

Out-of-School Time (OST) Practitioner Standard Occupation Classification (SOC) – Updates for 2028 .xlsx

Suggestions for Changes to the 2018 Standard Occupational Classification (SOC)	
<p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Enter information requested in column A for each suggestion on a separate column, starting in column B.</li> <li>2. Row specific information is needed based on 'Type of suggestion.' Suggestions can be provided on:                     <ol style="list-style-type: none"> <li>a. Classification Principles or Coding Guidelines.</li> <li>b. Placement of existing occupations within the SOC structure.</li> <li>c. Occupations that should be merged or combined.</li> <li>d. Improvements to existing occupation definition(s).</li> <li>e. Addition of a new detailed occupation.</li> <li>f. Improvement to illustrative examples or direct match titles.</li> </ol> </li> <li>3. If submitting more than one suggestion, please make use of the additional columns in this spreadsheet.</li> <li>4. Save and include as an attachment to a comment submitted through: <a href="https://www.regulations.gov/">https://www.regulations.gov/</a>.</li> </ol>	<b>Suggestion 1</b>
<p><b>Source:</b> Suggestion submitter or Point of Contact information</p>	<p><b>Contact information:</b>                      Leslye Lugo                      California AfterSchool Network                      llugo@afterschoolnetwork.org</p> <p>Malia Villarreal                      California AfterSchool Network                      mvillarreal@afterschoolnetwork.org</p>
<p><b>Type of suggestion:</b> Select from drop down list.</p>	e. Addition of new detailed occupation.
<p><b>Current SOC code/group, title, definition, principle, or coding guideline affected:</b></p>	
<p><b>Detailed description of suggested change:</b> Please provide a concise description of the suggested change. Carefully review the Classification Principles and Coding Guidelines, as these act as benchmarks for evaluating suggestions for change.</p>	
<p><b>Proposed SOC code/group, title, definition, principle, or coding guideline (if applicable):</b></p>	Major Category: Community and Social Service Occupations 21-Out-of-School Time Practitioner
<p><b>Rationale for suggested change and/or additional notes:</b></p>	<p>The <a href="#">California Afterschool Network (CAN)</a> is an organization that exists to make a difference in the health and well-being of children, youth, their families, and their communities by strengthening access to high-quality <a href="#">Out-of-School Time (OST)*</a> programs. <a href="#">The Afterschool Alliance</a> is an organization that works to ensure that all youth have access to affordable, quality afterschool programs by engaging public will to increase public and private investment in afterschool program initiatives at the national, state, and local levels. Both organizations convened 16 organizations representing the youth development out-of-school-time (OST)* field across the United States to propose a new code to add to the Standard Occupational Code System to have the ability to quantify our workforce.</p> <p>OST practitioners combine elements of education, recreation, and youth development into a cohesive program aimed at fostering overall growth and development in children and youth. This integrative approach is not fully captured by any of the existing SOC codes, which focus on more specialized or singular aspects of child and youth development.</p> <p>Afterschool programs existed in our country for years before 1994, when the first federal funding was awarded as a pilot and then officially established in 1996. (<a href="#">Nita M. Lowey 21st Century Community Centers</a>). Since then, investment in afterschool programs has increased both federally and statewide, leading to an increase in staff and program development. These programs no longer just occur after school but occur before school, in summer, and during school breaks, which is why we utilize the term out-of-school-time. This field has continued to grow and will continue to grow, which is why it is imperative that we have a code that will allow us to identify our workforce patterns and needs.</p>
<p>Please complete the below fields to the best of your ability, depending on the suggestion type.</p>	
<p><b>Proposed occupation title:</b> Title, or titles that all workers in the occupation may be identified by, regardless of their individual job title.</p>	Out-of-School Time Practitioner
