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Peer2Peer Support and Information Sharing Among After-School Staff: Promoting Emotional Well-Being via Effectiveness and Connectedness

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PEER2PEER SUPPORT AND INFORMATION SHARING AMONG AFTER-SCHOOL STAFF: PROMOTING EMOTIONAL WELL-BEING VIA EFFECTIVENESS AND CONNECTEDNESS

A dissertation submitted in partial fulfillment of the

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by

Rachel R. Ouellette

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To: Dean Michael R. Heithaus
College of Arts, Sciences and Education

This dissertation, written by Rachel R. Ouellette, and entitled Peer2Peer Support and Information Sharing Among After-School Staff: Promoting Emotional Well-Being via Effectiveness and Connectedness, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this dissertation and recommend that it be approved.

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Date of Defense: June 23, 2021

The dissertation of Rachel R. Ouellette is approved.

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Florida International University, 2022

DEDICATION

I dedicate this dissertation to the teachers and after-school providers who do extraordinary things for their students and who made this dissertation possible. Thank you for sharing your time and knowledge with me. Your dedication and passion for supporting the youth in your school and surrounding communities is truly inspiring.

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ABSTRACT OF THE DISSERTATION

PEER2PEER SUPPORT AND INFORMATION SHARING AMONG AFTER-SCHOOL STAFF: PROMOTING EMOTIONAL WELL-BEING VIA EFFECTIVENESS AND CONNECTEDNESS

by

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Miami, Florida

Professor Stacy L. Frazier, Major Professor

This study launches a program of research applying a social-ecological approach to understanding and promoting work-related well-being for after-school providers serving diverse youth in resource-restricted and urban communities. We build on evidence indicating capacity to meet job demands and resources (e.g., social support) as two prominent predictors of work-related well-being in schools; combined with previous research highlighting effective relationships with youth and fellow colleagues as critical work experiences for after-school staff. The current study examines effectiveness building close and positive adult-youth relationships and connectedness with colleagues as potential predictors of work-related well-being, including increased work engagement and decreased stress and burnout, among after-school providers in a collaborating multi-site middle-school age after-school program. Using a mixed method design, participating

staff (n=34) completed a survey examining different aspects of effectiveness (i.e., comfort promoting youth social-emotional outcomes, closeness with youth, and conflict with youth), connectedness (i.e., social support and social capital measured via social network analysis), and work-related well-being (i.e., work engagement, burnout, and stress). A subset of staff (n=11) also completed a follow-up interview to gain a deeper understanding of providers' experiences of effectiveness, connectedness, and work-related well-being in after-school. Results highlighted mixed and nuanced associations between all three constructs. Effectiveness served as the most consistent predictor of work-related well-being across qualitative and quantitative data but highlighted the emotional strain that can also come with close relationships with youth. Connectedness presented as a stressor in its absence, but also a buffer against stress in its presence. Effective communication, instrumental support, and bonding social capital presented the most salient aspects of connectedness in predicting both work-related well-being and effectiveness supporting youth. Thus, the current study provides preliminary evidence for the potential of effectiveness and connectedness as pathways for promoting work-related well-being for after-school providers.

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I. INTRODUCTION TO THE RESEARCH

My research focuses on promoting the work-related well-being and effectiveness of youth-serving adults, including teachers and after-school providers, serving diverse and economically under-resourced communities. I am building a program of research that: (a) applies a social-ecological approach to promoting work-related well-being; (b) distills empirical knowledge via systematic reviews to meet the self-identified needs and goals of organizations in underserved communities; and (c) facilitates the identification of existing community-level knowledge using collaborative and mixed methods.

Rationale for Research

Adults in youths' everyday contexts, including school and after-school, have the unique opportunity to connect with and support youth through consistent interactions and strong relationships (Graham et al., 2016). Strong relationships with nonparental adults amplify the benefits youth glean from these settings, with increased positive academic and social-emotional outcomes long associated with strong adult-youth relationships (Grossman & Rhodes, 2002; McLearn, Colasanto, & Schoen, 1998). These relationships can be compromised however when the adults in these settings are operating in high-stress contexts and experiencing emotional strain, such as burnout (Abel & Sewell, 1999; Kokkinos, 2007). Therefore, promoting the work-related well-being of youth-serving adults, such as teachers and after-school providers, can also facilitate benefits for the youth they serve.

Work-related well-being, including high work engagement and low emotional strain (i.e., stress and burnout), can be targeted in multiple ways. Prominent theories

predicting burnout and stress, such as the Job Demands-Resources (JD-R) Model (Demerouti et al., 2001), highlight the importance of effectiveness, particularly the capacity to meet one's job demands, in predicting emotional strain on the job. Previous research in schools has also consistently found organizational factors to be a strong predictor of teachers' psychological well-being, both cross-sectionally and over time (Byrne, 1994; Dorman, 2003; Shernoff et al., 2011; Weng, 2005), highlighting the importance of social context. At the intersection of these two factors (i.e., effectiveness and social context) are interactions across individuals in an organization, which have potential to offer both tangible, hands-on support towards meeting job demands as well as emotional support during stressful moments (Morelli et al., 2015; West & Savage, 1988). While there is increasing understanding of work-related well-being in schools, less is known in the after-school context, but recent research highlights the importance of connections with youth and colleagues as sources of satisfaction for after-school staff (Hwang et al., 2020), further emphasizing the importance of relationships (i.e., connectedness) in understanding and promoting work-related well-being.

Presentation of Research Findings

This dissertation examines sources of both stress and resilience across social-ecological levels, with a focus on relationships within the workplace, including between adults-youth and across adults in organizations (i.e., schools and after-school programs) serving youth in fiscally under-resourced communities. The research is described in three separate manuscripts. Chapter two presents an examination of sources of teacher stress and satisfaction in six urban, high-poverty elementary schools across ecological levels,

including individual factors (i.e., self-efficacy), classroom-level factors (i.e., student behaviors), and school-level factors (i.e., organizational health); examined in the context of a longitudinal randomized controlled trial providing training and support for teachers in multiple evidence-based interventions for reducing student disruptive behaviors and promoting learning. Chapter three presents a systematic review of organizational interventions implemented across youth-service settings (i.e., medicine, nursing, education, juvenile justice, and child welfare) towards promoting a positive and effective culture and climate. In addition to examining the impacts of organizational interventions on culture and climate, we also identified support elements common across interventions as an initial step towards distilling often complex interventions into smaller, more feasible components. Finally, chapter four includes newly collected data examining effectiveness supporting youth and connectedness across colleagues as facilitators of work-related well-being among after-school providers. Using a mixed method approach, we integrated data from a single round of quantitative surveys and qualitative interviews conducted in partnership with a multi-site after-school program serving predominantly diverse youth in fiscally under-resourced communities. We assessed providers' self-efficacy establishing close and positive relationships with youth, level of connectedness and support from coworkers, and work-related well-being (i.e., work engagement, burnout, and stress). We hypothesized that: 1) greater self-efficacy establishing positive adult-youth relationships will be associated with greater work-related well-being; 2) greater connectedness and support from colleagues will be associated with greater well-being; and 3) greater connectedness with colleagues will be associated with greater self-efficacy.

II. TEACHER JOB STRESS AND SATISFACTION IN URBAN SCHOOLS: DISENTANGLING INDIVIDUAL, CLASSROOM, AND ORGANIZATIONAL LEVEL INFLUENCES

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Abstract

Background: Schools remain among the most frequent providers of children's mental health services, particularly in resource restricted urban settings. Several decades of research have focused on training teachers to implement evidence-based interventions for minimizing disruptive behavior. Studies consistently demonstrate robust improvements in student behavior and learning; however, the impact on teachers' work-related stress or satisfaction is not well understood.

Methods: Six urban, high poverty elementary schools were randomly assigned to a school mental health services model (Links to Learning; L2L) for referred, disruptive students or to services and professional development as usual (SAU). Teachers (n = 71, K-4 general education teachers) in L2L schools participated in professional development and consultation in two universal and two targeted interventions to reduce disruptive behaviors and promote learning. Teachers (n = 65) in SAU schools participated in professional development as usual. Multiple regression models examined teacher reports of individual-level self-efficacy, classroom-level student functioning, and school-level organizational health as predictors of stress and satisfaction.

Results: Findings revealed no significant difference between conditions on teacher work-related stress or satisfaction. Organizational health was the strongest predictor of stress and satisfaction.

Conclusions: Training on and implementation of evidence-based classroom interventions did not appear to significantly impact teachers' work-related stress or satisfaction. Instead, findings point to organizational climate and teacher connectedness as potential

levers for change, supporting prior work on teacher stress and satisfaction in schools. The significance of targeting organizational factors may be particularly significant in urban school districts.

Introduction

Teachers long have reported higher levels of psychological distress and burnout when compared with other professions (Guglielmi & Tatrow, 1998; Kovess-Masféty, Rios-Seidel & Sevilla-Dedieu, 2007). A particularly high percentage of urban teachers have reported significant work-related stress, with impacts on both their personal relationships and physical health (Shernoff, Mehta, Atkins, Torf & Spencer, 2011). High stress levels amongst urban teachers are not surprising given the considerable challenges they face, including limited resources, overcrowding, chronic disruptive student behavior, and high-pressure accountability policies (Atkins, Graczyk, Frazier & Adil, 2003; Cappella, Frazier, Atkins, Schoenwald, & Glisson, 2008; Shernoff et al., 2011).

In addition to their responsibilities as educators, teachers and school personnel long have served among the most frequent providers of mental health services (Green et al., 2013; Rones & Hoagwood, 2000). A rich literature highlights extensive effort to train teachers on evidence-based interventions (EBIs) to prevent and manage disruptive behaviors and engage learners (Bierman et al. 2013; Leadbeater, Gladstone, & Sukhawathanakul, 2015). However, the impact of professional development and implementation of these EBIs on teacher work-related stress and satisfaction has been only minimally explored (e.g., Ross, Romer, & Horner, 2012). This paper examines predictors of teacher stress and satisfaction across classroom, teacher, and organizational

levels, and the extent to which training in and use of four classroom EBIs may impact these predictors.

Teacher Stress and Satisfaction in Elementary Schools

Stress is defined as an unpleasant emotional experience linked with specific environmental triggers and associated with feelings of anger, tension, frustration, and anxiety (Kyriacou, 2001). Teacher stress specifically has been associated with such negative outcomes as depression, burnout, physical illness, poor quality of life, and increased staff turnover (Fantuzzo et al., 2012; Yang et al., 2009). In addition, stress can negatively impact teachers' effectiveness within the classroom while contributing to poor teacher-student rapport (Abel & Sewell, 1999; Kokkinos, 2007). The most prominent and empirically supported model of teacher stress is the Job-Demand-Control Support (JDCS) model, where work-related stress develops under perceptions of excessive job demands combined with low control and lack of social support (Payne & Fletcher, 1983; Siegrist, 2002).

Satisfaction has been conceptualized as a related but distinct construct from stress (Pelsma, Richard, Harrington, & Burry, 1989). Although satisfaction is less prominent in the literature, high job satisfaction among teachers has been associated with lower anxiety (Ho & Au, 2006), decreased desire to leave one's job (Johnson, Kraft, & Papay, 2012), and increased overall school effectiveness (Hung, 2012). Teachers in urban schools serving predominantly minority and low income students experience significantly greater stress and lower job satisfaction compared to their colleagues serving students in higher income, suburban, and rural settings (Markow, Moessner, & Horowitz, 2006).

Predictors of Teacher Stress and Satisfaction

A number of contributors to teacher stress have been identified, including personal coping strategies and available social supports (Kyriacou, 2001; Roeser et al., 2013), perceived self-efficacy (Klassen & Chiu, 2010), test-based accountability policies (von der Embse, Pendergast, Segool, Saeki, & Ryan, 2016), and the larger school climate (Grayson & Alvarez, 2008). The most common predictors of teacher satisfaction include student academic success in the classroom (Turner, 2007) and organizational influences such as positive principal leadership styles and a positive school climate (Duyar et al., 2013; Ghavifekr & Pillai, 2016). Not surprisingly, stress and satisfaction often display inverse relationships with similar predictors. For instance, negative teacher-student relationships create stress (Jennings & Greenberg, 2009), while positive teacher-student relationships are associated with greater job satisfaction (Veldman, van Tartwijk, Brekelmans, & Wubbels, 2013). Similarly, perceptions of poor communication and limited connections with colleagues adds stress, while positive communication and collegiality corresponds to higher satisfaction (Kyriacou, 2001).

Previous studies have found that organizational factors most consistently predict stress and satisfaction and are more frequently reported by teachers as significant contributors to stress (Dorman, 2003; Shernoff et al., 2011). Multiple organizational factors come together to form a school's overall organizational health. A school is considered "healthy" when administrators are perceived as capable of properly educating students and obtaining necessary material supplies, the principal demonstrates both high expectations and concern for the welfare of school staff, students demonstrate a strong academic focus, and teachers feel socially satisfied and connected to both their colleagues

and students (Hoy & Woolfolk, 1993). The predicted relationship between organizational health and teacher stress can be further understood by the JDCS model, by which work-related stress develops under perceptions of excessive job demands combined with low control and lack of social support. Accordingly, school-level health represents a competency and support system within which common predictors of stress and satisfaction, such as principal leadership, may impact job demands and teacher control over classroom-level decisions; while other predictors, such as positive teacher affiliation, may impact teachers' sense of social support.

While most identified predictors of stress and satisfaction can be classified as either individual-level (e.g., age, experience, self-efficacy) or organizational-level (e.g., school culture and climate, workload, principal leadership style, and role ambiguity) predictors, attention also has been directed to the impact of student problem behaviors, with perceptions of student motivation and behavior significantly predicting teachers' experience of stress (Collie et al., 2012). This association has been explained by Jennings and Greenberg (2009) using a "burnout cascade" model whereby work-related stress and burnout continue to build as teachers encounter increasingly difficult student behaviors they feel incapable of managing. Descriptive studies further highlight that student behavior problems are the greatest professional development need identified by teachers and the most robust predictor of teacher attrition among new teachers (Ingersoll & Smith, 2003; Shernoff et al., 2016). Altogether, the demonstrated significance of student behavior on teacher stress supports adjusting the two-level model of stress and satisfaction (i.e., individual and organizational) into three levels representing individual, classroom, and school factors, whereby student problem behaviors and academic success

represent classroom-level factors and teachers' interactions with colleagues and administrators represent school-level influences, as depicted in Figure 1. To our knowledge, no previous studies have compared predictors of teacher stress across classroom, teacher, and school-wide levels, particularly within the context of receiving training to implement EBIs.

