and supports professional growth. These supervision tools – observation, creativity, and coaching for skill building – enable successful managers to lead staff teams that routinely achieve member reports of optimal Club Experiences.<sup>13</sup>

BGCA's 2018-19 internal evaluation of the impact of two intensive in-person, instructor-led training programs, the Club Directors Academy (CDA) for site directors and the Youth Development Institute (YDI) for Club staff who serve youth directly, showed that:

- Participating in both CDA and YDI yielded greater gains in the proportion of young people reporting an optimal Club Experience.
- Engaging in post-work (for CDA), participation by professionals from more sites within an organization, and participation by an organization-level leader were associated with greater gains in the proportion of young people reporting an optimal Club Experience.
- Training requires follow-up (e.g., participants completing post-work) and integration (e.g., supervisors reinforcing the application of newly acquired skills and practices) for it to be effective.

Taken as a whole, these findings are consistent with the external literature about using the 70-20-10 rule for deeper, more effective professional development of employees in any industry: 70% of their learning should consist of challenging experiences and assignments, 20% of their learning should consist of coaching and mentorship through developmental relationships, and 10% of their learning should consist of formal coursework and training.<sup>14</sup> BGCA incorporates this rule as a fundamental principle of its leadership and talent development strategies for Boys & Girls Club leaders at all levels, from the staff who work directly with young people every day to Club organization executives and board directors.



## Creating a Culture of Learning

Increasing organizational and staff capacity is critical to creating a culture of learning that drives positive youth outcomes. Our Clubs or Youth Center's capacity-building efforts include a plan to do the following.

- **Build organizational capacity** to develop a culture of continued learning. This entails strategic planning, executive leadership and board development, technical assistance and evaluation to leverage best and promising practices in development and programming to inform national and local strategic planning.
- **Build staff capacity** to facilitate all programming with staff practices that intentionally and deliberately support youth development and staff capabilities. Our Club will connect staff members to training opportunities to elevate knowledge and confidence in making every moment a skill-building moment.
- **Improve youth outcomes** to realize their full potential in academic success, healthy lifestyles, and character and leadership.

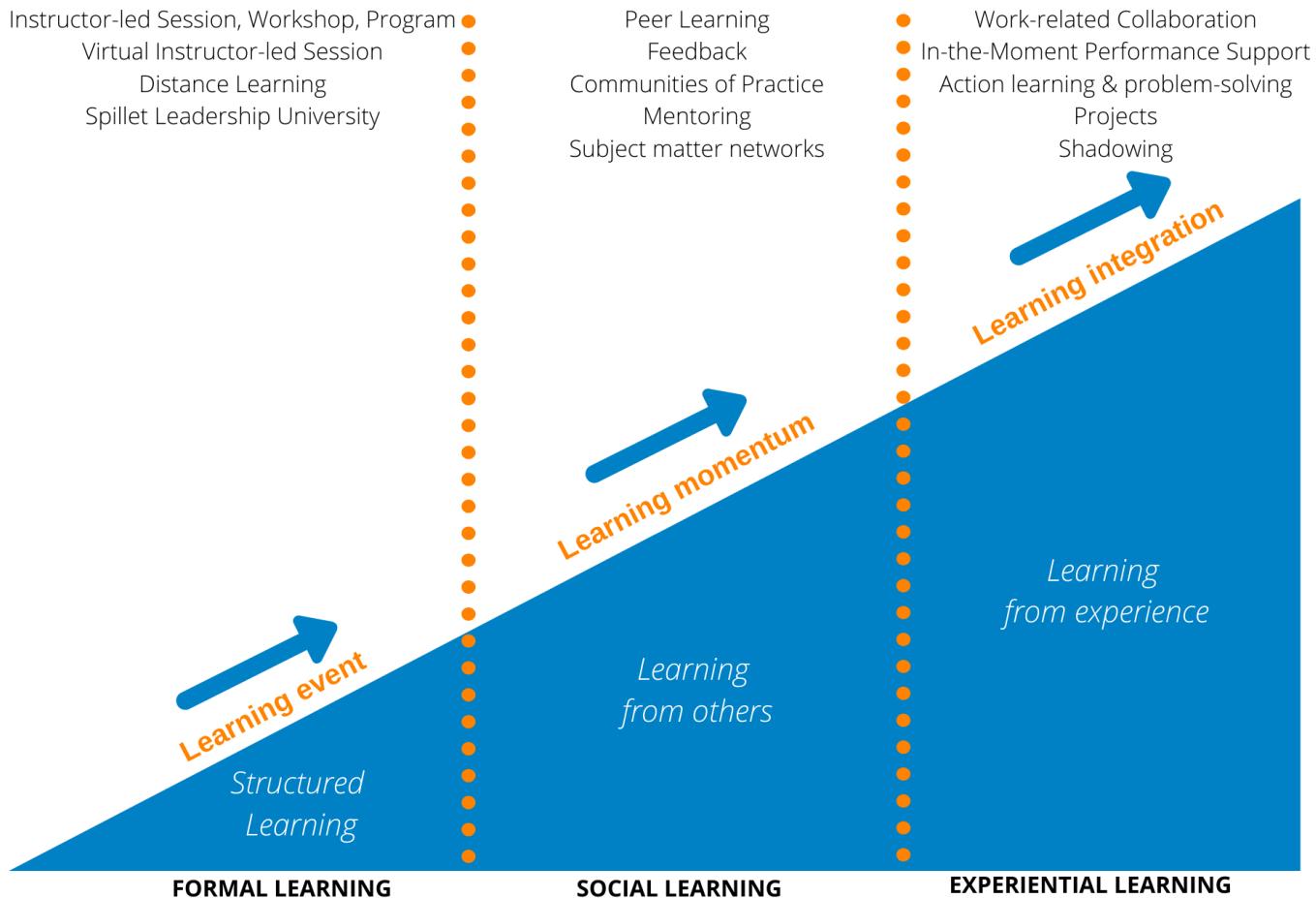


Investing in professional development increases the capacity of staff to deliver high-quality skill-building opportunities for youth. The Club Model includes professional development as integral to achieving our mission, which is inclusive of systems and practices to advance consistent, competency-based and scaffolded professional learning for staff at all levels.