<p><b>Nature of the work performed:</b> What duties do all the workers in the occupation perform? Duties performed by all workers would appear in the "required duties" statement in the occupation definition. What duties are frequent but not performed by all workers in the occupation? Frequent duties that are not performed by all workers might be included in the "may" statements of the occupation definition. Do the workers have supervisory or management duties? If so, what types of workers are supervised and what types of management activities are performed?</p>	<p>Create safe and structured group activities and programs for young people ages 4-18.                      Facilitate enrichment activities to enhance young people's learning and development.                      Provide mentoring and develop positive relationships to support positive youth development.                      Assist with homework and provide academic support to support learning.                      Organize and lead physical and recreational activities to promote health and wellness.                      Ensure nutritional support through the provision of meals and snacks.                      Guide students in pursuing educational attainment and occupational objectives.                      Coordinate college and career exploration activities to prepare students for future success.                      Conduct STEM (science, technology, engineering, mathematics) and arts activities to stimulate intellectual and creative development.                      Engage with families to support student learning and development.                      Promote Youth leadership through youth voice and choice.                      OST Practitioners may serve as collaborators amongst school day and other youth-serving organizations.</p>
<p><b>Attributes of the work performed:</b> What makes the occupation distinct from other detailed occupations in the SOC. Does the same or similar work appear in other SOC occupations? If so, how is the proposed occupation distinct? Occupations that are similar are included in the "excludes" statements of the occupation definition. What changes should be made to existing SOC occupations that have the same or similar work?</p>	<p>Rationale for Excluding Out-of-School Time (OST) Practitioners from Existing SOC Groups</p> <p>Distinct Scope and Objectives:                      Self-Enrichment Teachers (25-3021): These professionals focus on teaching subjects that enhance personal skills and interests, often for adults. OST practitioners, in contrast, focus on holistic development and structured activities for children and youth that do not always include an occupational objective.                      Tutors (25-3041): Tutors primarily provide academic assistance to students on specific subjects. OST practitioners offer a broader range of activities, including enrichment, recreation, and mentoring, that extend beyond the academic focus of tutoring.                      Instructional Coordinators (25-9031): These individuals focus on curriculum development and educational standards within schools. OST practitioners design and implement diverse programs catering to informal and experiential learning, which fundamentally differs from the formal educational focus of instructional coordinators. OST practitioners also do not have the required education for this role.                      Teaching Assistants, except Postsecondary (25-9045): Teaching assistants support teachers in the classroom with instructional duties. OST practitioners operate in out-of-school settings, providing comprehensive programs that blend education with recreation, requiring different skills and responsibilities.</p> <p>Unique Work Environments and Contexts:                      Recreation Workers (39-9032): Recreation workers focus on organizing and leading recreational activities for various groups, often without an educational component. OST practitioners blend recreational activities with educational and developmental goals, providing a structured and supportive environment specifically for children and youth.                      Childcare Workers (39-9011): Childcare workers typically provide care and supervision for young children. OST practitioners work with a broader age range, including school-aged children and adolescents, and focus on a mix of academic support, mentorship, and recreational activities. OST practitioners may not have the required education for this role.</p> <p>Specialized Roles and Training:                      Education and Childcare Administrators, Preschool and Daycare (11-9031): These administrators manage the operations of preschool and daycare facilities. OST practitioners are more involved in direct program implementation and delivery rather than administrative oversight, and they operate in various settings beyond preschools and daycares.                      Child, Family, and School Social Workers (21-1021): Social workers address social and emotional issues, providing counseling and support services. While OST practitioners may offer mentorship and emotional support, their primary focus is creating structured developmental programs outside school hours. OST practitioners do not usually hold a Social Work degree.                      Social and Human Service Assistants (21-1093): These assistants support social workers and other professionals in providing community services. OST practitioners are directly responsible for the design and delivery of programs, requiring a different skill set and operational focus.</p>