Teacher Implementation of Evidence-Based Interventions

EBIs to reduce disruptive behavior and increase academic achievement can include trainings and implementation support at the school, class-wide, and individual student-level, and are often either academic or behavioral in nature. Overall, implementation of both universal (i.e., class-wide) and targeted (i.e., student-level) interventions have demonstrated positive impacts on decreasing disruptive behaviors and increasing student academic achievement (Flower, McKenna, Bunuan, Muething, & Vega, 2014; Vannest, Davis, Davis, Mason, & Burke, 2010). Ross, Romer, and Horner (2012) also found that teachers in schools implementing Positive Behavioral Interventions and Supports with high fidelity reported significantly lower levels of burnout than teachers in low fidelity schools, although it is unclear what factors may be driving this association. Implementing EBIs with high fidelity is expected to impact classroom-level predictors of stress and satisfaction by minimizing disruptions, maximizing engagement, and replacing time spent on discipline with time spent on instruction. Implementing EBIs is also expected to impact teacher-level predictors of teacher stress, for example by increasing teacher self-efficacy (Seibert, 2003), which has been associated with decreased levels of stress (Hughes, 2006). However, it is unclear whether EBIs designed to change teacher behaviors and classroom practice (academic

instruction and behavior management) toward improving student outcomes (engagement and performance) are sufficient to impact teacher stress and satisfaction, or whether school-wide organizational changes are necessary to enact an effect. This question may be particularly important in urban schools, where teachers are operating in high-stakes and high-stress environments with limited resources and time.

What We Know and Don't Know

To summarize, we know that teachers in urban schools report particularly high levels of stress and low levels of satisfaction (e.g., Markow et al., 2006), as well as high levels of disruptive behavior and more challenges with classroom management (Balfanz, Herzog, & Mac Iver, 2007). We also know that disruptive behavior interferes with overall classroom functioning and individual student academic achievement (Atkins, Hoagwood, Kutash, & Seidman, 2010), and effective classroom management can reduce disruptions and improve learning (Reid, Gonzalez, Nordness, Trout, & Epstein, 2004). There is growing evidence that implementing EBIs to promote positive student behaviors may reduce emotional exhaustion and similar constructs among educators (e.g., Ross, Romer, & Horner, 2012). However, much less is known about the driving factors behind this association, and whether the same effect occurs in urban schools, where higher levels of teacher stress and numerous organizational barriers are often reported (Shernoff et al., 2011). Organizational barriers (e.g., school leadership and teacher collegiality) are particularly significant due to their frequent association with teacher stress (Dorman, 2003). The current study advances understanding of stress and satisfaction among teachers in urban schools by examining predictors at three levels (individual, classroom, school-wide) and how training in and use of EBIs may impact them.

Current Study

The present study utilizes data from a large randomized controlled trial, where six elementary schools in urban high poverty communities were randomly assigned to a mental health service model for referred disruptive students (Links to Learning; L2L) or to mental health services and professional development as usual (SAU) (Atkins et al., 2015). L2L schools partnered with community mental health agencies, with the goal of improving learning. Mental health providers, parent advocates, and Key Opinion Leader (KOL) teachers (identified via sociometric interviews with instructional staff) together provided home and classroom supports for referred children with Disruptive Behavior Disorders. As part of this more comprehensive service model, L2L teachers (n = 71, K-4 general education teachers) received training and ongoing consultation to implement two universal (Good Behavior Game and Peer-Assisted Learning) and two targeted (Daily Report Card and Good News Notes) interventions to reduce disruptive behaviors and promote learning (Barrish et al., 1969; Fuchs, Fuchs, & Burish, 2000; Kelley & McCain, 1995; Lahey et al., 1977). SAU teachers (n = 65) received community mental health services as usual for their referred students, and professional development as usual provided by the school district. Teachers in both conditions reported on organizational health, student outcomes, self-efficacy, and work-related stress and satisfaction at the beginning and end of each academic year of their study participation.

We tested multiple pathways across all three hypothesized levels (i.e., individual, classroom, and school-wide), as depicted in Figure 1. Hypothesis 1 states that L2L teachers will report lower end-of-year levels of work-related stress and higher end-of-year levels of satisfaction compared to SAU teachers. Hypothesis 2 states that teachers

who report higher levels of individual self-efficacy, classroom-level student functioning, and school-level organizational health will report lower levels of stress and higher levels of satisfaction, compared to teachers who report lower levels of self-efficacy, student functioning, and organizational health. Hypothesis 3 states that post-training, L2L teachers will report higher levels of self-efficacy, student functioning, and organizational health, compared to SAU teachers. We examined the association of both intervention assignment (L2L or SAU) and adherence to interventions with teacher stress and satisfaction in order to examine the extent to which effects varied depending on teachers' self-reported frequency and accuracy of use.

Method

University and school district institutional review board approvals were obtained prior to initiating study procedures.

Research Design

This study utilizes data from a randomized controlled trial examining a school mental health services model (Links to Learning; L2L) for referred, disruptive students, compared to mental health services and professional development as usual (SAU), using a 2 (L2L vs. SAU) by 6 (pre- and post-tests for 3 years) longitudinal design with random assignment of schools to conditions (Atkins et al., 2015). Teachers in both conditions referred students with disruptive behavior problems to their school's partnering community mental health agency. The L2L service model focused on empirical predictors of learning in high-poverty urban communities and involved a team of teacher Key Opinion Leaders (KOLs), mental health providers (MHPs) and parent advocates. KOLs and MHPs facilitated professional development meetings for classroom teachers to

disseminate interventions. Families received group-based and home-based family education and support provided by MHPs and parent advocates. Students in SAU schools received routine assessment and intervention services from a mental health provider; and SAU teachers received professional development as usual, provided by the school district, with no additional trainings provided by the research team. Overall effects of the L2L model on student outcomes indicated positive effects of L2L on classroom observations of academic engagement, teacher report of academic competence and social skills, and parent report of social skills (Atkins et al., 2015). Nonsignificant between-groups effects were found on teacher and parent report of problem behaviors. Hypothesized effects of randomization to condition on predictors of stress and satisfaction at the individual, classroom, and school-wide levels examined in this paper reflect the overall impact of the comprehensive mental health service model, as it is impossible to parse out the effects of any particular component, such as teacher training.

Schools

Six schools were randomly selected from among 325 schools in a large, Midwestern urban district based on under-performance of students on math and reading (as determined by school report cards) and proximity to participating community mental health agencies. Students were characterized as 98% low income and 97% African American. Average school-wide reading scores on statewide testing was below the 35th percentile for each school. Schools were randomized to L2L (n = 3) or SAU (n = 3) conditions. Kindergarten through 4th grade general education teachers (n = 136) across all six schools participated in the larger study, and were predominantly female (89%) and African American (58%), with an average of 12 years of teaching experience (*SD* =

12.04). Additional details about the larger study, including school recruitment, randomization, and teacher recruitment, are available in (Atkins et al., 2015).

Teachers

Of the 136 participating teachers, 54 teachers with complete data on the variables of interest in Year 2 (L2L; n = 32, SAU; n = 22) were included in the current sample. Demographic information for the subsample of 54 teachers is presented in Table 1. The listwise deletion method was used to identify the 54 teachers with complete data for Year 2, after no statistically reliable deviation from randomness was found using Little's MCAR test (Little, 1988): $\chi^2(14, N = 121) = 15.32$, $p = .357$. There were no significant differences between the complete sample for the larger study and the identified sample of 54 teachers on identification as African American ($\chi^2 = 0.063$, $p = .802$), age (t (188) = 0.979, $p = .329$), gender ($\chi^2 = 1.248$, $p = .264$), or years of teaching experience (t (188) = 0.266, $p = .791$).

Teacher Professional Development

Teachers in L2L schools were invited to participate in school-wide professional development on two universal (Good Behavior Game and Peer-Assisted Learning) and two targeted (Daily Report Card and Good News Notes) interventions (Barrish et al., 1969; Fuchs et al., 2000; Kelley & McCain, 1995; Lahey et al., 1977). KOLs (n = 10) identified at each school via sociometric interviews with all instructional staff (Neal, Neal, Atkins, Henry, & Frazier, 2011) were designated as influential and thus well-positioned to disseminate these interventions. KOLs completed a web-based course to learn the universal and targeted interventions at the beginning of the study, and then

hosted weekly one hour meetings before and after school hours for three months, with the assistance of trained MHPs to introduce and endorse the four interventions with other teachers in their school. Teachers who enrolled in L2L after the meetings occurred were introduced to the EBIs through individual meetings with KOLs. Meetings were followed by classroom demonstrations by KOLs, MHPs, and university consultants. All teachers in L2L schools were invited to the school-wide professional development meetings facilitated by KOLs; however, only teachers with behaviorally referred students received in-classroom support for implementing universal interventions (Good Behavior Game and Peer Assisted Learning) with their full classrooms and targeted interventions (Daily Report Cards and Good News Notes) for referred students. Across the duration of the study, L2L teachers on average attended 25.95 teacher consultation sessions related to a specific child (*SD* = 21.34, range 1 to 79).

Procedures

Teachers in Kindergarten to 4th grade classrooms across all six schools were invited to participate in the larger study, with consent rates of 89% for L2L and 93% for SAU. Consented teachers in both conditions completed questionnaires at the beginning and end of each school year, across three years. For the current study, primary analyses were run using Year 2 data, which reflect the most complete post-training reports on variables of interest. Bivariate correlations were examined again with the subset of teachers for whom Year 3 data was available and complete (N = 35). Teachers had the option to complete surveys electronically or via hard copy and were compensated with classroom supplies.

Measures

Teacher stress and satisfaction. Teachers completed the Quality of Teacher Work Life (QTWL) survey (Pelsma et al., 1989), a 36-item measure designed to assess self-reported work-related stress and satisfaction. Teachers rated (1 = *low* to 5 = *high*) the extent to which each item (e.g., salaries, class sizes, competence of administration, student discipline, time required to adapt instruction) causes stress (i.e., "How much stress?") or satisfaction (i.e., "How much satisfaction?"). Stress and satisfaction subscales are computed as the mean across all items and analyzed separately. Teachers reported stress and satisfaction at the beginning and end of each school year. Internal reliability for both stress and satisfaction was high (α ranged from .93 to .96). There were no baseline differences between L2L and SAU teachers in mean stress, t (26) = .651, $p > .05$, or mean satisfaction, t (55) = -1.01, $p > .05$. Intra-class correlations were low for stress by school (*ICC* = .062) and satisfaction by school (*ICC* = .171). We utilized scores from end of Year 2 (Stress: M = 2.90, SD = .813; Satisfaction: M = 2.99, SD = .641).

Organizational health. Teachers completed the Organization Health Inventory-Elementary (OHI-E; Hoy & Woolfolk, 1993), a 37-item survey assessing teachers' perceptions of organizational school health (1 = *rarely* to 4 = *very frequent*). The OHI-E yields an averaged total score and five subscale scores: institutional integrity (degree to which teachers perceive the school and its administration to properly educate students without undue influence from outside sources), collegial leadership (principal's high expectations and concern for the welfare of school staff), resource influence (principal's ability to obtain necessary material supplies), teacher affiliation (social satisfaction,

including connection between teachers as well as between teachers and students), and academic emphasis (school's expectations for student achievement as well as students' academic-focused behaviors and attitudes). Teachers reported on organizational health at the beginning and end of each school year. Internal reliability was high (α = .95). Baseline organizational health total scores did not differ between L2L and SAU teachers, t (12) = -.609, p > .05). Total scores from beginning of Year 2 (M = 2.72, SD = .52) were used in final analyses.

Student functioning. Teachers completed the Social Skills Rating System (SSRS) (Gresham & Elliott, 1990) to assess students' social skills, problem behaviors, and academic competence on a 3-point scale (0 = *never*, 1 = *sometimes*, 2 = *very often*). Teachers reported on student outcomes at the beginning and end of each school year for each referred student. A classroom average was calculated for each of the three subscales for all referred students. Internal reliability was high for each subscale: social skills (α = .85), problem behaviors (α = .86), and academic competence (α = .93). There were no baseline differences between L2L and SAU groups on classroom scores for social skills (t (108) = .074, p > .05), problem behaviors (t (110) = 1.098, p > .05), or academic competence (t (109) = 1.009, p > .05). The average classroom total score for all referred students for each subscale (social skills, M = 25.78, SD = 7.14; problem behaviors, M = 19.07, SD = 5.15, academic competence, M = 21.52, SD = 5.94) at the beginning of Year 2 was examined as a potential predictor of end of year teacher stress and satisfaction. On average, teachers rated that students demonstrated the measured positive social skills between never and sometimes, demonstrated the measured problem behaviors between

sometimes and very often, and performed in the bottom 20-40% of their class academically.

Teacher sense of efficacy. Teachers completed the 12-item Teacher Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001), at the beginning and end of each school year, to assess perceptions of their ability to affect student engagement and learning (1 = *no control* to 9 = *a great deal*). Internal reliability was high (α = .92), with no baseline differences between L2L and SAU, t (26) = .324, $p > .05$. We utilized scores from beginning of Year 2 (M = 7.12, SD = 1.09).