Learning is a continuous progression as described below:

- **Learning Event.** Formal learning obtained through shared, structured learning creates shared skills and shared language in Clubs and Youth Centers.
- **Learning Momentum.** Social learning obtained through learning from others, sharing ideas and feedback, and connecting with others allows key concepts to land and supports application taking shape.
- **Learning Integration.** Experiential learning obtained through learning from experiences gained from collaboration, performance support, projects, and shadowing.

This progression is depicted in the following graphic:



Understanding of trauma-informed practices creates even more urgency for training infrastructure with ongoing staff and professional development opportunities. Staff who are highly stressed, or burnt-out, leave organizations or the field entirely, and they are arguably the single most key ingredient to carrying out our mission.

Additionally, as Clubs and Youth Centers seek to increase capabilities in becoming a trauma-informed Club or Youth Center, it warrants need to expand staff capacity by means of professional development practices.

We know that when staff participate in formal learning they see as relevant and meaningful it translates to improved outcomes for youth. There are ways for Clubs and Youth Centers to promote that sense of relevancy and meaning by moving formal learning to social and experiential learning.

By investing in staff by means of ongoing training and development, Clubs and Youth Centers are investing in their ability to positive impact the youth we serve. By helping staff thrive, Clubs and Youth Centers unlock more potential for youth to thrive.



## Tips for Building the Training Foundation

Consider how your Club or Youth Center can address the following conditions that promote favorable training infrastructure to train staff most effectively and efficiently with the following tips:

- **Talk about training early.** Data shows that job seekers are looking for employment with plenty of training and development opportunities. A robust training infrastructure can be part of what attracts a candidate to a position with a Club or Youth Center.
- **Talk about training often.** Professional Development Plans and accountability to them are then part of one-on-one meetings, team meetings, and performance management on a consistent basis.
- **Have clearly established training requirements and opportunities.** Defining and communicating training requirements and opportunities demonstrates your organization's commitment to ongoing learning. It helps staff feel supported and valued and gives them goals to achieve and opportunities to advance.
- **Train staff in a timely in onboarding so they are equipped with the skills necessary to be successful in their positions.** Investing in staff development helps them to be better in their roles, on their teams, and as leaders, and in turn leads to higher youth outcomes. When staff feel more capable at their jobs, and supported in their roles, they are less likely to leave.
- **Train staff on an ongoing basis.** Training should not be one-and-done. Training should be scaffolded to meet the needs of staff at every level.
- **Provide action and follow-up to promote integration of learnings.** Couple trainings with debrief to allow opportunity for teams to gather by site/team/department to more directly review how trainings apply to them and to focus on application and action in their area. Debriefs drive integration and accountability for translating learning into action.
- **Offer trainings in a pre-set schedule.** Schedule training offerings on a set schedule several weeks to months out so they can be prioritized in schedules. Trainings being consistently offered promotes commitment to ongoing learning and communications organizational priority to fulfill training requirements.
- **Make training more convenient for staff.** Offering trainings during the times that staff regularly work is the best way to reaching the intended target audience for trainings. Trainings offered at times inconvenient to staff can lessen meaningful participation in training, and therefore, reduced retention of key learning concepts that do not translate to integration of practice.



## Who Drives Training

Consider how your Club or Youth Center can invest in who drives the training infrastructure to train staff most effectively and efficiently.

- **OPTION 1: Training Committee**

Develop a Training Committee that is representative of the entire Club or Youth Center with staff from every department/team/site and staff grouping (e.g., full-time and part-time) to build and guide training. This team should develop the list of training requirements, determine what trainings are required by what staff based on position, and the design how they will be implemented. An example:

### Training Requirements

YDP = Youth Development Professionals

YFS = Youth & Family Services

Admin = Administrative, Resource, Finance, HR and all other staff

#### TO BE COMPLETED WITHIN 12 MONTHS OF HIRE:

Training	Frequency	Required Completion
Training Topic/Title	Annually or Once	All or which staffing groups

For accountability purposes, the Training Team should also establish how training participation will be tracked. A no cost option is to use a spreadsheet like the one below. Use training sign-ins to track participation and dates, and enter them into the Excel spreadsheet.

## Training Tracker

yellow box = not completed and needs to be

red text = past due

x = not required and/or exempt from this training

SITE/DEPARTMENT	Training Title					
All Staff; required annually						
Staff Name	9/9/9999	9/9/9999	9/9/9999	9/9/9999	9/9/9998	9/9/9999
Staff Name	9/9/9999	9/9/9999		9/9/9999	9/9/9999	9/9/9999
Staff Name	9/9/9999	9/9/9999	9/9/9999	9/9/9999	9/9/9999	9/9/9999
Staff Name	9/9/9999	9/9/9999	9/9/9999		9/9/9999	9/9/9999

- **OPTION 2: Training Coordinator**



Having a Training Coordinator with at least 0.25-0.5 FTE staff capacity to serve as the point person to the team creates more opportunity for progress between team meetings, more directed focus on securing quality training opportunities, improved logistical experiences in the training experience from registration, communications with trainers, communication with participants, and post-training instructions. Dedicated staff capacity ensures the work of the team can be accomplished. Staff are already working in positions with a full plate of duties and responsibilities. Without dedicated staff capacity for training coordination, the tasks of the Training Team can easily fall to the wayside. When the system is unreliable, training tracking data is not being entered into the spreadsheet, and the system breaks down. Dedicated staff capacity ensures the training infrastructure is reliable and consistent.

- **OPTION 3: Training Director**

Having a Training Director with at least 0.5 FTE with leadership influence in the organization creates more opportunity for strategy, needs assessment, alignment with organizational priorities and strategic directions. It also creates more opportunity for clear and consistent messaging, expectations, and strengthened accountability across the organization. A Training Director can build strategy around training efforts and its relationship to organizational professional development. A Training Director can often make it more possible to build stronger partnerships in support of internal training needs or begin to expand supporting regional training needs for additional Boys & Girls Clubs in the region or state.



## When to Train

The ideas ramp up. Some ideas can be incorporated into roles and responsibilities for existing staff capacity while more sophistication and robust ideas warrant dedicated staff capacity to training development, coordination, and direction. The most important aspect is that training is to be ongoing.

### **Clearly communicate training requirements and opportunities.**

- Recruit and interview candidates that are interested in ongoing learning and development.
- Discuss training requirements as part of onboarding with clear expectations from start.
- Providing a mechanism for staff to track their progress in fulfilling training requirements.
- Discuss training fulfillment status in one-on-one meetings and incorporate goals into Professional Development Plans.
- Discuss key learning concepts and application implications from trainings in staff and team meetings.
- Have items in performance management evaluations and discussions associated with training and ongoing learning.
- Link on-track and on-time progress of training requirements to eligibility for wage increases.