<p><b>Proposed definition:</b> For a description of the elements of an SOC definition, please see the second tab in this spreadsheet</p>	<p><b>21-Out-of-School Time Practitioner</b>                      Use child and youth development principles to support the growth and experiential learning of young people at various developmental stages by facilitating safe and structured, (typically) group-oriented activities and programs for pre-K through 12th-grade students. These programs occur outside regular school hours, including before and after school, on weekends, over the summer, and during school breaks, and can be either school-based or non-school-based. Practitioners offer enrichment activities that may include mentoring, providing homework assistance and tutoring, serving meals and snacks, facilitating physical and recreational activities, facilitating science, technology, engineering, mathematics, and arts activities, providing college and career exploration, and engaging families and community members. Excludes "Self-Enrichment Teachers" (25-3021), "Tutors" (25-3041), "Teaching Assistants, except Postsecondary" (25-9045), "Recreation Workers" (39-9032), and "Childcare Workers" (39-9011).</p>

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<p><b>Related Occupations:</b> Please list related occupations that have some, but not all, of the same job duties, and whether workers with overlapping duties should be included or excluded. This information helps with consistency of classification.</p>	<p>The following occupations should be in the "excludes" section:</p> <ul style="list-style-type: none"> <li>25-3021 Self-Enrichment Teachers</li> <li>25-3041 Tutors</li> <li>25-9031 Instructional Coordinators</li> <li>25-9045 Teaching Assistants, except Postsecondary</li> <li>39-9032 Recreation Workers</li> <li>39-9011 Childcare Workers</li> <li>11-9031 Education and Childcare Administrators, Preschool and Daycare</li> <li>21-1021 Child, Family, and School Social Workers</li> <li>21-1093 Social and Human Service Assistants</li> </ul>
<p><b>Job titles:</b> What job titles are commonly used by workers in this occupation? Are these titles unique to the proposed occupation? Are these titles currently listed in the Direct Match Title File (<a href="https://www.bls.gov/soc/2018/soc_2018_direct_match_title_file.xlsx">https://www.bls.gov/soc/2018/soc_2018_direct_match_title_file.xlsx</a>)? Are there other titles commonly used by workers in the occupation? Do titles vary geographically (for example urban vs. rural, southern vs. west coast, etc.)?</p>	<p>No titles are currently listed in the Direct Match title file. Titles may vary by region. Common titles for workers in this occupation include but are not limited to:</p> <ul style="list-style-type: none"> <li>Activity Specialist</li> <li>Afterschool Coach</li> <li>Afterschool Program Instructor</li> <li>Afterschool Teacher</li> <li>Afterschool Teacher's Assistant</li> <li>Afterschool Tutor</li> <li>Assistant Site Coordinator</li> <li>Camp Counselor</li> <li>Coach</li> <li>Community Educator</li> <li>Enrichment Program Leader</li> <li>Enrichment Specialist</li> <li>Extended Day Program Coordinator</li> <li>Group Leader</li> <li>Group Leader</li> <li>Instructional After-School Provider</li> <li>Instructional Assistant/ Expanded Learning</li> <li>Instructional Assistant/ Recreation</li> <li>Instructional Provider</li> <li>Match Specialist</li> <li>Mentor</li> <li>Out-of-School-Time (OST) Educator</li> <li>Out-of-School-Time (OST) Instructor</li> <li>Out-of-School-Time (OST) Professional</li> <li>Out-of-School-Time (OST) Staff</li> <li>Out-of-School-Time (OST) Teacher</li> <li>Program Assistant</li> <li>Program Coordinator</li> <li>Program Instructor</li> <li>Program Leader</li> <li>Program Manager</li> <li>Recreation Leader</li> <li>Senior Team Leader</li> <li>Site Assistant</li> <li>STEM/STEAM Enrichment Provider</li> <li>Summer Program Educator</li> <li>Team Leader</li> <li>Tutor</li> <li>Youth Development Educator</li> <li>Youth Development Professional</li> <li>Youth Development Specialist</li> <li>Youth Leader</li> <li>Youth Program Specialist</li> <li>Youth Work Professional</li> <li>Youth Worker</li> </ul>
<p><b>Indications of the number of jobs or workers in the occupation:</b> Employment size and expected growth are helpful in evaluating collectability. Please provide references for the sources of this information.</p>	<p>Unfortunately, because our workforce is miscategorized, we do not have clear numbers of the number of jobs and workers that exist in our occupation. These are the best estimates and evidence we have:</p> <p>IBISWorld 2022 estimate was 703,083 <a href="https://www.ibisworld.com/united-states/market-research-reports/after-school-program-providers-industry/#IndustryStatisticsAndTrends">https://www.ibisworld.com/united-states/market-research-reports/after-school-program-providers-industry/#IndustryStatisticsAndTrends</a></p> <p>A local study in the San Francisco Bay Area, California--refer to pages 9-15: <a href="#">Bay Region Teaching Occupations Full Report (2022)</a>.