Intervention adherence. Teachers reported implementation of the four interventions via monthly adherence checklists designed for the larger study. Each intervention was described by its core components (derived from prior literature). For example, the Good Behavior Game checklist contained 8 items (e.g., "Rules were discussed," "Teams were announced," and "Points were lost for breaking rules."). Teachers reported the frequency with which they adhered to each individual component during the last month (1 = *never* to 5 = *always*). An average score was calculated for each intervention, as well as a total mean score across all four interventions. MHPs assisted with implementing targeted interventions (i.e., Good News Notes and Daily Report Cards) in some classrooms; thus, only scores for universal interventions (i.e., Peer-Assisted Learning and Good Behavior Game) were included in the overall adherence score. Average scores were calculated across Year 2 of the study (M = 4.01, SD = .60).

Demographics. Teacher gender, race, ethnicity, age, years of teaching experience, years teaching at current school, and highest level of education were examined as potential covariates.

Analytic Plan

We first conducted bivariate correlations to identify which predictors to include in the regression models. Two multiple regression analyses followed, to examine the strength of all significant predictors of teacher stress (Model 1) and satisfaction (Model 2). First, we tested whether L2L teachers reported lower stress and higher satisfaction than SAU teachers at the end of Year 2, and whether adherence to the L2L classroom interventions was associated with teachers' stress and satisfaction levels (Hypothesis 1). We then tested whether teachers' self-efficacy, student functioning, and organizational health at the beginning of Year 2 was associated with their stress and satisfaction levels at the end of the year (Hypothesis 2). Finally, we used an ANOVA to test for mean differences between L2L and SAU teachers in any significant predictors of either teacher stress or satisfaction, with potential predictors including self-efficacy, student functioning on the SSRS, and organizational health (Hypothesis 3). Beginning of the year self-efficacy, student SSRS scores, and organizational health scores were used to establish temporal precedence, as they were examined as potential predictors of teacher stress and satisfaction for which end of the year scores were used across all analyses. Bivariate correlations were then conducted again using Year 3 data from a subset of Year 2 teachers with available data. Correlations were run between stress and satisfaction with each of the primary predictors.

Results

Predictors of Teacher Work-Related Stress

Bivariate correlations revealed that teacher work-related stress was negatively correlated with organizational health total score (r = -.506, p < .01), but not correlated with self-efficacy (r = .005, p > .05), or the average student score on the SSRS in social skills (r = .069, p > .05), problem behaviors (r = .105, p > .05), or academic competence (r = .100, p > .05). Stress was correlated with race (r = -.300, p < .05), and educational attainment (r = -.371, p < .01), such that teachers who identified as black and teachers with masters or doctoral degrees reported lower levels of work-related stress compared to their colleagues. Hence, race and highest degree obtained were included as predictors of stress at step one of the regression model, assignment to condition (dummy-coded; 1 = L2L, 0 = SAU) was included at step two, and organizational health was included at step 3. Intervention adherence was not correlated with teacher stress (r=.467, p > .05) and therefore not included in the model.

Table 2 presents results from the hierarchical regression of teacher stress, using the stress subscale of the QTWLS for Year 2, on condition (L2L or SAU) and teacher reported organizational health using the total score on the OHI-E. As shown in step 1 of the model, which includes only teacher demographic characteristics, teachers with masters or doctoral degrees reported less stress than those with bachelor's degrees (β = -.353, p <.05), and teachers who identified as black reported less stress than those who did not (β = -.271, p <.05). Altogether the demographics included in step 1 explained a significant proportion of variance in teacher stress, F (2, 45) = 6.296, p < .01, R^2 = .219.

In step 2, we added the dummy-coded condition (L2L = 1, SAU = 0). L2L assignment was not significantly associated with teacher stress (β = -.024, p >.05). While the overall model at step 2 explained a significant proportion of variance in teacher stress, F (3, 44) = 4.117, p < .05, R^2 = .219, the addition of the condition variable did not account for a significant increase in variance, ΔF (1, 44) = .030, p > .05, ΔR^2 = .001. In step 3, we added the total score on the OHI-E. Consistent with our hypothesis, organizational health was strongly and negatively associated with teacher stress (β = -.525, p < .001), and the model explained 21% of the variance in teacher stress, F (4, 43) = 7.973, p < .001, R^2 = .426, above and beyond the teacher demographic characteristics and condition assignment included in steps 1 and 2.

Following the significant association between total organizational health and teacher stress, we ran separate regression analyses for each of the OHI subscales predicting teacher stress. All five OHI subscales significantly predicted teacher stress, including institutional integrity (β = -.453, p = .001), collegial leadership (β = -.372, p < .05), resource influence (β = -.415, p < .05), teacher affiliation (β = -.392, p < .05), and academic emphasis (β = -.380, p < .05).

Bivariate correlations for Year 3 data also revealed that organizational health was the only predictor significantly and negatively correlated with teacher stress (r = -.559, p < .01). Teacher adherence (r = .332, p > .05), self-efficacy (r = -.035, p > .05), as well as average student score on the SSRS in social skills (r = .402, p > .05), problem behaviors (r = .139, p > .05), and academic competence (r = .233, p > .05) were not significantly associated with teacher stress in Year 3.

Predictors of Teacher Work-Related Satisfaction

Bivariate correlations revealed that teacher work-related satisfaction was positively correlated with total organizational health (r = .637, p < .01) and self-efficacy (r = .273, p < .05), but was not correlated with student SSRS scores in social skills (r = .266, p > .05), problem behaviors (r = -.051, p > .05), or academic competence (r = .286, p > .05). Satisfaction was also correlated with race (r = .378, p < .01), such that teachers who identified as black reported significantly higher levels of satisfaction compared to their colleagues. Hence, race was included as a predictor of satisfaction at step one of the regression model, assignment to condition (dummy-coded; 1 = receiving L2L, 0 = SAU) was included at step two, and organizational health and teacher self-efficacy were included at step 3. Intervention adherence was not correlated with teacher satisfaction (r=.287, p > .05) and therefore not included in the model.

Table 3 presents results from the hierarchical regression of teacher satisfaction, using the satisfaction subscale of the QTWLS for year 2, on condition assignment, teacher reported self-efficacy, and total organizational health. Teacher demographic characteristics were entered on step 1, with teachers who identified as black reporting more satisfaction than those who did not (β = .471, p <.01), explaining a significant proportion of variance in teacher stress, F (1, 46) = 13.130, p = .001, R^2 = .222. In step 2 of the model, we added the dummy-coded condition (L2L = 1, SAU = 0). Receiving the L2L condition was not significantly associated with teacher satisfaction (β = .039, p >.05). While the overall model at step 2 explained a significant proportion of variance in teacher satisfaction, F (2, 45) = 6.475, p < .01, R^2 = .223, the addition of the dummy-

coded condition variable did not account for a significant increase in variance, ΔF (1, 45) = .082, $p > .05$, $\Delta R^2 = .001$. In step 3 of the model, we added the total score on the OHI-E and teacher self-efficacy scale. Consistent with our hypothesis, organizational health was significantly, strongly, and positively associated with teacher satisfaction ($\beta = .569$, $p < .001$). However, teacher self-efficacy was not associated with teacher satisfaction ($\beta = -.005$, $p > .05$). The addition of organizational health and self-efficacy in step 3 explained 24% of the variance in teacher satisfaction, F (4, 43) = 9.300, $p < .001$, $R^2 = .464$, above and beyond the teacher demographic characteristics and randomization condition included in steps 1 and 2.

Following the significant association between total organizational health and teacher satisfaction, we ran separate regression analyses for each of the OHI subscales predicting teacher satisfaction. All five OHI subscales significantly predicted teacher satisfaction, including institutional integrity ($\beta = .363$, $p < .05$), collegial leadership ($\beta = .510$, $p < .001$), resource influence ($\beta = .531$, $p < .001$), teacher affiliation ($\beta = .532$, $p < .001$), and academic emphasis ($\beta = .438$, $p = .001$).

Bivariate correlations for Year 3 data again revealed that organizational health was the only predictor significantly correlated with teacher satisfaction ($r = .708$, $p < .01$). Teacher adherence ($r = .097$, $p > .05$), self-efficacy ($r = .213$, $p > .05$), as well as the average student score on the SSRS in social skills ($r = -.130$, $p > .05$), problem behaviors ($r = -.300$, $p > .05$), and academic competence ($r = -.056$, $p > .05$) were not significantly associated with teacher satisfaction in Year 3.

Differences in Predictors of Stress and Satisfaction by Condition

An ANOVA was conducted to test for mean differences in any significant predictors of stress and satisfaction between groups. Among the potential predictors, including organizational health, teacher self-efficacy and student functioning, only organizational health was found to significantly predict both stress and satisfaction. ANOVA revealed no differences between L2L and SAU teachers on beginning-of-year 2 total organizational health, F (1, 51) = .501, p > .05.

We also conducted an ANOVA to test for possible differences in the five subscales of the organizational health inventory between the SAU and L2L groups. There was a significant difference between groups on the academic emphasis subscale, F (1, 52) = 4.88, p <.05. Specifically, compared to SAU teachers, L2L teachers reported higher academic emphasis, including greater reports of students acting cooperatively, seeking extra work, and supporting peers who receive good grades. There were no other significant differences between conditions on collegial leadership, institutional integrity, resource influence, or teacher affiliation.

Discussion

This study examined the extent to which teacher training and support on universal and targeted EBIs for reducing disruptive behavior in the classroom, within the context of a larger mental health service model, influences teacher stress and satisfaction in an urban school district, with consideration for individual, classroom, and organizational level influences. There was no significant association between service model (L2L or SAU) or intervention adherence and stress or satisfaction. Teachers' ratings of self-efficacy were significantly correlated with satisfaction in Year 2 but not Year 3; and organizational

health was the strongest predictor of both stress and satisfaction across both years. There were no significant associations between teachers' ratings of student functioning and their reported stress or satisfaction levels. There was no significant difference in reported organizational health between groups. Among organizational health subdomains, only academic emphasis distinguished between the L2L and SAU conditions.

Stress, Satisfaction, and Organizational Health

Interventions designed to reduce teacher stress have traditionally fallen into three groups: organizational interventions to improve an organization's culture; organization-individual interface interventions focusing on building workplace relationships and support; and individual interventions that help teachers manage occupational stress (Greenberg, Brown, & Abenavoli, 2016). Interventions focused on training teachers in mindfulness and stress management have been shown to reduce teacher stress and improve job satisfaction (Beshai, McAlpine, Weare, & Kuyken, 2016); however, these effects have not previously been found to last over time (Anderson, Levinson, Barker, & Kiewra, 1999). The current findings lend further support to efforts addressing organizational contributors to stress and suggest that efforts focused on reducing student disruptions and improving engagement, while perhaps necessary to improve classroom functioning, may not be sufficient to improve school-wide social context factors, particularly in urban, high poverty schools.

Impacts of Implementing Evidence-Based Interventions

The lack of differences between conditions in teacher stress, satisfaction, and organizational health levels may best be understood by closer examination of the primary

purpose and structure of the L2L service model. First, due to the complexity of the model and incorporation of both home and school components supported by teachers and mental health providers, it can be difficult to parse apart the specific effects of training and support of the EBIs. Second, L2L was a mental health service model, not a school reform model, and therefore had a primary goal of improving students' mental health and academic outcomes rather than targeting school-wide outcomes. While the use of a school-wide professional development model lead by KOL teachers was designed to create norms around use and sustainability of the interventions, the primary goal was centered on implementing the interventions rather than changing how schools functioned as organizations. This focus on improving student outcomes is demonstrated by the significant difference in academic emphasis between L2L and SAU classrooms, with students in L2L classrooms demonstrating more academically driven and supportive attitudes and behaviors. This also supports why higher-order organizational factors related to teacher collegiality, school resources, and administrative support did not differ between groups.

These findings can also help inform current models of work-related stress and how such models may or may not apply to teachers working in urban, high poverty schools. For example, our findings suggest that impacting teachers' sense of control within the classroom by increasing self-efficacy may not be enough to significantly improve their stress levels. While teachers may feel capable of using the interventions within the classroom, any predicted reduction in stress may only occur if they experience increased control and autonomy to make decisions regarding which interventions and programs to implement in their classroom.

It is also possible that the impact on teacher stress and satisfaction may vary based on how the interventions align with the primary goals of the classroom and school leadership. Both educators and community mental health providers have previously reported positive benefits of implementing EBIs and evidence-based practices (EBP), including a reduction in emotional exhaustion, a construct highly correlated with job stress. For example, Aarons et al. (2009) found that implementing a home-based EBP called SafeCare decreased emotional exhaustion among child welfare case managers. Similarly, Ouellette et al. (2015) found associations over time between adherence to classroom-based interventions for children with autism spectrum disorders and decreased emotional exhaustion among autism support teachers. Further investigation may help to advance understanding of how individual, work unit, and organizational characteristics may moderate associations between intervention adherence and workplace stress and satisfaction.

Targeting Teacher Stress and Satisfaction in Urban Schools

As discussed earlier, teachers in urban schools with predominantly minority and low income students experience significantly greater stress and lower job satisfaction compared to their colleagues serving students in suburban and rural settings (Markow et al., 2006). Shernoff and colleagues (2011) took a close look via semi-structured interviews at the predictors and impact of stress for early career teachers (i.e., fewer than five years teaching) in urban schools, using a subsample of teachers from the current study. The majority of teachers report that occupational stress negatively impacts their personal relationships and physical health, with teachers indicating human and material

resources as the most critical mechanisms by which to reduce work-related stress. It is possible that this is not the case in more affluent school districts with adequate resources to meet their students' needs. In related work, Mehta and colleagues (2013) examined the association of organizational health with teacher stress and job satisfaction among a sample of 74 teachers working in high-poverty, urban schools. Their results point to empowering principals to develop a positive learning environment, fostering positive relations with the community, and including teachers in decisions related to school policy in order to make the most effective impact on teacher stress and satisfaction within urban schools (Mehta, Atkins, & Frazier, 2013). A positive learning environment consists of both positive student attitudes toward learning (i.e., academic emphasis) and teacher enthusiasm for their job. Results from the current study reveal that improving academic emphasis may not be sufficient to improve teachers' perceptions of overall school health or their own stress and satisfaction. Increased opportunities for professional development and support from principals focused explicitly around teacher connections and collegiality may help to enhance teacher enthusiasm and health outcomes.