Communicating a commitment to ongoing learning right from the recruitment phase can help staff feel a sense of value their role and contributions to the organization.

### **Staff are trained in a timely manner and equipped with skill development opportunities to be successful in their position.**

- Create opportunities for staff to participate in training as part of their scheduled work hours.
- Staff should always be paid for time spent in training; *not on their own time*.
- The costs for training should be by the organization (or reimbursed) from the organization; *not on their own dime*.
- Trainings should be regularly offered and in more than one format if possible (e.g., make recording available).
- Trainings should incorporate action-oriented how-to strategies, not just theoretical knowledge, or awareness-building.

### **Offer trainings in a pre-set schedule.**

- Communicate training dates/times several weeks to months in advance.
- Have a set calendar of dates/times when trainings occur (i.e., first Friday of the month)
- Establish a clear annual plan for how trainings are scheduled (i.e., Each summer, Training Team establishes training schedule plan for the entire school year with what trainings will be offered on what dates and communicates plan to all staff then Training



Team releases detailed schedule for specific dates at least one month before with specific times, details, etc.).

These practices drive staff attendance at training. Staff are more inclined to prioritize the training dates on their schedule, even when it is outside their typical work hours. For example, staff who work other jobs have opportunity to and often do request off at their other jobs to make their training attendance possible and staff with their own child(ren) can make childcare arrangements.

DATES
SEPTEMBER 4, 2020
OCTOBER 2, 2020
NOVEMBER 6, 2020
DECEMBER 4, 2020
NO JANUARY TGIF
FEBRUARY 5, 2021
MARCH 5, 2021
APRIL 2, 2021
MAY 7, 2021

DATES FOR SUMMER  
PROGRAM TRAINING

MAY 24 TO JUNE 4, 2021

SEPTEMBER	OCTOBER	NOVEMBER
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
13 14 15 16 17 18 19 20	11 12 13 14 15 16 17	15 16 17 18 19 20 21
21 22 23 24 25 26 27	18 19 20 21 22 23 24	22 23 24 25 26 27 28
28 29 30	25 26 27 28 29 30 31	29 30
DECEMBER	JANUARY	FEBRUARY
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30	28
MARCH	APRIL	MAY
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	1
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29
		30 31
JUNE	JULY	AUGUST
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
27 28 29 30	25 26 27 28 29 30 31	29 30 31

### Offer trainings when it is most convenient for staff to participate.

- Schedule training so it happens during times when staff are regularly scheduled to be at work.
- Schedule entire training days, (think, In-Service day) as opposed to isolated trainings.
  - Entire training days can support staff in really stepping into learning and focus on integrating the learning to action.
  - Entire training days can make it possible to dive deep into a particular theme of topics (e.g., Safety Training Day, Social-Emotional Learning Training Day, Equity & Inclusion Training Day, Post-Secondary Plans Training Day, etc.)
  - Multiple offerings within a training day can make it possible for wider audience of staff needs to be served.



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- Scheduling entire training days also builds a stronger case for not offering programs/services on those days because the productivity and volume of training can be that much more. Training days to be clearly communicated to youth and families served, along with any other key stakeholders or constituents such as school and community partners on Special Hours calendars included in the communication about closed holidays. Because youth, families, and stakeholders are used to schools closing for Professional Development Days or Staff In-Services, it has been found that little explanation has been needed externally and can be accomplished in messaging such as the following:

**SAMPLE MESSAGING:**

*To create more opportunity for our team members to plan and to receive essential developmental opportunities, all our Boys & Girls Clubs will be closed for staff in-service days the first Friday of each month from September through May. We believe that dedicating more time for all our team members to gather and receiving consistent training will result in an even higher quality experience for your child at their Boys & Girls Club.*

Findings are such that staff say there is difficulty squeezing training into a regular workday. It is reported as a challenge to transition from program preparations, to training, back into delivering programming. There is a distracted experience while in training thinking about what else is to come in the day. That distracted experience leads to less retention of the key learning concepts. It also creates less opportunity to have post-training debrief or to ask questions about implementation when staff are on a tight time schedule to get to programming.

Dedicated training days promote a learner's mentality and focus to the day contributing to active participation, retention, and integration. It allows staff to focus on learning objectives and creates opportunity for immediate debrief with colleagues. Dedicated training days can help staff feel treated as other professionals are in their work settings legitimizing their value to the organization. All those conditions create for more favorable participation. Active learning and participation lead to greater retention and application. It also creates more opportunity for post-training debrief wherein staff can connect with trainer, supervisor, or colleagues on questions, implementation implications, and ideas for integrating the learning.



## How to Train

There are a number of options for how to train staff. Consider incorporating the following delivery methods:

## **Instructor-Led Training (ILT) or Virtual Instructor-Led (VILT)**

Trainings can be offered synchronously (meaning, live) in-person or in a virtual platform. In-Service Day trainings are recommended to be synchronous. Features of an effective session includes:

- Use of Community Builder.
  - Structured, short education sections.
  - Use of visuals or interactive features.
  - Smaller group sizes.
  - Exercises and activities.
  - Small and large group discussion.
  - Training ends with clear key-away points and calls to action.

## Distance Learning

Trainings can be offered asynchronously (meaning, self-paced or recorded – does not require participant or trainer to be online or in-person at the same time). These trainings are excellent supplements to In-Service Days, as a make-up option, or to bridge the gap between hire and next synchronous offering.

- Use of Community Builder.
  - Structured, short education sections.
  - Use of visuals or interactive features (polls, White Board, annotate).
  - Smaller group sizes.
  - Exercises and activities.
  - Small and large group discussion (use of Breakout Rooms).
  - Training ends with clear key-away points and calls to action.

Here is what staff have to say about what makes a training really great:





### Locally Developed

Leverage talent, passion, and areas of expertise from your staff in developing and delivering their own trainings. At least annually, create opportunity for staff to express their interest and proposals including:

- Topic
- Description
- Learning Objectives
- Length of Time Needed
- Method of Delivery
- Desired Audience

This gives staff leadership opportunities and can contribute to overall employee satisfaction as a tangible way of making tangible impact in the organization. Giving staff the opportunity to shine in their areas of talent and passion are excellent ways to generate opportunities for recognition.