</p> <p>Demand for afterschool programs has grown over time. For every child in an afterschool program, 3 are waiting to get in, with more than 7.6 million children alone and unsupervised after school. Demand has grown 60% since 2004, with 24.6 million children would be enrolled in an afterschool program if one were available as of 2020. Source: America After 3 PM <a href="https://afterschoolalliance.org/documents/AA3PM-2020/AA3PM-National-Report.pdf">https://afterschoolalliance.org/documents/AA3PM-2020/AA3PM-National-Report.pdf</a></p> <p>The trend in public funding for this occupation has strongly suggested continued growth. Over the last 24 years, investments in afterschool programs at the state level have increased from \$264 million in 2000 to \$5 billion in 2024. 7 states have added new funding streams in 2023–2024 alone. Source: Afterschool Alliance fact sheet: <a href="https://drive.google.com/file/d/1uR0-T1CLNrhgSknb0hTXx6tXUjvPK0/view">https://drive.google.com/file/d/1uR0-T1CLNrhgSknb0hTXx6tXUjvPK0/view</a> Much of the recent growth in state funding is a result of efforts sustain \$10 billion in new federal investment in afterschool and summer programs between 2021-2024 that resulted from the American Rescue Plan Act and federal covid response.</p> <p>At the federal level – annual funding for afterschool and summer programs through the Department of Education's 21st Century Community Learning Centers initiative is passed each year. It has grown from \$40 million/year in 1998 to \$1.3 billion/year in 2024. Source: Afterschool Alliance <a href="http://www.afterschoolalliance.org/policy/21stccclcfm">http://www.afterschoolalliance.org/policy/21stccclcfm</a></p> <p>Additionally, at the federal level, The Child Care Development Fund (CCDF) through the Department of Health and Human Services estimates that 44% of children served with CCDF are school-aged and often served in center-based settings like afterschool or summer learning programs. The funding stream increased from \$2.4 billion in 2014 to \$8 billion today. The trend is towards school-age specific licensing for programs like afterschool, and a new 2024 CCDF rule will make grants and contracts for different types of providers, like afterschool programs, more likely. Other federal funding for afterschool programs like AmeriCorps and Title I of the Elementary and Secondary Education Act remains constant.</p>
<p><b>Types of employers:</b> In what industries does this occupation occur? This information can help clarify the nature of the work performed and assist evaluation of collectability.</p>	<p>OST Practitioners are employed by various organizations, including public and private schools, community centers, non-profit organizations, childcare facilities, and government agencies. They may also work for private companies that specialize in youth development programs.</p>
<p><b>Education and training:</b> What education and training are typically required for workers to be able to perform this occupation? What types of schools or training providers offer this education or training? How long does the education or training take? What degrees or other credentials are generally required, if any? Identification of specific education and training programs and institutions may be helpful.</p>	<p>The education and training requirements for OST practitioners vary widely based on state and local needs, as well as the specific responsibilities and expectations of the role. These requirements range from a high school degree and minimal entry-level qualifications to bachelor's degrees. OST practitioners may be required to complete training and a written test provided by their employers. Some employers also require completing a certain number of college units before employment.</p>
<p><b>Licensing:</b> Are licenses usually required? Identification of specific licenses and licensing agencies may be helpful.</p>	<p>Licensing requirements vary by state and employer. Positions usually require certifications in first aid and CPR, along with background checks and United States Department of Justice (DOJ) clearances.</p>
<p><b>Tools and technologies:</b> What tools and technologies are generally used by workers in performing the occupation? Are the tools and technologies mentioned in existing SOC occupation definitions accurate and up to date?</p>	<p>OST Educators use various tools and technologies, including educational software, recreational equipment, art supplies and materials, nutritional planning tools, and other technology-driven educational resources.</p>
<p><b>Professional or trade associations and unions:</b> Are there professional or trade associations or labor unions related to the proposed occupation? Identification of specific associations or unions may be helpful.</p>	<p>National Afterschool Association and state affiliates; National Recreation and Park Association; American Camp Association, Classified School Employees Association (CSEA)</p>