The Importance of Healthy Teachers

Although traditional school mental health service models have not conceptualized teacher stress or satisfaction as levers for change or pathways by which to improve children's school experience (Klusmann et al. 2016), evidence supports the importance of targeting these constructs directly for the benefit of students as well as teachers. For example, both high levels of stress and low job satisfaction have been associated with lower levels of effectiveness in the classroom, interfering with instruction and student

learning (Abel & Sewell, 1999; Kokkinos, 2007). Elevated stress can also interfere with teachers' effective learning and implementation of EBIs, as well as their perceptions of an intervention's feasibility. For example, McGoey and colleagues (2014) found that teachers who reported higher levels of stress also reported a greater number of barriers to implementing a proposed behavioral intervention compared to teachers reporting lower levels of stress. Teachers reporting high levels of stress also have demonstrated lower in-classroom adherence to evidence-based recommendations following a didactic training (Wehby et al., 2012). Taken together, it seems high stress may reduce teachers' effectiveness, and interfere with acquisition of new skills to improve their effectiveness, though closer examination is warranted.

Finally, the significant association between job stress and satisfaction on teacher physical and emotional health alone support the importance of building and examining interventions specifically designed to improve these outcomes. It is possible that the most effective route for promoting healthy outcomes for teachers is to promote a healthy work environment, including a positive organizational climate, high levels of collegiality amongst teachers, adequate resources and support, and manageable workloads. Altogether, these results support the need for an interdisciplinary approach to school-based implementation efforts, incorporating organizational, teacher-specific, and student-specific elements, as depicted in Figure 1. This aligns with previous conceptual models for successful implementation and sustainment of EBIs targeting student outcomes, including the need for alignment across multiple levels of a system (Domitrovich et al. 2008), as well as support from both supervisors and peers in transferring new knowledge and skills acquired during trainings (Blume, Ford, Baldwin, & Huang, 2010). However,

while common models for successful implementation of school-based mental health programs, such as Han and Weiss' (2005) Sustainability Process Model, indicate that factors such as stress and burnout should be addressed before consultation begins, continued support from supervisors and peers may also be necessary throughout the implementation process to ensure both successful implementation with fidelity and maximum improvements in teacher health outcomes such as stress.

Limitations

Several limitations are worth noting and suggest that the findings should be interpreted with caution. The measurement design (measures at the beginning and end of the school year) makes it difficult to make a robust causal inference. Teachers also self-reported organizational health, self-efficacy, stress, and satisfaction, though perhaps this serves as both a limitation and a strength. While teacher stress levels may have impacted their perception and reporting of individual, student, and organizational influences, self-report measures may be more likely to accurately capture an internal experiential construct such as job stress. Missing data also may have impacted the accuracy and applicability of our data. The lack of adherence data for teachers in the SAU group prohibited examination of differences in EBI adherence across the two groups, which may have contributed to the lack of differences in stress and satisfaction between groups. Participation rates for all teacher measures was somewhat low across schools, with complete data for 54 out of 136 participating teachers on the included variables. Future studies should examine similar constructs with larger samples to further examine the generalizability of these results.

The nesting of teachers within schools also may have resulted in shared variance, impacting the accuracy of our error estimates. The intra-class correlations for stress across schools was low, with correlations slightly higher for satisfaction. We also conducted the analyses using hierarchical linear modeling (HLM), which revealed all of the same primary results, with organizational health emerging as the only significant predictor of both stress and satisfaction across Year 2 and 3. Due to sample size considerations, particularly regarding the number of schools in the sample, we decided to utilize an OLS approach. Future studies with nesting across a greater number of schools would benefit from examining these constructs using an HLM approach.

Of note, the QTWLS also focuses strongly on organizational predictors of stress, which may have contributed to the strong associations between the QWTLS and OHI. Reports of stress were surprisingly low overall, while greater levels of stress were reported among early career teachers in the larger study during semi-structured interviews (Shernoff et al., 2011), indicating potential underreporting of stress on the QTWLS. It may therefore be beneficial in future studies to assess possible physiological indicators of stress, such as eating and sleeping habits, and to include a non-work specific measure of stress or emotional burnout, such as the Maslach Burnout Inventory (Maslach & Jackson, 1981), which has demonstrated stronger associations with EBI and EBP implementation in prior studies. In addition, Pelsma et al. (1989) identified 10 dimensions of stress and satisfaction, including administration, time, students, interruptions, work environment, external and internal support, job market, extrinsic rewards, and evaluation. Our sample was not large enough to confirm these factors

through factor analysis; however, future work may benefit from analyzing outcomes of specific subscales of the QTWLS.

Conclusions

To summarize, we found no significant effects of universal and targeted EBI training on teacher's work-related stress and satisfaction. Instead, teachers' reports of overall organizational health most strongly predicted their reports of stress and satisfaction. These findings point to a need to more directly target organizational social context factors as a pathway by which to improve teacher stress and satisfaction, particularly in urban schools serving minority, low income, and otherwise at-risk students. Targeting these outcomes is particularly important for improving teachers' physical and emotional well-being, effectiveness in the classroom, and ability to implement classroom recommendations successfully. Altogether, these results highlight the importance of implementation models offering support across multiple contextual levels, targeting student-level, teacher-level, and school-wide factors.

Tables and Figures

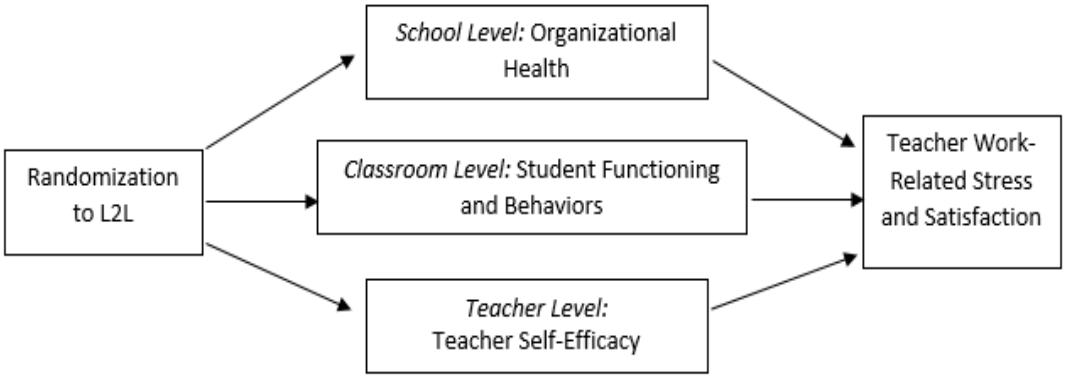

Figure 1. *Proposed Model Predicting Work-Related Stress and Satisfaction across Three Contextual Levels.*

Table 1. *Demographic Information for Year 2 Subsample.*

Characteristic	Nominal variables	Continuous variables	
	%	Mean	SD
Gender			
Male	9.3		
Female	83.3		
Race/Ethnicity			
Black	55.6		
White	27.8		
Hispanic	3.7		
Other	3.7		
Not reported	9.3		
Highest degree			
B.A./B.S.	38.9		
M.A./M.S.	51.9		
Ph.D/Ed.D	1.9		
Age		40.4	13.3
Total number of years teaching		12.5	10.8
Number of years at current school		7.1	8.4

Table 2. *Multiple Regression of Year 2 End-of-the-Year Teacher Stress on Beginning of the Year Organizational Health Ratings and L2L Condition.*

Variable	F= 6.296, R^2 = .219, p = .004					F= 4.117, R^2 = .219, p = .012, ΔF = 6.296, ΔR^2 = .219, p = .864					F= 7.973, R^2 = .426, p < .001, ΔF = 15.479, ΔR^2 = .207, p < .001				
	Step 1					Step 2					Step 3				
	b	S.E.	Beta	*t*	CI for *b*	*b*	S.E.	Beta	*t*	CI for *b*	*b*	S.E.	Beta	*t*	CI for *b*
Constant	3.55	.2		16.84	3.13 to 3.98	3.57	.24		15.02	3.09 to 4.05	5.77	.60		9.67	4.57 to 6.98
Race (Black)	-.48	.23*	-.27	-2.05	-.94 to -.01	-.47	.24	-.27	-1.92	-.95 to .02	.01	.24	.01	.05	-.48 to .50
Highest degree	-.62	.23*	-.35	-2.64	-1.08 to -.15	-.62	.23	-.36	-2.64	-1.09 to -.15	-.69	.20	-.40	-3.38	-1.10 to -.28
L2L condition						-.04	.24	-.02	-.17	-.52 to .44	-.11	.21	-.06	-.52	-.53 to .31
OHI – total											-.90	.23***	-.53	-3.93	-1.36 to -.44

***p <.001, **p <.01, * p <.05

Table 3. *Multiple Regression of Year 2 End-of-the-Year Teacher Satisfaction on Beginning of the Year Organizational Health Ratings, Self-Efficacy, and L2L Condition.*

Variable	F= 13.130, R^2 = .222, p = .001					F= 6.475, R^2 = .223, p = .003, ΔF = .082, ΔR^2 = .001, p = .776					F= 9.300, R^2 = .464, p < .001, ΔF = 9.639, ΔR^2 = .240, p < .001				
	Step 1					Step 2					Step 3				
	b	S.E.	Beta	*t*	CI for *b*	*b*	S.E.	Beta	*t*	CI for *b*	*b*	S.E.	Beta	*t*	CI for *b*
Constant	2.54	.13		19.47	2.28 to 2.80	2.52	.15		17.27	2.22 to 2.82	.89	.57		1.55	-.27 to 2.04
Race (Black)	.61	.17**	.47	3.62	.27 to .95	.60	.17**	.462	3.42	.25 to .95	.22	.18	.17	1.26	-.13 to .57
L2L condition						.05	.17	.039	.29	-.30 to .40	.08	.15	.06	.53	-.22 to .38
Self-efficacy											-.00	.07	-.01	-.04	-.15 to .14
OHI – total											.69	.16***	.57	4.36	.37 to 1.01

***p <.001, **p <.01, * p <.05

III. A SYSTEMATIC REVIEW OF ORGANIZATIONAL AND WORKFORCE INTERVENTIONS TO IMPROVE THE CULTURE AND CLIMATE OF YOUTH-SERVICE SETTINGS

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Abstract

Both organizational culture and climate are associated with service quality and outcomes across youth-service settings. Increasing evidence indicates capacity of organizational interventions to promote a positive and effective culture and climate. Less is known about common intervention components across studies and service settings. The current systematic review reviewed 9,223 citations and identified 31 studies, across six youth-service settings, measuring changes over time in organizational culture and climate following implementation of an organizational or workforce support intervention. Results highlight the promise of organizational interventions, a need for more comparison and randomized designs, and future directions for maximizing capacity of organizations to promote health for frontline providers and the children they serve.

Keywords: Youth-service settings, organizational interventions, organizational culture, organizational climate, systematic review

Introduction

An organization's social context, most often characterized by culture and climate, can influence services for youth across education, medical, and mental health settings through multiple pathways. In addition to associations with service quality (e.g., Olin et al., 2014), engagement (e.g., Kim et al., 2015), and outcomes (e.g., Glisson et al., 2013), organizational culture and climate can impact service delivery via provider retention (e.g., Glisson et al., 2008), attitudes toward (e.g., Aarons et al., 2012) and implementation of (e.g., Williams et al., 2019) evidence-based practice. An organization's culture and climate have long been understood to impact its likelihood or readiness for change, including the ability of the organization to grow and develop over time and effectively

initiate new practices, policies, or procedures (Schneider et al., 1996). By influencing an organization's readiness to change, the social context can either facilitate or obstruct efforts to improve the quality of services in youth-service settings (e.g., Taxman et al., 2014). In consideration of this emerging literature documenting the import of the organizational social context, a growing number of investigative teams are examining methods for improving culture, climate and readiness for change.

Organizational Culture and Climate

Variable definitions and measures of organizational culture and climate are utilized across disciplines, contexts, and investigators (e.g., Denison, 1996; Schein, 2000; Schneider, 2000). Definitions of organizational culture tend to be more consistent, and typically focus on shared and established norms, assumptions, and values of an organization, which communicate behavioral expectations to employees of a work unit (Cooke & Szumal, 1993; Sorensen, 2002). Organizational culture can be measured via surveys, observations, or interviews to gather both an insider and outsider perspective regarding an organization's health and functioning (Peterson & Fischer, 2004). Culture is commonly described along dimensions regarding specific organizational values or profiles (e.g., innovation, openness, rigidity, proficiency).

Greater variation is reflected in definitions of organizational climate, which most often refers to employees' descriptions and collective perceptions of their work environment. Definitions common to medical settings relate to perceived goals and priorities of an organization (e.g., a climate of trust, safety climate; e.g., Peterson & Fischer, 2004). Definitions more common to school-based settings focus on the health of its interpersonal relationships and overall functioning (e.g., Hoy et al., 1995; Hoy &

Feldman, 1987). Still others, commonly across mental health and social service settings, derive organizational climate from aggregated individual reports of psychological climate (Glisson & James, 2002; Jones & James, 1979; Joyce & Slocum, 1984), which reflects the perceived impact of the work environment on an individual's own well-being (James & James, 1989). Organizational climate is commonly measured via surveys or interviews and combined into a global assessment of healthiness or effectiveness.

Organizational Interventions

Increasing evidence illustrates potential for organizational interventions to improve organizational culture and climate. Examples include Availability, Responsiveness, and Continuity (ARC; Glisson et al., 2006), Design Teams (e.g., Anderson-Butcher et al., 2003), Plan Do Study Act cycles (Institute for Healthcare Improvement: http://www.ihi.org/), and Strategic Planning (e.g., Bryson, 1995). Organizational interventions vary in complexity, but often involve multiple stages of implementation and change, and require varying lengths of time and levels of resource and support from external expert consultants. While some organizational interventions, such as strategic planning, have been used in community organizations for many years, multiple researchers have highlighted the need for more rigorous empirical examination of organizational interventions in youth-service settings (Glisson et al., 2006; Glisson et al., 2012; Parmelli et al., 2011).