### Locally Partnered

Leverage your local community or region by having them come your Club or Youth Center, such as:

- **Schools.** Many Clubs and Youth Centers already have partnerships build with local schools and this is an area to share or borrow resources. For example, tips for supporting student achievement, behavior management strategies, etc.
- **Non-profit organizations.** Many non-profit organizations have community education as part of their service-delivery or have community awareness building woven into the needs of their grants. Those non-profits will often train Clubs or Youth Centers for no or low cost about the community needs or populations their organization serves. For example, usually local sexual assault crisis centers have training(s) on recognizing signs of sexual abuse, intimate partner violence, the abuse cycle, etc.
- **Board of Directors.** Leverage the talent and leadership of those on your Board of Directors to deliver training for staff relevant to their skillset and/or utilize their connections in the community or to their businesses to garner trainers or training to access.
- **Local Professionals.** Many local professionals, such as mental health professionals often have knowledge and strategies for a lot of relevant learning needs. Some, especially those in private practice, will have existing trainings that they offer the community at rates reasonable to non-profit organizations or will tailor training sessions to your Club or Youth Center's needs.

Locally developed trainings can make it possible to intentionally target learning objectives that are particularly relevant to your community or region. It can be a way to build staff capacity and sense of ownership in your Club or Youth Center. It can also be a way to build more support,



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partnership and collaborations among local and regional community members who are interested in your Club or Youth Center as those who support your staff trainings tend to become more invested in your organization.

Another way to tap into your local community or region is to see what trainings they offer that Club or Youth Center staff could be included in. Often schools and non-profit organizations are willing to invite Clubs and Youth Center staff to their trainings.

### **Regionally Coordinated**

There are examples across the movement of Boys & Girls Clubs or Youth Centers coordinating training efforts across regions. For example, different Boys & Girls Club organizations coordinating training efforts, opening trainings up to one another staff, etc.

Added benefits to this makes it so staff come into contact with staff from other Clubs and Youth Centers. This cross-organizational staff networking gets staff in contact with more staff in like positions and generates idea and resource sharing.

### **Learning Momentum & Learning Integration**

So many staff go to a great training, return to their workspace, site, or office to tuck the handouts away and move on with their daily duties. This really limits the benefits of training with little opportunity to reflect on what was learned, generate ideas, and plans for improvement.

This step is key. Create time to make learning social with supervisors and colleagues, engaging in reflection and discussion about key learning concepts and how it applies to staff in their roles. Create bridges from learning objectives to action in terms of existing practices and what goals and improvements lie ahead. Create time for staff to ask questions, contribute ideas of what to do next, and develop plans.



## Trauma-Informed Considerations to Training

There are Trauma-Informed practices that can be applied to learning events guided by the 7 Key Elements of a Trauma-Informed Club or Youth Center, which are as follows:

**SAFETY**  
**TRUST**  
**AWARENESS**  
**EQUITY**  
**VOICE, CHOICE & EMPOWERMENT**  
**MUTUAL COLLABORATION**  
**CONNECTION & GROWTH**

To learn more about becoming a Trauma-Informed Club or Youth Center, visit [BGCA.net/xxxx](http://BGCA.net/xxxx)

While Clubs and Youth Centers are encouraged to explore ways of integrating trauma-informed practices across the whole organization, the following will advise on some Trauma-Informed practices specific to learning events:

### Session Host Considerations

Have a staff present who is internal to your Club or Youth Center that is not facilitating the training to be the point of contact for the trainer and to provide logistical support and announcements.

- Provide clear overview of session title, description, and how training will be delivered.
- Support Trainer set-up of audio/visual needs.
- Greet participants upon arrival.
- Allow participants to pick their own seating or to stand.
- Give directions to exits and restrooms.
- Prepare group for any anticipated distractions that may come up (e.g., “The Fire Department is doing work here today. The Fire Alarm might ring. We do not need to evaluate if that happens.”)
- Manage sign-in/out tasks.
- Administer post-training surveys and/or certificates.
- Be the person who jumps to action to problem-solve if needs emerge during training.
- Monitor the chat, if virtual.

### Trainer Considerations

Trainers used by the organization should be high-quality, diverse in identities, bring the newest research, and adhere to trauma-informed practices while they train. Examples of training in a trauma-informed way includes:

**SAFETY:** Provide clear overview of session title, description, and how training will be delivered; allow participants to pick their own seating or to stand.



**TRUST:** Explain acronyms; Provide breaks, communicate scheduled break times, and honor them.

**AWARENESS:** Provide emotional check-ins.

**EQUITY:** Use visuals (e.g., screen, flipchart, handout, sticky notes, etc.); Use strength-based messaging and person-first language. Ensure graphics and scenarios are diverse and representative.

**VOICE, CHOICE & EMPOWERMENT:** Invite questions; Encourage participants to stand, stretch, or step out as needed; Have an “I pass” norm. Encourage participants to Step Up/Step Back to claim space and talking time or to make space and talking time for others.

**MUTUAL COLLABORATION:** Use interactive methods (e.g., small group or dyad sharing, etc.)

**CONNECTION & GROWTH:** Start with a right-brain activity so participants can connect before moving into content; Activities should not include touching or revealing personal trauma information; Permission to ‘pass’ always an option.

### **Environment Considerations**

Trainings conducted in physical environments that promote a sense of physical and emotional safety results in an improved training experience. Examples include:

#### **SAFETY:**

- Lighting suitable for learning
- Ample seating
- Exits are accessible
- Wayfinding signage to exist and restrooms
- Clear signage with training title & times on the door or clearly visible on screen when looking into the room
- Not crowded for sense of personal space
- Temperature control
- Access to water and fidgets (basket or small pile on table accessible to all)
- Reliably functioning audio/visual technology
- Clear instructions on where training will take place, including parking instructions and building map
- Private locking, non-bathroom room for breastfeeding mothers
- Pause during session for emotional check-ins.
- Provide notice of content that could be triggering.

### **Virtual Environment Considerations**



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Trainings conducted in virtual environments that promote a sense of physical and emotional safety results in an improved training experience.

**SAFETY:** Use security measures (i.e., waiting room, passcode, secure link, etc.); Give advance notice to recording; Inform confidentiality cannot be assured in virtual session; Limit distractions such as sound notifications with someone new joins; Pause during session for Emotional Check-ins; Provide notice of content that could be triggering.