Science has demonstrated the importance of associations among perceived resources, self-efficacy, and organizational change (Weiner, 2009). Specifically, low or variable resources can directly impact an organization's readiness to change by limiting its structural capacity to implement recommendations. Individuals also consider the

resources available in their environment when forming their change efficacy judgments about implementing a new innovation. These findings are especially important for low-resource organizations that may struggle with high demands, frequent turnover, inconsistent funding, or shifting priorities accompanying changes in leadership. These organizations may be at greater risk for experiencing low readiness to change, reflecting perceptions that available resources are insufficient to meet demands required to implement a complex or multi-stage organizational change intervention.

The complexity of many organizational interventions may also make them susceptible to barriers similar to those encountered in the dissemination of manualized treatments (Chorpita et al., 2007), including compatibility with current priorities or practice, lack of access to manuals or materials, and de-adoption of beneficial strategies. Mental health researchers have made steps towards addressing the complexity and proliferation of manualized treatments through the identification of evidence-based kernels (Embry & Biglan, 2008) and common elements (Chorpita et al., 2005). Distillation of practice elements can point to active ingredients across interventions and facilitate a modularized approach whereby treatment can be matched to each patient's individual symptom profile and therapeutic needs. Extending this to organizational interventions, then, distillation of practice elements may similarly contribute to more efficient and tailored interventions, selected to align with and respond to each organization's unique mission, available resources, and goals for change.

Like children and families seeking medical and mental health services, each organization presents with unique needs, strengths, and constraints. It is therefore possible that not every organization would require or benefit from every component

comprising more extensive organizational interventions; instead, certain components (or sequencing or combination of components) may hold greater promise towards improving different aspects of an organization's social context. Greater feasibility and impact for some organizations may depend on identifying a menu of distinct and concrete organizational intervention components, while other organizations may benefit from a more comprehensive intervention package. Similarly, organizational climate has been found to change more quickly than culture in response to organizational interventions (Glisson et al., 2006), indicating potential variability in the ability for organizational interventions to improve different culture and climate outcomes.

Youth Serving Organizations

Youth serving organizations provide behavioral, health, and prevention-focused supports to youth across contexts, including schools, after-school, mental health, pediatrics, juvenile justice, and child welfare. Collectively, these organizations play a large role in promoting short- and long-term youth development across domains of adjustment, and contribute to mental health and wellness in particular both directly, via targeted services, and indirectly, via more universal prevention-focused skill development (e.g., social skills and emotional resilience) and physical health education (e.g., nutrition, exercise) (Das et al., 2016).

Youth serving organizations across settings experience multiple constraints and fluctuations that can impact their organizational culture and climate. Most youth serving organizations are funded by nonprofit or government sources, with youth-service settings reporting particularly large drops and fluctuations in funding over time (Boris et al., 2010; Twombly, 2005). Previous research has found that youth-service providers (e.g.,

social workers) leave their organizations at higher rates than other providers (e.g., Cyphers, 2001), and report higher levels of burnout (Baldschun et al., 2019; Hussein, 2018). These unique considerations could result in additional burdens on organizational culture and climate outcomes and influence the success of different organizational interventions. With these considerations in mind, we examine culture and climate outcomes and use of organizational interventions in youth serving organizations specifically.

Current Study

The current study is a systematic review of organizational interventions and workforce support efforts measuring change over time in organizational culture and/or climate outcomes across community youth-service settings. The purpose of this review is to: 1. Assess use of different study designs to examine the effects of organizational interventions; 2. Summarize and compare definitions and measures of organizational culture and climate across service settings; 3. Identify common intervention components utilized across organizational interventions and workforce support efforts, and 4. Identify future directions in organizational intervention research to promote organizational culture and climate.

Methods

Search Strategy

We completed a systematic search of the literature in March 2019 utilizing a search string tailored to match our inclusion criteria (see Table 4). We searched titles, abstracts, and keyword terms across four electronic databases (PsycINFO, ERIC, PubMed, and Web of Science), with four databases commonly found to provide good coverage when

conducting reviews (Lam & McDiarmid, 2016). For PubMed, Medical Subject Headings (MeSH) terms were also included. We selected these databases because they are inclusive of multiple disciplines and contexts (i.e., Web of Science) and comprehensive of contexts where youth commonly receive mental health (i.e., PsycINFO), education (i.e., ERIC), and medical (i.e., PubMed) services. There were no limitations placed on publication year. We limited search results to peer-reviewed articles and dissertations. We restricted our search to only youth-service settings due to their unique characteristics (e.g., particularly high turnover rates; Cyphers, 2001) and to increase likelihood that review results could be effectively and cohesively summarized in one review.

Inclusion Criteria

Inclusion criteria were as follows:

1. Article describes an original, peer-reviewed empirical research study or dissertation.
2. Article is written in English or Spanish (corresponding to language proficiencies among authors).
3. Study was conducted in a community youth-service setting (i.e., schools, after-school, child welfare, juvenile justice system, medical systems, community mental health centers).
4. Support was provided to workforce or organization in the form of skill/knowledge development, team development, or organizational-level change.

5. At least one baseline and at least one outcome measure, quantitative or qualitative, of provider or leadership-reported organizational culture, climate or social context was collected and analyzed.

Definitions and Measures of Organizational Culture and Climate

Due to aforementioned variability in definitions across disciplines, contexts, and investigators, we consolidated to identify the following core aspects of social context commonly reflected across measures of organizational culture and climate: (1) Interactions between people; (2) Values and norms within the organization; and (3) Perceived behavioral expectations. As this review focuses on organizational-level constructs, outcome measures met criteria only if: (1) Survey items asked about organizational characteristics (e.g., To what extent does your *organization* value collaboration?) or collective perceptions of organizational characteristics (e.g., "To what extent do your *coworkers* value collaboration?"), rather than individual perceptions (e.g., "To what extent do *you* value coworker input when solving problems on the job?"), or; (2) Group means were estimated at the organizational- rather than individual-level, as recommended for examining organizational outcomes such as culture and climate (Glisson & Green, 2006). A subsequent review is being prepared that reports on individual psychological climate factors (e.g., burnout, stress) and work attitudes (e.g., job satisfaction and organizational commitment).

Study Selection Process

A PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analyses) flow-chart of study selection is included for reference (see Figure 2). Notably, we modified the process by selecting articles in two phases. Phase one included a review of

all study titles, abstracts, and keywords to identify studies that may meet inclusion criteria. Studies were screened out if they were conceptual rather than empirical, conducted in a setting that does not serve youth, or examining outcomes not relevant to this review. Seven authors (removed for masked review) contributed to phase one, first by reviewing one sub-sample (n = 20) of abstracts to refine and reach consensus on inclusion criteria. We then distributed remaining abstracts randomly across authors, who independently screened abstracts. An initial screening session was conducted as a group followed by regular check-ins to discuss instances of uncertainty across authors to maintain consensus.

Phase two included a full article review to identify studies meeting all inclusion criteria. Four authors (removed for masked review) contributed, first by reviewing one set of full-length manuscripts (n = 5), documenting for each which inclusion criteria were met or not met, to ensure consensus. The remaining studies were then randomly assigned across authors. The first author reviewed all articles identified for inclusion to confirm they met criteria. Senior author provided guidance in refining the inclusion criteria and served as an additional reviewer on papers where there was discrepancy regarding inclusion or exclusion.

Data Extraction and Analysis

Data Extraction

Four authors [removed for masked review] contributed to data extraction. Each author received a set of full-length manuscripts that met criteria following phase two and independently extracted demographic and outcome data (listed in Table 5). Articles were also coded for organizational intervention and workforce support components and

organizational culture/climate outcome-types assessed. As new intervention components emerged across studies, they were added to the list of codes and recoded across all articles. Ultimately, every article was coded for the use or non-use of each support component (n = 11 components total) and the analysis of each type of culture/climate measure (n = 5 categories total) (summarized in Table 6). Intervention components and culture/climate outcomes were coded independently by two coders with discrepancies resolved through consensus. The first author (removed for masked review) reviewed all data extractions and codes for completeness and accuracy.

Assessment of Risk of Bias in Included Studies

To capture emerging literature, we decided not to limit our inclusion criteria by study design (e.g., RCT) beyond requiring at least one pre and at least one post measure of organizational culture or climate. Instead, we coded each study based on a set of factors related to study design taken from an assessment tool developed by the Task Force on Community Preventative Services (Zaza et al., 2000) to examine the quality or reliability of reported results. These factors included sample size, assignment to groups (i.e., number of groups, presence of a control group, randomization), and overall study design (e.g., before-after, time series, group randomized trial). In addition to assessing for heterogeneity in results by service context, we also assessed for heterogeneity in study quality and design. Data regarding study design can be found in the published version of this paper.

Synthesis of Results

A complete table of extracted data can also be found in the published version of this paper. Due to substantial heterogeneity in study design, outcomes, and service contexts,

we will not report study results as the pooled effect estimate in a meta-analysis. We instead list measures collected, reported results, and organizational intervention components used in each study, and through preliminary analysis and synthesis of results describe: 1. Use of different study designs and methods; 2. Definitions and measures of organizational culture and climate used across service settings, and; 3. Common intervention components utilized across organizational interventions and workforce support efforts. We also extracted data regarding youth-level outcomes reported in each paper to assess for changes in youth outcomes following organizational interventions.

Results

Search Results

Overall, 9,223 non-duplicated citations were identified through the database search. Search results for each database are reported in Figure 2. There were 8,736 articles excluded following initial screening of abstracts and titles. Full manuscript review was completed for 464 articles, of which 433 were excluded as not meeting criteria for the following reasons: no baseline measure (n = 222) or outcome measure (n = 182) of organizational culture or climate; measures of psychological climate or work attitudes were not aggregated to the organizational-level (n = 59); no intervention or change effort implemented (n = 93); and service setting did not explicitly serve youth (n = 47). Reasons for exclusion are reported in detail in Figure 2. Overall, 31 articles met inclusion criteria and were included in the data extraction phase.

Settings

Of the 31 studies included, 29% (n = 9) took place in school or early child care settings, 19.4% (n = 6) in hospital settings, 16.1% (n = 5) in child welfare settings, 12.9%

(n = 4) in community mental health settings, 6.5% (n = 2) in after-school settings, 6.5% (n = 2) in juvenile justice settings, 3.2% (n = 1) in primary care medical settings, and 6.5% (n = 2) across multiple settings (i.e., juvenile justice and social services). Studies were conducted across seven countries.

Study Design

Of the 31 studies, 100% included at least one quantitative outcome in the form of observational or survey data. Seven studies also included qualitative data, primarily from focus groups or semi-structured interviews. Sample sizes varied from 14 to over 2,000 providers. Five studies did not conduct any significance tests or calculate effect sizes to examine change over time, instead qualitatively described changes in mean values from pre to post. Only 15 studies included a comparison group; among these, eight utilized random assignment, two compared two intervention groups against one another and a "treatment as usual" condition, and 13 compared one intervention to a control or comparison group. Across the 16 studies with no comparison group, 38% reported improvements across all measured organizational culture and climate outcomes, with 62% reporting mixed findings with some outcomes improving, others deteriorating, and some remaining the same. Across the 15 studies with a comparison group, 27% reported improvements across all outcomes and 73% reported mixed findings. These results indicate that studies with no comparison group were slightly more likely to report improvements across all outcomes. No studies from either study type reported deterioration or nonsignificant change across all outcomes, indicating that publication bias may be inflating reported results across study designs.

Measurement of Organizational Culture and Climate

A wide variety of organizational culture and climate outcomes were measured across the 31 studies and fell broadly into five categories: 1. Organizational values and norms; 2. Interactions between people in the workplace; 3. Collective perceptions of job demands; 4. Perceptions of collective emotional healthiness of organization, and; 5. Global metrics of an organization's perceived readiness for change and/or effectiveness. We include summarized results by outcome type. Results are summarized across all study designs, both with and without control groups and randomization, to identify emerging trends. These results do not assert causality and should be approached with caution until confirmed via additional empirical studies utilizing comparison and randomized designs.

Organizational Values and Norms

Overall, 20 studies reported one or more outcomes related to organizational values and norms. Of these studies, 45% reported improvements across all outcomes, 45% reported mixed results, and 10% reported all nonsignificant changes. The measurement of organizational values is the outcome category that varied the most across disciplines and service settings. Studies conducted in medical settings were more likely to measure values and/or norms around specific behaviors in the workplace, such as the prioritization of infant wellness through breastfeeding best practice (Henry et al., 2017) and safety during patient transitions between hospital departments (Sheth et al., 2016). Specific values and norms such as these were measured either via self-report surveys or observations of frequency and quality of services (e.g., Henry et al., 2017). Across the 31 studies, only four utilized observations or organizational records of service provision.

Studies conducted in non-medical settings were more likely to measure organizational values and/or norms across broader dimensions. For instance, Glisson and colleagues' (Glisson et al., 2008) Organizational Social Context Measurement System (OSC) has been used across studies conducted in juvenile justice, child welfare, after-school and community mental health settings. The OSC is a self-report survey with individual responses aggregated at the organization or agency level to assess an organization's culture across three dimensions (proficiency, rigidity, and resistance). Resistant cultures are characterized as those that do not incorporate new practices quickly and often push against change efforts, while proficient cultures are those that prioritize having the most up-to-date resources and knowledge to serve children and families. Studies also used other measures to assess similar dimensions examining values around innovation, justice, and goal-centered behaviors (e.g., Lawrence et al., 2015; Taxman et al., 2014; Orthner et al., 2006).