**TRUST:** Normalize nuance to virtual learning, such as screen fatigue; Share agenda and timeline and stick to them; Describe roles and functions (e.g., who and how to mute/unmute, etc.); Practice features at the start of the session that will be used in the session (e.g., chat, reactions, etc.)

**AWARENESS:** Start with check-in to inquire about how participants are doing (e.g., Emotional Check-in); Offer breaks; Use of Community Builders.

**EQUITY:** Invite, not require, participants to customize their profile name and pronouns; Provide captioning, if option exists.

**VOICE, CHOICE & EMPOWERMENT:** Use Breakout Rooms to encourage connection and shared power; Establish norms for how voices are heard (e.g., hand raise, unmute and start speaking, etc.); Allow for choice around camera being on or off; Encourage participants to Step Up/Step Back to claim space and talking time or to make space and talking time for others.

**MUTUAL COLLABORATION:** Identify group norms and solicit input; Provide option for feedback about the session (e.g., polls, survey, etc.)

**CONNECTION & GROWTH:** Use Chat to encourage connection and sharing.



## What to Train

Boys & Girls Club of America has a number of resources to build or support training infrastructure and development. Click on the links below to access short, instructional videos on how to navigate basic user and administrative tools and features within BGCA.net.

### BGCA.net

[Create a New Account](#)

[Update Your Profile](#)

[Approve a New Account](#)

[Designate a Delegate \(for approving new accounts\)](#)

There are a number of training resources available accessible at [BGCA.net/training](#), including:

- Conferences
- Spillet Leadership University
- National Trainers Initiative (NTI)
- The Professional Association (TPA)

### Conferences

- National Conference
- Youth Development Conferences
  - *Club Director Academy*: A professional development opportunity for Club directors and/or management professionals who are responsible for overseeing a Club site or sites. This three-day training will help attendees strengthen the Club Experience, engage with high-quality youth development practices, challenge and develop personal leadership practice, and create an implementation plan for continuous quality improvement. [Learn more and register](#).
  - *Teen Accelerator*: The Teen Accelerator will consist of a strategic planning session focused on participating Clubs' current state of teen programming and services, resulting in an activation plan and identified resources needed to ensure increases in teen membership. Each event will offer 1:1 teen program consultations and guided planning modules. Participants will be expected to complete prework and post-event work to engage the activation plan. Invitations will be extended to Clubs based on teen analytics, with the guidance of the Club's BGCA Director of Organizational Development, and take into account geographic proximity to available training locations. *To register, visit [bgca.net/training](#) and click on "Register for Training" and then click on "Calendar."*
- Regional Leadership Conferences



Click on the links below to access short, instructional videos on how to navigate basic user and administrative tools and features within Spillet Leadership University (SLU).

[Access SLU](#)   [Browse for Training](#)   [Access Your Transcript](#)

Spillet Leadership University, a comprehensive training site dedicating to enabling all Clubs and Youth Centers to have the most impact as possible on youth by strengthening leadership capabilities of staff at every level of the organization. Spillet Leadership University is designed to:

- Develop outstanding leaders grounded in the Movement's mission;
- Cultivate leaders to ensure the Movement is able to fulfill its mission and realize its vision for the second century;
- Promote strategic goals and initiatives that strengthen Clubs and the Movement; and
- Offer a framework for career advancement through credentials and recognition programs.

By enrolling into Spillet Leadership University, you and your staff will have access to:

- 1,600+ online video training in business skills, workplace compliance, financial and soft skills through our partnership with eJ4. Note: Licenses are limited.
- Video-based training, blogs and active web communities.
- Expanded menu of learning opportunities that includes mobile capabilities available 24/7.
- Web communities that allow participants to interact with their colleagues as well as access relevant learning materials.
- Review staff transcripts to track professional development.

### Where to Start

There are a lot of options. The best place to start are the 12 foundational trainings listed here:

Onboarding (Before Working With Youth)	Milestone 1 (Months 1-3)	Milestone 2 (Months 4-7)	Milestone 3 (Months 8-12)
<ul style="list-style-type: none"><li>• Safety 101</li><li>• Boys &amp; Girls Club Basics</li><li>• Staff-to-Youth Interactions</li></ul>	<ul style="list-style-type: none"><li>• Promoting Positive Behavior</li><li>• Cultural Responsiveness and Inclusion</li><li>• Building Blocks of Programming</li></ul>	<ul style="list-style-type: none"><li>• Hands-On Learning</li><li>• Promoting Positive Peer Relationships</li><li>• De-escalating Concerning Behavior</li></ul>	<ul style="list-style-type: none"><li>• Programming in Your Space</li><li>• Getting and Using Youth Input</li><li>• Youth as Leaders</li></ul>

### Browse for Training by name or on the Events Calendar:

<https://slu.csod.com/LMS/catalog/EventsCalendar.aspx#m=2&d=05/17/2021>



Spillett Leadership University offers world-class training opportunities for all levels of Club staff through five different schools:



#### **School of Board Leadership**

Individuals responsible for governing the organization, ensuring accountability and financial oversight. The board helps create the vision, mission, values, and policies for the organization and makes sure that they are properly respected.

#### **School of Executive Leadership**

Individuals responsible for providing leadership and direction in overseeing strategic planning and operation of the organization in support of organizational mission and goals.

#### **School of Resource Development**

Individuals working with the Chief Executive Officer and board to plan and execute resource development strategies and monitor progress toward goals.

#### **School of Management**

Individuals responsible for overseeing Club operations primarily related to program development and implementation; staff development and supervision and facilities and budget management.

#### **School of Youth Development**

Individuals responsible for overseeing the planning, development, implementation and evaluation of a broad range of programs for youth between the ages of 6 and 18 within a designated Club.



The National Trainers Initiative (NTI) provides opportunities for every Boys & Girls Club Organization to have in-house certified trainer(s). Embedding certified trainers within Organizations will allow them to conduct their own professional development training and collaborate with other local organizations to host learning events.

There are three different levels of National Trainers- **Learning Coaches**, **Tier 1**, and **Tier 2**. As trainers advance from one level to the next, they gain access to more training materials to use with their local Club staff, and eventually staff at other Boys & Girls Club Organizations. Learning Coach is the entry point to becoming a National Trainer and is achievable remotely. After becoming a Learning Coach, trainers can choose to continue to progress to the Tier 1 and Tier 2 levels. Tier 1 and Tier 2 certifications each require attending a two-day in-person training, prerequisites, post-work, and at least a one-year commitment.