Interpersonal or Social Interactions in the Workplace

Studies also included measures focused on the presence and value given to positive and supportive interactions among frontline providers, supervisors, and families served, including perceived levels of support from and cooperation between colleagues and leadership (e.g., Potter et al., 2009; Rhodes et al., 2009; Slater et al., 2018) or reported levels of teamwork (e.g., Barnett et al., 2015). Overall, 20 studies reported one or more outcomes related to social interactions; with 35% reporting improvements across all outcomes, 55% reporting mixed results, and 10% reporting all nonsignificant changes. One study measured communication via social networks before and after participating in a learning collaborative (Bunger & Lengnick-Hall, 2018). Other outcome measures

focused more specifically on interactions between leadership and providers, including measures of supervisor competence or effectiveness (e.g., Potter et al., 2009; Renner et al., 2009), collegial leadership (e.g., Bradshaw et al., 2008), and participation in decision-making (e.g., Hickey, 1994). These constructs were all measured using either self-report surveys, focus groups, or semi-structured interviews. Social interactions could be measured across peers at a similar organizational level or between supervisors/leadership and frontline providers.

Job Demands

Job demands are "those physical, social, or organizational aspects of the job that require sustained physical or mental effort, and are therefore associated with certain physiological and psychological costs" (Demerouti et al., 2001). There are two primary types of job demands: challenges (e.g., role overload) and hindrances (e.g., role conflict and role ambiguity) (Crawford et al., 2010). Overall, seven studies reported one or more outcomes related to job demands; with 29% reporting improvements across all outcomes and 71% reporting mixed results.

Collective Perceptions of Organizational Stress or Burnout

Collective perceptions of psychological health in the organization are often measured as work-related stress or burnout. The most commonly used definition of organizational climate in mental health research derives organizational climate from aggregated individual reports of psychological climate, or the perceived impact of the work environment on an individual's own well-being (Glisson & James, 2002). Overall, 11 studies reported one or more outcomes related to stress or burnout; with 27% reporting improvements across all outcomes, 64% reporting mixed results, and 9% reporting all

nonsignificant changes. Measures of psychological health, burnout, or stress had to be collected or analyzed at the organizational or team level to meet criteria as a measure of organizational climate.

Global Metrics of Organizational Readiness or Effectiveness

Most studies also included a composite measure of overall organizational effectiveness or readiness for change. For instance, widely used in the education literature (and represented here in Bradshaw's 2008 and 2009 studies) is the Organizational Health Inventory (OHI; Hoy & Feldman, 1987) with five subscales (e.g., collegial leadership, staff affiliation, and academic emphasis among students) that altogether yield a total score that represents the overall perceived effectiveness across interactions within the school environment. Related is a measure of organizational readiness (Taxman et al., 2014) that combines staff perceptions of organizational resources and support, workplace climate, and interactions with other agencies; factor analysis revealed a single underlying factor they referred to as "readiness for change". Overall, nine studies reported one or more outcomes representing a global metric of readiness or effectiveness; with 78% reporting improvements across all outcomes and 22% reporting mixed results.

Organizational Intervention Components

Frequencies of included intervention components are reported in Table 6**,** with organizational culture/climate outcomes reported by component type reported in the published version of this paper. More than half of the studies (n = 20; 65%) did not include enough specification to confidently code for presence or absence of each component; therefore, frequency of use across studies may be under-estimated. Intervention components fall broadly into four groups, including: (1) Skill development;

(2) continuous quality improvement; (3) organizational restructuring; and (4) provider social and emotional support.

Skill Development

The most commonly used support strategies across studies focused on workforce skill development, in particular *in-person trainings* (n = 23; 74%) and *coaching or consultative support from an external partner or facilitator* (n = 18; 58%). In-person trainings and consultative support typically focused on the implementation and dissemination of evidence-based interventions or services for youth (n = 13; 42%). A smaller number of in-person trainings focused more explicitly on team dynamics, and often included team-based role plays (e.g., Kennedy et al., 2013). Implementation and dissemination of evidence-based interventions and services were also supported by *peer-to-peer support* methods (n = 16; 52%), which included the use of learning collaboratives (e.g., Bunger & Lengnick-Hall 2018), train-the-trainer approaches (e.g., Shoushtarian et al., 2014), and networking interventions (e.g., Taxman et al., 2014). While numerous studies mentioned leadership involvement in the implementation of other support components (e.g., team-based decision-making), only two studies mentioned the use of explicit *leadership training* targeting leadership skill development (Kennedy et al., 2013).

Continuous Quality Improvement

Over half of studies (n = 17; 55%) utilized *data-informed team-based decision-making*. An example of this type of strategy is Plan-Do-Study-Act cycles (e.g., Bunger & Lengnick-Hall, 2018; Sheth et al., 2016), which include small and repeated tests of effectiveness around change efforts utilizing ongoing data collection or progress monitoring. Common across data-informed decision-making efforts is the ongoing

collection and use of data to inform organizational change (e.g., regarding organizational structure or provision of services). A large number of studies (n = 14; 45%) also formed *internal committees* that consisted of a group of individuals belonging to the organization who were responsible for continuing quality improvement efforts over time.

Data-informed team-based decision-making is often preceded by a period of *goal alignment* or organizational-level goal setting (n = 17; 55%). Interventions such as ARC (Glisson et al., 2006), strategic planning (e.g., Bryson, 1995), and Design Teams (e.g., Lawrence et al., 2016) emphasize that organizational change should be "mission-driven" and that this mission should be shared across individuals in the organization. To ensure that organization-level goals are shared, these interventions also highlight the importance of *gathering feedback from multiple stakeholders* (n = 22; 71%) across levels of the organization, including both leadership and frontline providers. Feedback from multiple stakeholders can be helpful towards identifying organizational-level goals to drive individual and collaborative change efforts as well as planning goal-oriented action steps.

Organizational Restructuring

Also common to nearly half of the studies was *organizational restructuring* (n = 14, 45%), including procedural or role changes. For instance, the design team intervention (e.g., Lawrence et al., 2016), focuses on change to higher-order organizational functioning, such as development and implementation of new employee appraisal tools, rather than efforts to influence frontline service delivery.

Provider Social and Emotional Support

Finally, a small number of studies (n = 5; 16%) focused less on organizational change and more on organizational support, including the provision of *mindfulness,*

counseling, or social-emotional health and wellbeing interventions to providers. An example can be found in the study by Sottimano and colleagues (2018), where they provided individual counseling and a worksite intervention to analyze and improve group dynamics; both interventions improved vertical trust and coworker social support when compared to a control group.

Change in Organizational Culture and Climate Over Time

All 31 studies reported positive changes over time on at least one measure of organizational culture or climate; however, most studies reported mixed findings across different aspects of the organizational environment, with some subdomains demonstrating improvement, other domains remaining constant, and some deteriorating over time. Among included studies with a comparison group (n = 15), seven studies examined outcomes two or fewer years following baseline, with 86% (n = 6) reporting mixed findings and 14% (n = 1) reporting positive and significant results across outcomes. Five studies collected data between three-to-five years following baseline, with 60% (n = 3) reporting mixed findings and 40% (n = 2) reporting positive and significant results across outcomes. Three studies did not report the length of time between pre and post data collection.

Consideration of results across studies highlights a few notable trends. First, impacts of organizational interventions often require time. For example, Glisson and colleagues (2006, 2012) have found across studies that organizational culture typically takes longer to change than organizational climate, but that it can still be malleable over time. Bradshaw and colleagues (2009) also found that schools receiving intervention took several years before organizational health began to improve sufficiently to differ

statistically from comparison schools, and that certain aspects of organizational health (i.e., resource influence and academic emphasis) took even longer to change or never differed significantly from comparison schools (i.e., institutional integrity). Taxman and colleagues (2014) also found that, among intervention groups, perceptions of organizational readiness declined, before ultimately improving to levels exceeding those of the control condition, indicating that organizational change interventions may actually have negative impacts on organizational culture and climate at first, followed by an accelerated increase. More research is needed to understand what it takes to maintain these gains over more extended periods of time.

Second, the pattern of results for role overload was mixed. Specifically, while role overload improved over time in a small number of studies (e.g., Glisson et al., 2006), it actually deteriorated across most others (e.g., Glisson et al., 2012; Lawrence et al., 2016), even though other role-related factors (e.g., role conflict and ambiguity) and other culture or climate factors improved. Third, leadership factors demonstrated fewer improvements than other social factors across providers. While a larger number of studies found significant improvements in perceived coworker support, leadership factors often did not change as much over time (e.g., Bradshaw et al., 2008; Green et al., 2012), despite leadership feedback and participation being incorporated during the intervention process. Last is a notable finding by Bunger and Lengnick-Hall (2018), who found that changes in communication following a learning collaborative depended on team size, highlighting team size as a potential moderator between organizational intervention implementation and resulting culture and climate outcomes.

Youth Outcomes

All studies were coded for the presence of youth-level service, behavior, and/or health outcomes. Six studies (n = 3 studies with a comparison group; n = 3 without) collected relevant measures, with outcomes including student grades, behavior indicators, hospital perinatal outcomes, student climate, and patient satisfaction. Of these, two studies (n = 1 with comparison group; n = 1 without) reported mixed findings, including statistically significant improvements in some outcomes and nonsignificant changes in others, with the remaining four studies (n = 2 with comparison group; n = 2 without) reporting all outcomes significantly improving over time. No studies reported mental health specific outcomes.

Discussion

This review describes the use of organizational interventions in youth-service settings and their impacts on organizational culture and climate. A total of 31 articles describing 30 unique research studies were identified out of 9,223 total search results. Studies were conducted across seven countries and a range of youth-serving community settings, including after-school, child welfare, juvenile justice, community mental health, early child care, school, and medical settings. Most studies reported mixed findings across different aspects of the organizational environment, with some subdomains demonstrating improvement, other domains remaining constant, and some deteriorating over time. Global metrics (e.g., organizational culture profiles and overall perceptions of organizational health) were more likely to improve over time, whereas findings were more equivocal for individual components (e.g., coworker support, leadership effectiveness, role overload), such that some factors improved, others deteriorated, and

still others demonstrated no meaningful change. The most common components of organizational intervention or workforce support included: data-informed team-based decision-making, goal alignment, formation of an internal committee to direct change, in-person trainings and consultative support, peer-to-peer provider support and knowledge sharing, and organizational restructuring.

Articles as recent as 2012 call for more randomized controlled trials (RCTs) and rigorous quasi-experimental designs examining influences of organizational interventions on culture and climate in youth-service settings (e.g., child welfare: Glisson et al., 2006; mental health: Glisson et al., 2012; and healthcare: Parmelli et al., 2011). We identified seven group RCTs and five quasi-experimental studies, highlighting the increasing quality of evidence for the influence of organizational interventions on organizational culture and climate. We found a higher percentage of positive findings among studies with no comparison group, indicating the importance of study design on outcomes, and the continued need for more comparison and randomized designs to better understand impacts of organizational interventions compared to typical organizational fluctuations over time.

Future Directions of Organizational Interventions

In light of increasing evidence demonstrating the malleability of organizational culture and climate, the current review was designed to advance our understanding of which interventions, and their individual components, hold the greatest promise towards meeting different organizational needs. While the studies described herein provide a vital stepping stone for understanding the effects of organizational interventions on culture and climate, there are a number of methodological recommendations that we believe will

further our understanding of best practices for improving organizational culture and climate. These recommendations are reflected in the following future directions.

Future Direction 1: Improve Replicability and Adoption with Clear and Detailed Reporting of Organizational Interventions.

Individual organizations or community consultants may be interested in adopting organizational interventions (or components), as seen in the abundant use of strategic planning across government and non-profit organizations (Bryson, 2010). In the spirit of moving science to service, and closing the research-to-practice gap, results should be available to – and intervention components comprehensively described for – youth-service settings that stand to benefit most from accumulating science. Collaboration with consultants and researchers from other disciplines, such as community and organizational psychology, may also speed dissemination of findings, and development of new organizational and community-informed consultative methods for promoting a positive and effective organizational culture and climate in community-serving organizations.

Future Direction 2: Assess Resources and Demands of Organizational Interventions

Organizational interventions require significant time, expertise, and resources; thus, more transparency in reporting is necessary around both human and material resources, and both fiscal and time costs, associated with effective implementation of intervention components. Research highlights the importance of balancing demands and resources (Demerouti et al., 2001). Findings revealed increases in role overload among frontline providers across multiple studies, reflecting that organizational interventions may be accompanied by increased job demands that, especially under conditions of limited resources, may result in too many responsibilities for providers to effectively

manage. Changes in job demands may improve or interfere with providers' own psychological health or effectiveness working with youth; thus, it is important to examine changes in both demands and resources that may accompany organizational intervention or workforce support to ensure that a healthy balance is maintained.

Future Direction 3: Measure Global and Specific Domains of Organizational Culture and Climate over Multiple Time Points

Factor analyses conducted in studies such as Taxman et al. (2014) support the presence of global dimensions of organizational culture, climate, and readiness for change that can elucidate the broader impacts of organizational interventions on providers' workplace experiences. Global measures, however, are less informative regarding the unique benefits or barriers associated with different interventions and their discrete components. The mixed results related to specific dimensions or subdomains of organizational culture and climate highlight that interventions may have differential effects on different aspects of the organizational environment. An example of this can be seen in the minimal changes found across subdomains related to leadership. This finding points to the potential benefit of adding leadership training (e.g., Aarons, et al., 2015) for organizations struggling in these subdomains. Therefore, understanding more nuanced effects of organizational interventions on specific culture and climate dimensions may be an important step towards tailoring support to each organization's individual needs.

The importance of measuring culture and climate across multiple timepoints is highlighted by the trends illustrating that improvements in culture and climate often followed an initial period of temporary decline. Variability in change trajectories, and differences by intervention components and outcomes, suggests value in going beyond

the typical pre-post designs by examining multiple time points and long-term impacts of organizational interventions. For example, it is possible that the use of particular intervention components, such as the development of an internal committee to facilitate change, is associated with more sustained improvements in culture or climate over time compared to interventions that rely on external facilitators to direct or support change. Long-term follow-up studies may help to inform the potential for organizational interventions to continue influencing organizational social context even after implementation has ended.

Future Direction 4: Examine Moderators

Findings hint at opportunities to explore potential moderators that may mitigate or promote the influence of organizational interventions on culture and climate across studies and service settings. For instance, Bunger & Lengnick-Hall (2018) showed that team size impacts changes in communication networks after participating in a learning collaborative, with larger teams demonstrating greater increases in team-level communication. Other potential moderators to explore include level and consistency of funding, staff turnover, geographic area (i.e., rural vs urban vs. suburban), available resources such as space and equipment, and service design (e.g., individual providers versus multi-person teams).