### **Learning Coach**

Certified Learning Coaches have access to training materials to facilitate the BASICS In-Service Learning Modules. *Click [here](#) to learn more about becoming a Learning Coach.*

### **Tier 1 Trainer**

Certified Tier 1 trainers have access to training materials to facilitate everything a Learning Coach can facilitate, plus 12 new foundational trainings for youth development professionals and Tier 1 electives. Tier 1 trainers must facilitate a minimum of two foundation level trainings each year to stay certified. *Click [here](#) to become a Tier 1 trainer.*

### **Tier 2 Trainer**

Certified Tier 2 trainers have access to training materials to facilitate everything a Learning Coach and Tier 1 trainer can, plus Tier 1 Training of Trainers, plus Tier 2 electives. Each Tier 2 trainer must facilitate a minimum of two Tier 1 Training of Trainers each year to stay certified. *Click [here](#) to become a Tier 2 trainer.*

### **Want to schedule a training at your Club with a Tier 1 or Tier 2 trainer?**

Clubs can now manage trainings in Spillett Leadership University (SLU), including building sessions and learning events, registration, charging fees, and finding trainers.

All organizations who are planning events must first assign a Training Facility Owner (TFO) for their organization. This assignment can take up to 24 – 48 hours because it does require CEO and BGCA approval. This individual is responsible for adding all training facilities to SLU and assigning Host Administrators (HA). Both the TFO and the HA can build sessions and learning events, search through our roster of instructors, assign the instructor and manage registration.



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Each organization can only have **one** TFO, but can have multiple HAs. Both roles will also have to complete a curriculum, which includes the tutorial and job aid before they are assigned the permissions to perform the functions described.

To begin managing trainings in SLU:

- Step 1: Determine if your Organization already has a designated Training Facility Owner (TFO) in SLU.
- Step 2: If your Organization already has a TFO, ask that person to assign you as a Host Administrator. Once assigned, you will be prompted to complete the Host Administrator curriculum in SLU to learn and gain Host Administrator permissions.
- Step 3: If your Organization does not already have a TFO, click [here](#) for instructions to become a TFO.



The **MISSION** of *The Professional Association* is to serve as the *VOICE* of all Boys & Girls Club career professionals throughout the Boys & Girls Club Movement.

The **VISION** of *The Professional Association* is to help each Association member reach their full potential as individuals and as youth development professionals.

#### **Benefits of Being a Member of The Professional Association:**

1. Scholarships of up to \$1000 are available for members, with approximately \$30,000 given annually in support of training and development opportunities.
2. TPA has an excellent awards and recognition program (locally, regionally and nationally), providing professionals with opportunities to be recognized for their individual accomplishments in the following categories:
  - Contribution to the Profession
  - Glenn Permuy Award of Excellence
  - Herman Prescott
  - Executive of the Year
  - Professional of the Year
  - Distinguished Service
3. TPA promotes friendship and networking opportunities to aid and assist fellow professionals. TPA serves as a symbol of commitment to the development of



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professionals and is a responsibility that should be shared by all professionals within the Movement.

4. TPA is an advocate for diversity and works closely in partnership with BGCA to promote diversity.
5. TPA has an established Code of Ethics and an Oath of Service, which state as their goals the highest level of professionalism and service to youth.
6. TPA, in partnership with BGCA, provides support towards the Academy of Boys & Girls Clubs Professionals, BGCA Advanced Leadership Program, and the establishment and continued collection of our Movement's archives.
7. TPA serves as a voice and is, in essence, our "Bar Association" in promoting changes as well as professionalism. This can be accomplished through local chapter meetings and initiatives presented at our annual TPA General Assembly.
8. TPA promotes growth development of new professionals through local chapters by providing assistance with training and recognition opportunities.

Join now and be active in a chapter! For more information, visit [www.bgcpers.org](http://www.bgcpers.org).



## Additional Training Ideas

The trainings Club or You Centers might offer and could benefit from are limitless.

### Locally Developed or Partnered Topics or Key Concept Ideas

Developing your own training can make it smooth for coupling the learning event with relevant review of organizational policy, procedures, and practices. Folding the review of the Employee Handbook, Standard Operating Procedures, Child Safety and Risk Management Handbook, or any other set of policies at the Club or Youth Center helps drive familiarity with, and therefore, compliance with existing policies and procedures, as well as, consistently across sites, programs/services, and departments.

The following list of topics or key concepts are ideas for your Club or Youth Center to consider locally developing:

5 Languages of Staff Appreciation
Advanced Leadership
Adverse Childhood Experiences & Trauma
AODA Trends in Youth
Approaches with Youth to Improve School Attendance
Best Practices for Administering NYOI
Best Practices for Working Remotely
Bullying Response and Reporting
Civility in the Workplace
Communication Skills
Creating Effective Safety Plans
Creating Effective Success or Support Plans
Crisis Management and Response
Cyber Safety
De-escalation Techniques
Developing Problem-Solving and Responsibility in Youth
Developing Professional Development Plans
Diversity, Justice & Leadership
Emotional Agility
Employee Relations
Empowering & Supporting Teens
Ethics and Boundaries
Facilitating Effective Performance Reviews
Fire Safety
Foundations of Resilience
Foundations of Trauma – neurobiology, types, impact, prevalence, cultural variations
Grab Their Attention & Keep It



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Grief vs. Trauma
Group Games
Group Leadership Skills
Growing Our Strengths
Guiding Children's Behavior
Having Difficult Conversations
High Yield Learning Activities Share & Swap
Historical and Intergenerational Trauma
Hot Topics
How to Support Youth Who Are Grieving
How to be an Effective Club Ambassador
How to Get the Behaviors You Want
How to Handle Meltdowns and Power Struggles
How to have Difficult Conversations with Caregivers
Human Trafficking
Mandatory Reporting
Medication Administration
Meditation Techniques
Mental Health Dives into Supporting Youth with ____(anxiety, depression, oppositional defiant disorder, etc.)
Mindfulness Practices
Motivating Performance and Providing Corrective Action
Motivational Interviewing
Navigating MTS & Data Management
Navigating the Change Curve
Performance Management Practices
Physical Safety
Playing with a Purpose
Positive Behavioral Interventions & Supports: Tier 1 Supports and Strategies
Positive Behavioral Interventions & Supports: Tier 2 Supports and Strategies
Positive Behavioral Interventions & Supports: Tier 3 Supports and Strategies
Positive Discipline & Play Leadership
Power of Caring Adults
Preventing Harassment in the Workplace
Program Dive into ____ (SMART Moves, Passport to Manhood, etc.) Share & Swap
Program Planning Tips
Reflective Supervision
Restorative Justice
Secondary Traumatic Stress, Compassion Fatigue, Burnout
Self-Compassion
Servant Leadership
Stress Management