Future Direction 5: Compare and Contrast Interventions and Intervention Components via Rigorous Study Designs

Approximately only one-third of studies compared an organizational intervention to a control group. Only two studies compared multiple interventions to one another. For example, Taxman and colleagues (2014) examined three groups: a social network group,

a skill/knowledge building group, and a usual practice group consisting of management directives. They found that by 12-month follow-up, only the social network intervention improved organizational readiness over time; there were no differences in outcome between the knowledge building group and the usual practice condition. Relatedly, multiple studies utilized team-based role-plays during in-person trainings, though little is known regarding the differential influence of team-based versus individual role plays on organizational factors such as perceived coworker support and cooperation. Hence, separating and comparing intervention components may elucidate their unique, incremental, additive or interactive impacts for improving organizational culture and climate. Ultimately, adopting a small number of carefully selected components may be more feasible and effective for some organizations, while others may be resourced and prepared to implement a larger, more comprehensive intervention package. Increased comparisons between groups, particularly if groups can be randomly assigned, will also increase our knowledge and confidence in the causal impacts of organizational interventions on changes in culture and climate.

Future Direction 6: Distinguish Organizational Change from Organizational Support

Mindfulness, counseling, and social-emotional health interventions represent efforts to support providers rather than change organizational functioning or service delivery. This highlights an interesting distinction between organizational support – focused on meeting providers' self-identified or self-care needs – and organizational change – focused on altering environment, operations, relationships, or job performance to improve service quality. While mindfulness and counseling provide clear examples of organizational support, other intervention components may influence both. For example,

peer-to-peer support such as learning collaboratives, which often focus group discussions towards the implementation of a particular evidence-based practice, can also activate social networks and promote social support, knowledge-sharing, and problem-solving around a combination of patient-care and self-care needs. Future research may explore the extent to which organizational support interventions are more or less feasible and effective than organizational change interventions at promoting a positive and effective culture and climate.

Limitations

Due to the wide variability in definitions and measures of organizational culture and climate across researchers and service settings, our search terms may have missed some studies that would otherwise have met criteria. We excluded six articles due to language constraints or lack of access. As such, our results may not reflect all organizational intervention efforts measuring organizational culture and climate in youth-service settings. We took multiple steps however to help increase the comprehensiveness of our search, by utilizing an expansive set of search terms across multiple service settings, conducting the search in four databases, and not imposing limitations on country or year (studies ultimately ranged from 1992 to 2018). A review of organizational interventions for adult-service settings may point to a similar set of common organizational intervention components across settings.

Implications for Mental Health

Including service settings beyond mental health can be viewed as both a limitation and a strength. Examination across settings necessitated use of more general search terms, perhaps causing us to miss more nuanced intervention components associated with

mental health settings alone. The fact that similar intervention components and results were revealed across settings, though, highlights an important opportunity for mental health settings to benefit from consolidated learning and reflection related to interventions applied in other service settings. More work is needed, however, to better understand the impacts of non-specialty interventions on patient mental health outcomes. Increased measurement of service and patient outcomes over time, such as patient satisfaction, skill development, and mental health metrics, combined with measurement of culture and climate over time, may advance our understanding of how changes in culture and climate correspond to changes in service and patient outcomes.

Conclusion

There is increasing evidence indicating the promise of organizational interventions towards promoting a positive and effective organizational culture and climate. Our review summarizes the use of organizational intervention components and measurement of organizational climate and culture outcomes across community youth-service settings. Most of the examined organizational interventions demonstrated mixed effects across measures, with fewer than half of the studies including a comparison group. In regard to future directions for organizational intervention research, we reflect on lessons from Gordon Paul (1967), directing our research questions towards what will bring us closer to identifying what combination of components, for which organizations, over what period of time, and under which conditions are most likely to influence and sustain improved care for youth and the organizations that serve them.

Tables and Figures

Table 4. *Search String Organized by Inclusion Criteria.*

Search criteria	Search string
Complete search string	(infant* OR child OR children OR "child's" OR adolescen* OR "school-age*" OR youth* OR juvenile) AND (school* OR education OR welfare OR "mental health" OR community OR "afterschool" OR "after-school" OR camp OR summer OR "justice system" OR "detention center" OR "rehabilitation center" OR "social service" OR "child care" OR "after care" OR aftercare OR childcare OR preschool OR "pre-school" OR "day care" OR daycare OR headstart OR "head start" OR "prekindergarten" OR "pre-kindergarten" OR kindergarten OR "primary care" OR "emergency room" OR pediatric) AND ("organization* culture" OR "organization* climate" OR "organisation* culture" OR "organisation* climate" OR "psychological climate" OR "school climate" OR "organization* social context" OR "organisation* social context" OR "organization* health" OR "organisation* health" OR "work environment" OR "work climate" OR "work culture" OR "work attitude*" OR burnout OR "job demand*" OR "job resource*" OR "organization* satisfaction" OR "organisation* satisfaction" OR "job satisfaction" OR "job stress" OR "organization* commitment" OR "organisation* commitment" OR "job commitment" or "organization* readiness" OR "organisation* readiness" OR "readiness for change" OR "organization* innovation" OR "organisation* innovation" OR "organization* change" OR "organisation* change" OR "organization* structure" OR "organisation* structure" OR "organization* safety" OR "organisation* safety" OR "role conflict" OR "role overload" OR "role ambiguity" OR "role clarity" OR "personal accomplishment") AND (change OR support OR intervention* OR training OR implementation OR program OR "capacity building" OR "professional development")
a. Youth-serving	(infant* OR child OR children OR "child's" OR adolescen* OR "school-age*" OR youth* OR juvenile)

b. Setting	(school* OR education OR welfare OR “mental health” OR community OR “afterschool” OR “after-school” OR camp OR summer OR “justice system” OR “detention center” OR “rehabilitation center” OR “social service” OR “child care” OR “after care” OR aftercare OR childcare OR preschool OR “pre-school” OR “day care” OR daycare OR headstart OR “head start” OR “prekindergarten” OR “pre-kindergarten” OR kindergarten OR “primary care” OR “emergency room” OR pediatric)
c. Outcome	(“organization* culture” OR “organization* climate” OR “organisation* culture” OR “organisation* climate” OR “psychological climate” OR “school climate” OR “organization* social context” OR “organisation* social context” OR “organization* health” OR “organisation* health” OR “work environment” OR “work climate” OR “work culture” OR “work attitude*” OR burnout OR “job demand*” OR “job resource*” OR “organization* satisfaction” OR “organisation* satisfaction” OR “job satisfaction” OR “job stress” OR “organization* commitment” OR “organisation* commitment” OR “job commitment” or “organization* readiness” OR “organisation* readiness” OR “readiness for change” OR “organization* innovation” OR “organisation* innovation” OR “organization* change” OR “organisation* change” OR “organization* structure” OR “organisation* structure” OR “organization* safety” OR “organisation* safety” OR “role conflict” OR “role overload” OR “role ambiguity” OR “role clarity” OR “personal accomplishment”)
d. Intervention	(change OR support OR intervention* OR training OR implementation OR program OR “capacity building” OR “professional development”)

Table 5. *Outcome, Demographic, and Study Design Data Extracted from Included Studies.*

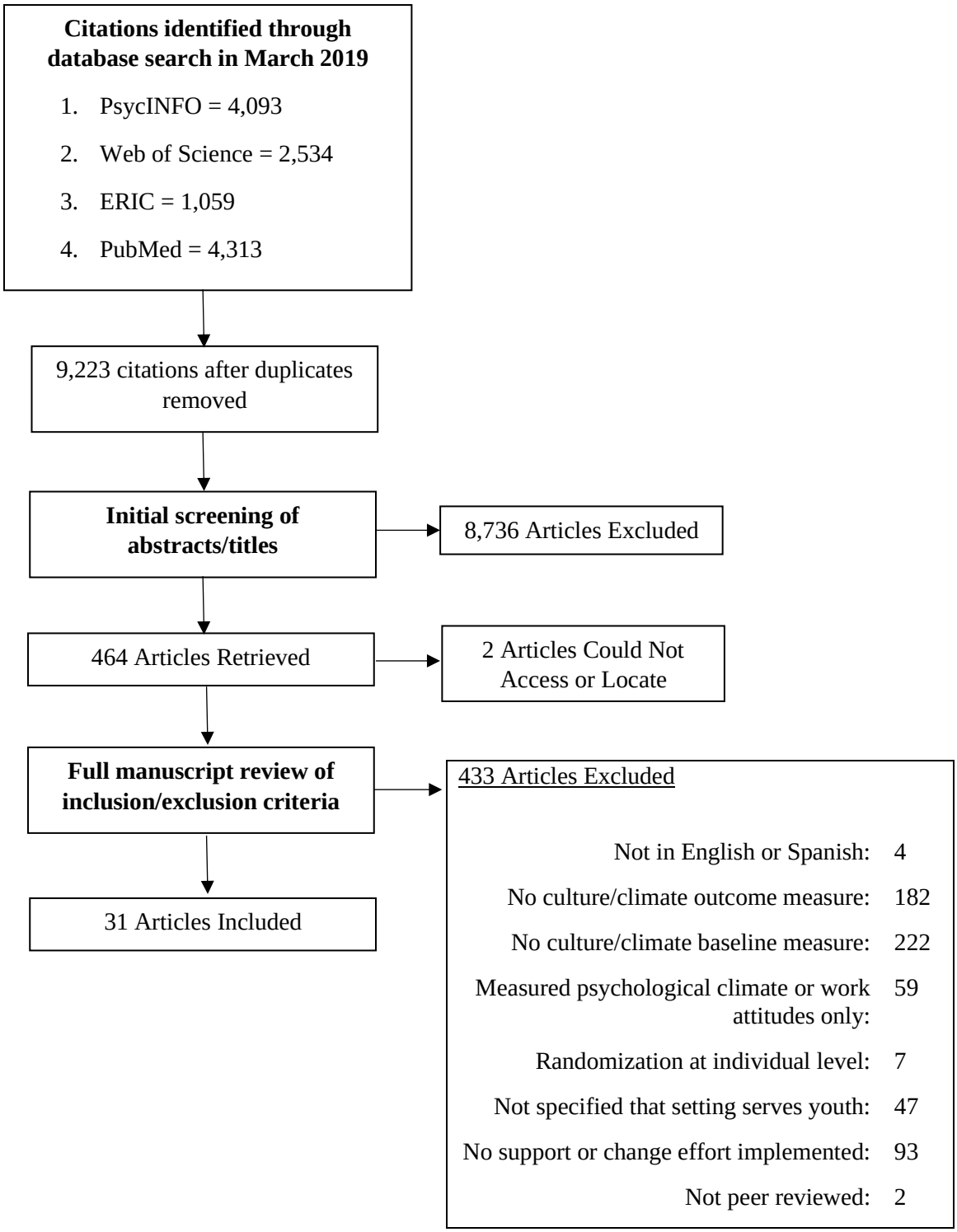
Data type	Specific variables collected
Article Information	– List of authors included on the article
	– Year of publication
	– Brief summary of study's objectives
Setting and Workforce	– Country study was conducted in
	– Service setting (i.e., schools, welfare, medical, after-school, juvenile justice, mental health)
	– Job titles of individuals participating
Study Design	– Sample size
	– % of staff in organization receiving support
	– Study design (e.g., Group RCT, before-after)
	– Use of quantitative or qualitative methods
	– Assignment to groups (i.e., number of intervention groups, use of randomization, presence of a control/comparison group)
	– Time between pre and post measurement
Outcomes	– Reference level (i.e., perceptions of coworkers' collective perceptions vs. individual perceptions)
	– Culture/climate and patient outcomes collected
	– Descriptive summary of results
	– Coding of organizational intervention components

Table 6. *Summary of Organizational Intervention Components and Organizational Culture and Measures Coded Across 31 Included Studies, Ordered from Highest to Lowest Frequency.*

Intervention Component	*Description*	*Frequency*
1. In-person training(s)	Skills development via group-based trainings	n = 23
2. Multi-level feedback	Feedback collected across organizational levels	n = 22
3. External coaching/ consultative support	Ongoing individual or team-level consultative support provided by an external partner	n = 18
4. Goal alignment	Identification of shared goals and mission	n = 17
5. Data-informed team-based decision-making	Small and repeated tests of progress utilizing ongoing data collection or progress monitoring	n = 17
6. Peer-to-peer support	Opportunities for providers to share knowledge with and provide support for each other	n = 16
7. Organizational restructuring	Change to higher-order organizational functioning, including organizational procedures and job roles	n = 14
8. Formation of an internal committee	Individuals from the organization responsible for continuing quality improvement efforts over time	n = 14
9. Implementation of evidence-based services/intervention	Dissemination/implementation of an evidence-based practice via at least one of the other organizational intervention components	n = 13
10. Mindfulness / counseling services	Interventions or support provided to frontline providers targeting their social / emotional health	n = 5
11. Leadership training	Targeted training for team or organizational leaders to promote leadership skills	n = 2

Culture/Climate Construct(s) Measured		
1. Organizational values and norms	Collective beliefs/norms about value of specific behaviors, ways of conducting work, and/or responding to change.	n = 20
2. Interpersonal or social interactions	Presence and value given to positive and supportive interactions among providers, supervisors, and families	n = 20
3. Job demands	Physical, social, or organizational aspects of job that require sustained physical or mental effort	n = 7
4. Collective perceptions of stress/burnout	Perceived impact of work environment on physical and emotional well-being	n = 11
5. Global metrics of readiness or effectiveness	Composite measures of overall organizational effectiveness or readiness for change	n = 9

Figure 2. *Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) Flow Diagram.*



IV. PROMOTING WORK-RELATED WELL-BEING OF AFTER-SCHOOL STAFF VIA EFFECTIVENESS AND CONNECTEDNESS: A MIXED METHOD STUDY

This manuscript adheres to APA 7th Edition formatting guidelines.