- Stress Responses and Effects
- Super Skills for Supervisors
- Supporting Children with Complex Trauma
- Supporting LGBTQ++ Youth
- Supporting Our Youth of Color
- Supporting Transient Youth
- Supporting Undesired Behavior
- Supporting Youth with Autism
- Supporting Youth with Special Needs
- Taking Care of YOU
- Technology How Tos / Navigating All the Technology Platforms in the Club
- Tips for Engaging Youth
- Transportation Basics
- Trauma Knowledge & Skills – how to support executive function and regulation
- Trauma-Informed Club or Youth Center Applications
- Trauma-Informed Practice – key elements and universal benefits
- Trauma-Informed Workplace Practices
- Understanding Generational Poverty
- Understanding Volunteer Role
- Your Role in Hiring Recruitment
- Youth Stress

### **Partnered Trainings**

There are opportunities available with Nationally developed trainings with ways to search for local or regional trainers. These are generally evidence-based trainings delivered with fidelity.

ALICE (Alert, Lockdown, Inform, Counter, Evacuate)	<a href="https://www.alicetraining.com/">https://www.alicetraining.com/</a>
Connect	<a href="https://www.sprc.org/resources-programs/connect-suicide-preventionintervention-training">https://www.sprc.org/resources-programs/connect-suicide-preventionintervention-training</a>
eCPR (emotionalCPR)	<a href="https://www.emotional-cpr.org">https://www.emotional-cpr.org</a>
Living Works	<a href="https://www.livingworks.net/start?utm_source=google&amp;utm_medium=ppc&amp;utm_campaign=iNet&amp;gclid=CjwKCAjwy42FBhB2EiwAJY0yQiwuG2wE1NkXjQabwA4FAKJmo4R0UOJ_oD3TMudkTOceaLeVAQCAqhoC3GwQAvD_BwE">https://www.livingworks.net/start?utm_source=google&amp;utm_medium=ppc&amp;utm_campaign=iNet&amp;gclid=CjwKCAjwy42FBhB2EiwAJY0yQiwuG2wE1NkXjQabwA4FAKJmo4R0UOJ_oD3TMudkTOceaLeVAQCAqhoC3GwQAvD_BwE</a>
Non-Violent Crisis Intervention Training	<a href="https://www.crisisprevention.com/Our-Programs/Nonviolent-Crisis-Intervention">https://www.crisisprevention.com/Our-Programs/Nonviolent-Crisis-Intervention</a>



QPR (Question, Persuade, Refer)	<a href="https://qprinstitute.com/">https://qprinstitute.com/</a>
Real Colors®	<a href="https://realcolors.org/">https://realcolors.org/</a>
Sources of Strength	<a href="https://sourcesofstrength.org/">https://sourcesofstrength.org/</a>
Stewards of Children: Darkness to Light	<a href="https://www.d2l.org/education/stewards-of-children/">https://www.d2l.org/education/stewards-of-children/</a>
Trauma Informed Oregon	<a href="https://traumainformedoregon.org/">TIO   Intro to Trauma Informed Care Training Modules (traumainformedoregon.org)</a>
Youth Mental Health First Aid	<a href="https://www.mentalhealthfirstaid.org/population-focused-modules/youth/">https://www.mentalhealthfirstaid.org/population-focused-modules/youth/</a>

### Documentaries & Discussion

Documentaries, engaging in discussion, and Communities of Learning can be a way to pair a learning event with a social learning experience. Often documentaries have discussion guides already developed and available to compliment the viewing experience.

Miss Representation	<a href="http://therepresentationproject.org/film/miss-representation-film/host-a-screening/?gclid=CjwKCAjwy42FBhB2EiwAJY0yQmiNGVH_0X0jB3qHieLTO9okSKkK10eO_zt_uQpxnEeQga45SVrApFRoC7b0QAvD_BwE">http://therepresentationproject.org/film/miss-representation-film/host-a-screening/?gclid=CjwKCAjwy42FBhB2EiwAJY0yQmiNGVH_0X0jB3qHieLTO9okSKkK10eO_zt_uQpxnEeQga45SVrApFRoC7b0QAvD_BwE</a>
The Mask You Live In	<a href="http://therepresentationproject.org/film/the-mask-you-live-in-film/host-a-screening/?gclid=CjwKCAjwy42FBhB2EiwAJY0yQu3JzReq-6XQfZclHU4MoT391QrkTi0rWe0J-2smcFh2a2u7o47GRoCXD4QAvD_BwE">http://therepresentationproject.org/film/the-mask-you-live-in-film/host-a-screening/?gclid=CjwKCAjwy42FBhB2EiwAJY0yQu3JzReq-6XQfZclHU4MoT391QrkTi0rWe0J-2smcFh2a2u7o47GRoCXD4QAvD_BwE</a>
Paper Tigers	<a href="https://kpjrfilms.co/paper-tigers/">https://kpjrfilms.co/paper-tigers/</a>
Resilience	<a href="https://kpjrfilms.co/resilience/">https://kpjrfilms.co/resilience/</a>
Milwaukee 53206	<a href="https://www.milwaukee53206.com/">https://www.milwaukee53206.com/</a>



## Measuring Impact

Metrics can be used to create buy-in with Board of Directors, CEO, and Club Leaders to demonstrate success to funders to support this work. Consider the following metrics to evaluate your Club or Youth Center's success at providing higher-quality training opportunities:

### Organizational Capacity

- Staff retention rates.
- Annual staff climate survey:
  - Degree to which staff are satisfied with employment.
  - Degree to which staff know what is expected of them at work.
  - Degree to which organization encourages development.
  - Degree to which staff see colleagues as committed to doing quality work.
  - Degree to which staff see organization as committed to providing quality professional development.
  - Degree to which staff report opportunity to learn and grow.

### Staffing Outputs & Outcomes

- NYOI Staff results
- Annual staff training survey:
  - Degree to which training content meets needs.
  - Degree to which training frequency meets needs.
  - Degree to which training helps in feeling more equipped to fulfill job responsibilities.
  - Degree to which trainings help in feeling more connected to colleagues or organization.
  - Satisfaction with training logistics (knowing the dates/times, how to register, how to access).
  - Satisfaction with learning environment (space, noise, technology, comfort).



## Insights from the Field

What is known from Clubs and Youth Centers who have invested dedicated staff capacity to training coordination is improved outcomes.

### Case Study

The Boys & Girls Club of Fox Valley had functioned for a few years with a Staff Development Committee consisting of a representative from every Club team/site/department guiding the monthly offering of one to two trainings informed by their established list of training requirements. During those years, trainings were offered mid-day or weekends. The approach largely missed part-time staff who were only available during the afterschool hours when they are regularly scheduled to work due to other jobs commitments or education conflicts with class times.

This Club wanted to take on the winning aspiration of increasing talent development with a focus on skill development to have the best trained youth development professionals. Training and development had always been important to this Club and they knew they could do better at getting the right trainings to the target audience of staff in a more desired amount of time.

This Club added 0.5 FTE dedicated staff capacity to supporting training coordination and strategy as a point person to the Staff Development Committee. This Club also made the transition to closing programs/services once per month during the school year for staff in-service, creating a dedicated day of training and development opportunities on a standing schedule (e.g., the first Friday of the month September to May), as well as, closing programs/services two weeks from school year to summer and one week summer to school year.

After just one year of implementation:

- Club demonstrated 87% average training requirement fulfillment rate for every training requirement across all staff, an increase of 19% from the year prior.
- Club increased live training offerings during the school year by 50% from the year prior.

Staff were saying...

- *I've learned many new skills and methods for putting Kids First.*
- *I feel more confident in day-to-day programming.*
- *I feel more confident in my interactions with the members.*

Supervisors were saying...

- *Trainings allow me to create benchmarks with my staff to clearly and concisely connect and engage with youth and set expectations.*



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- *Club members feel more connected to staff, feel more welcome, understand the expectations on them when it comes to behavior (which allows them to meet those expectations, and in effect, have less time with their behaviors needed to be corrected.)*

**After five years of implementation:**

- Club demonstrated 90% average training requirement fulfillment rate for every training requirement across all staff, an increase of 23% from the start.
- Club increased live training offerings during the school year by 75% from the start.
- Improved NYOI (National Youth Outcomes Initiative) Optimal Club Experience organizational score by 13% from the start.
- Club demonstrated 15% increase in length of employment.

## Endnotes

- <sup>1</sup> Bowie, L. and Bronte-Tinkew, J. (2006). "The Importance of Professional Development for Youth Workers," Child Trends Research-to-Results Series, Publication #2006-17, [https://www.childtrends.org/wp-content/uploads/2006/12/child\\_trends-2007\\_06\\_15\\_rb\\_prodevel.pdf](https://www.childtrends.org/wp-content/uploads/2006/12/child_trends-2007_06_15_rb_prodevel.pdf).
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- <sup>3</sup> Youth INC and Algorhythm (January 2017). "The Art & Science of Creating Effective Youth Programs," [www.youthinc-usa.org/reports-and-guides](http://www.youthinc-usa.org/reports-and-guides).
- <sup>4</sup> Boys & Girls Clubs of America (2018). "The Impact of the Club Experience: Insights for Improving Program Quality," [www.BGCA.net/ProgramQuality](http://www.BGCA.net/ProgramQuality).
- <sup>5</sup> Boys & Girls Clubs of America (2020). "Measuring the Impact of Boys & Girls Clubs: 2020 National Outcomes Report," [www.bgca.net/Operations/DCM/ProgramDocuments/2020\\_NYOI\\_National\\_Outcomes\\_Report.pdf](http://www.bgca.net/Operations/DCM/ProgramDocuments/2020_NYOI_National_Outcomes_Report.pdf).
- <sup>6</sup> Boys & Girls Clubs of America (2018). "Measuring the Impact of Boys & Girls Clubs: 2018 National Outcomes Report," [www.bgca.net/Operations/DCM/ProgramDocuments/2020\\_NYOI\\_National\\_Outcomes\\_Report.pdf](http://www.bgca.net/Operations/DCM/ProgramDocuments/2020_NYOI_National_Outcomes_Report.pdf).
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- <sup>8</sup> Smith, C.; Akiva, T.; Sugar, S. et al. (2012). "Continuous Quality Improvement in Afterschool Settings: Impact Findings from the Youth Program Quality Intervention Study" (Washington, D.C.: The Forum for Youth Investment), <http://www.cypq.org/content/continuous-quality-improvement-afterschool-settings-impact-findings-youth-program-quality-in>.
- <sup>9</sup> Miller, B. (2005). "Pathways to Success for Youth: What Counts in After-School, Massachusetts After-School Research Study," Executive Summary (Intercultural Center for Research in Education and National Institute on Out-of-School Time), <https://www.wcwonline.org/proj/mars/MARSfinalexec.pdf>.
- <sup>10</sup> Boys & Girls Clubs of America (2018). "The Impact of the Club Experience: Insights for Improving Program Quality," [www.BGCA.net/ProgramQuality](http://www.BGCA.net/ProgramQuality).
- <sup>11</sup> Ibid.
- <sup>12</sup> Boys & Girls Clubs of America (2017). "Managing Staff to Create a High-Quality Club Experience," [www.bgca.net/Operations/DCM/EffectiveDataUse/High\\_Quality\\_Club\\_Experience\\_MANAGING\\_STAFF.pdf](http://www.bgca.net/Operations/DCM/EffectiveDataUse/High_Quality_Club_Experience_MANAGING_STAFF.pdf).
- <sup>13</sup> Boys & Girls Clubs of America (2018). "Promising Practices for Managing Club Staff: Supervision, Coaching and Professional Development," one in a series of bulletins designed to help Club managers improve the Club Experience, [www.bgca.net/Operations/DCM/EffectiveDataUse/Promising\\_Practices\\_Staff\\_Management\\_Bulletin\\_Supv\\_Coaching\\_PD.pdf](http://www.bgca.net/Operations/DCM/EffectiveDataUse/Promising_Practices_Staff_Management_Bulletin_Supv_Coaching_PD.pdf).
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