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Abstract

This study launches a program of research applying a social-ecological approach to understanding and promoting work-related well-being for after-school providers serving diverse youth in low-income and urban communities. We build on evidence indicating capacity to meet job demands and resources, particularly social support, as two prominent predictors of work-related well-being in settings such as schools; combined with previous research highlighting effective relationships with youth and fellow colleagues as critical work experiences for after-school staff. The current study examines effectiveness building close and positive adult-youth relationships and connectedness with colleagues as potential predictors of work-related well-being, including increased work engagement and decreased stress and burnout, among after-school providers in a collaborating multi-site middle-school age after-school program. Using a mixed method design, participating staff (n=34) completed a survey examining different aspects of effectiveness (i.e., comfort promoting youth social-emotional outcomes, closeness with youth, and conflict with youth), connectedness (i.e., social support and social capital measured via social network analysis), and work-related well-being (i.e., work engagement, burnout, and stress). A subset of staff (n=11) also completed a follow-up interview to gain a deeper understanding of providers' experience of effectiveness, connectedness, and work-related well-being in after-school. Results highlighted mixed and nuanced associations between all three constructs. Effectiveness served as the most consistent predictor of work-related well-being across qualitative and quantitative data, while also highlighting the emotional strain that can come with close relationships with youth. Connectedness presented as a stressor in its absence, but also a buffer against

stress in its presence. Effective communication, instrumental support, and bonding social capital (e.g., trust and shared goals) presented the most salient aspects of connectedness in predicting both work-related well-being and effectiveness supporting youth. Thus, the current study provides preliminary evidence for the potential of effectiveness and connectedness as pathways for promoting work-related well-being for after-school providers.

Introduction

Social connectedness, including positive, trusted, and consistent relationships, has marked effects on individuals' health and well-being (Lamu & Olsen, 2016; Saeri et al., 2018; Williams & Galliher, 2006). Healthy relationships represent a frequent predictor and lever for promoting short- and long-term positive outcomes, including academic success and emotional well-being for youth (Sieving et al., 2016; Snowshoe et al., 2017; Witherspoon et al., 2009), and workplace longevity and effectiveness for adults, particularly in emotionally demanding jobs (Green et al., 2013; Kim & Stoner, 2008; Pomaki et al. 2010; Soltis et al., 2013). Negative or unpredictable relationships and social interactions can have detrimental impacts on both youth and adults, including negatively impacting youth academic outcomes (Crosnoe et al., 2004; Lee, 2012; Wu et al., 2010), increasing risk for mental illness (Gonzales et al., 2006; Reknes et al., 2014), detracting from adults' effective performance on the job (Chen et al., 2012; Janssen & Giebels, 2013), and contributing to people leaving their current profession entirely (Frone, 2000; Shaukat et al., 2017). The current study examines connectedness with colleagues and ability to form effective and positive relationships with youth as two predictors of work-

related well-being among after-school providers in a multi-site, middle-school age program serving predominantly diverse and low-income communities.

Work-Related Well-Being is Important

Work-related well-being is a multidimensional and integrative concept, defined and measured in a multitude of ways (Chari et al., 2018). Within broader definitions of well-being are more specific constructs, such as work-related affective well-being, defined by individuals' emotional experiences, reactions, and health within the workplace, and measured along multiple dimensions, including pleasure-displeasure (e.g., job satisfaction), anxiety-comfort (e.g., occupational stress), fatigue-vigor (e.g., burnout), and enthusiasm-depression (e.g., engagement) (Rothmann, 2008). Work-related affective well-being therefore includes constructs representing the absence of well-being, reflecting emotional strain (i.e., occupational stress, burnout, compassion fatigue), and the presence of well-being (i.e., job satisfaction, engagement, compassion satisfaction), reflecting enjoyment and engagement in the work. This study focuses on work-related affective well-being, which we will refer to as work-related well-being moving forward for ease of reading.

Work-related well-being is of particular salience for youth-serving providers, or adults who support youth in various community and medical settings, including schools, hospitals, child welfare, and local youth community programs. Educators represent a proximal workforce to after-school providers due to their often overlapping focus on youth development and academic outcomes. Educators consistently report higher levels of psychological stress, burnout, and distress compared to other professions (Guglielmi & Tatrow, 1998; Kovess-Masfétyet al., 2007), with educators in urban settings reporting

higher levels of stress and lower levels of job satisfaction compared to educators in suburban and rural settings (Abel & Sewell, 1999; Markow et al., 2006). High levels of emotional strain and low levels of engagement and satisfaction can negatively impact provider health and wellness, with high emotional strain (i.e., stress and burnout) associated with poor physical and mental health outcomes and compromised relationships with coworkers and loved ones (Dimsdale, 2008; Gunnar & Quevedo, 2007; Jennings & Greenberg, 2009; Markow et al., 2013; Shernoff et al., 2011).

Research also highlights negative associations between stress and job performance for educators (Abel & Sewell, 1999; Collie et al., 2012; Dolton & Newson, 2003; Kokkinos, 2007) and other youth-service providers, including social workers (Wright & Cropanzano, 1998). High rates of work-related emotional strain detract from effective and supportive interactions between adults and the youth they serve. For example, Kokkinos et al. (2005) asked primary school teachers (n = 465) to complete questionnaires about their burnout and perceptions of student behaviors. Teachers with lower burnout indicated more tolerance of disruptive and oppositional behaviors. More recently, Braun et al. (2019) found that middle school teachers (n = 58) endorsing higher burnout were observed to engage in lower levels of emotionally supportive interactions with students. High emotional strain can also decrease the likelihood for successful adoption and implementation of new skills and practices (Armstrong & Armstrong, 2004; Corrigan et al., 2001; Donat & McKeegan, 1997), mitigating frontline providers' capacity to increase their effectiveness over time. High rates of burnout also have been associated with increased turnover (Imran et al. 2017), which in turn contributes to organizational and relational instability, resulting in decreased organizational-level service quality

(Glisson et al., 2006; Knudsen, Johnson, & Roman, 2003). Associations between emotional strain, work engagement, and job performance have been demonstrated during the school day, however there is currently limited understanding of their associations within the after-school context.

Effectiveness and Connectedness Predict Work-Related Well-Being

The Job Demands-Resources (JD-R) Model (Demerouti et al., 2001) is applied often when examining educator stress and burnout. The underlying premise of the JD-R model is that excessive job demands are the primary driver of emotional strain, including burnout and stress, with job demands defined as, "those physical, social, or organizational aspects of the job that require sustained physical or mental effort, and are therefore associated with certain physiological and psychological costs" (Demerouti et al., 2001). Job resources are then the primary driver of engagement or motivation, with lack of adequate resources resulting in disengagement. Job resources are defined as, "those physical, social, or organizational aspects of the job that may do any of the following: (a) be functional in achieving work goals; (b) reduce job demands and the associated physiological and psychological costs; (c) stimulate personal growth and development" (Demerouti et al., 2001). Therefore, the capacity to meet job demands (i.e., effectiveness) serves as a primary predictor of emotional strain, while resources towards meeting job demands and increasing the motivating aspects of one's job serve as the primary predictors of work engagement.

Job resources can be either tangible (e.g., financial resources and programming) or intangible (e.g., knowledge/expertise and interpersonal relationships), and include material, personal, energetic, or social resources that people value (Hobfoll, 2001).

Resources can exist within an individual, including knowledge, particular skills, previous training, and personality factors that enable them to be effective in the job. Resources can also exist within social systems, which Seidman (2012) conceptualizes along three dimensions: 1. Social processes (i.e., social norms and transactions); 2. Resources (i.e., economic, physical, human, social, and temporal); and 3. The allocation and arrangement of resources across settings and systems. This aligns with a movement away from individualistic conceptualizations of well-being, making explicit efforts to capture, understand, and promote relational and collective influences (Coulthard et al., 2011; Deneulin & McGregor, 2010), highlighting connectedness within the workplace as a salient resource, predictor, and facilitator of work-related well-being.

Understanding Connectedness Requires a Multidisciplinary Approach

The Social-Ecology of Youth-Serving Organizations

What well-being means, looks, and feels like is different across individuals and communities (McCallum & Price, 2012). In the origins of "psychological ecology," Lewin emphasized the importance of each individual's perception of their environment, including opportunities and constraints, to understand individual and group behavior (Wicker, 1979). More contemporary understandings of social-ecological paradigms initially put forward by Bronfenbrenner (1979), detail multiple intersecting layers of individual, social, and contextual influences. These layers include individual factors (e.g., knowledge and personality), the microsystem (i.e., relationships with others within the same system), mesosystem (i.e., interactions occurring across microsystems), exosystem (i.e., surrounding social systems that may influence behaviors within other systems), and macrosystem (i.e., broader economic, political, and cultural influences impacting

microsystems). Across each of these levels is a focus on relationships, systems, and intersections between the person and their context.

Previous research examining stress and burnout among teachers in urban schools has highlighted influences on work-related well-being across ecological levels. At the microsystem level, both qualitative and quantitative studies have highlighted the importance of relationships, between students-teachers, teachers-teachers, and teachers-principals, in creating a supportive school culture and climate and predicting teacher well-being (Aelterman et al., 2007; Eyal & Roth, 2011; Heidmets & Liik, 2014; Hoy & Feldman, 1987; Hoy & Tarter, 1997; Ouellette et al., 2018). The mesosystem level includes conflicts with work-life balance, when providers' different microsystems may or may not align (Price & McCallum, 2015). The exosystem level includes pressures resulting from decisions and expectations set by external agencies, including at the government, local, and national levels, that influence providers' direct experiences in the workplace and educating youth (Price & McCallum, 2015; Shernoff et al., 2011). Finally, the macrosystem level includes the overarching lack of value given to teachers and other youth-serving providers within broader societal beliefs, perpetuated by public stereotypes and being chronically underpaid (Price & McCallum, 2015).

Well-Being at the Microsystem Level

The microsystem level has remained a central focus in understanding work-related well-being, including interactions between frontline providers, supervisors and frontline providers, and providers with those receiving services (i.e., youth). In previous research applying the JD-R model across professions, social support from supervisors and coworkers is among the most robust resources buffering against job stress (Bakker et al.,

2004). Perceptions of social support are significantly associated with reported burnout, with greater social support associated with lower burnout, particularly under conditions of high job demands (Gray-Stanley & Muramatsu, 2011). Researchers have identified multiple types of social support, including instrumental and emotional support (West & Savage, 1988), with different types of support having varying associations with burnout (Morelli et al., 2015). It has been found that instrumental support, or direct hands-on assistance towards meeting job demands, has a greater impact on strain (i.e., burnout, stress) than work-related social support not directly targeting job demands (e.g., emotional support) (Halbesleben, 2006). On the other hand, emotional support has been more strongly associated with work engagement compared to instrumental support.

Interpersonal relationships also yield collective resources in the form of social capital which has multiple definitions converging around the quality and quantity of social connections in a group of individuals, assessed via social networks, allowing for communication of values and norms and the establishment of trust across a group. There is limited understanding of social capital within the after-school context; however, social capital has been examined across many other youth-serving contexts, including among teachers, nurses, physicians, and mental health professionals. Research has demonstrated significant associations between increased social capital and increased work engagement (Lehner et al., 2013; Strömgren et al., 2016), decreased strain (Boyas et al., 2013; Kowalski et al., 2010), and increased job performance (AbuAlRub, 2004).

Two primary types of social capital include bridging and bonding social capital (Putnam, 2001), often conceptualized and measured in terms of social network connections (Neal & Neal, 2019). Bridging social capital includes connections with a

wide range of people, enabling increased access to resources, both tangible (e.g., materials) and intangible (e.g., information) (Putnam, 2001). Bonding social capital reflects close relationships with others that form and maintain group norms and breed trust, both at the dyadic and group level (Putnam, 2001). From a networks perspective, bridging social capital is typically conceptualized as a larger number of "weak" ties with people who bring different experiences and knowledge, often measured via someone's advice network size (i.e., number of people they go to for advice) and their level of betweenness, or the extent to which they serve as a gatekeeper of information between other people in the network (Neal & Neal, 2019). Bonding social capital can be conceptualized by the number of close ties (e.g., friendship ties) a person has in their immediate network, as well as the level of connectedness between the surrounding people in someone's network (i.e., density) (Neal & Neal, 2019), indicating a close-knit social community which can contribute to high levels of trust at the group level (Moolenaar & Sleegers, 2010).

Previous research has demonstrated the importance of examining bridging and bonding social capital separately (Burt, 2001; Neal, 2015; Putnam, 2001). For example, Huang and Liu (2017) found differential associations between bonding and bridging social capital with work-related well-being and effectiveness, with bonding social capital positively associated with job satisfaction and bridging social capital positively associated with job performance. It is important to highlight that network-centric definitions and measures of social capital focus explicitly on the structural facets of social capital, represented by the frequency and intensity of network connections. Social network approaches are at risk for neglecting the cognitive aspects of social capital,

which focus more explicitly on individuals' perceptions of support, trust, and group norms (Nyqvist et al., 2014; Shuller et al., 2000); hence, comprehensive assessment includes combined examination of social networks, levels of and satisfaction with received social support, and perceptions of trust within the organization.

Connectedness Facilitates Increased Effectiveness

Connectedness can facilitate effectiveness, increasing providers' capacity to meet their job demands and implement new interventions over time. Youth service providers often bring variable education, training backgrounds, and levels of experience, which can present both challenges (Wolk et al., 2015) and opportunities, in the form of additional knowledge and social capital (Burt, 1983). To maximize benefits, staff need opportunities to exchange knowledge (Burt, 2000), as social capital relies on both the assets available in a network and adequate network connections to share and mobilize skills and information (Nahapiet & Ghoshal, 1998).

Two frequently used social influence and decision-making theories highlight the importance of social connections and knowledge sharing towards increasing provider effectiveness over time. First, the Theory of Planned Behavior (TPB; Ajzen, 1991) posits that intentions to complete a behavior are predicted by: (1) attitudes toward the behavior as favorable or unfavorable; (2) subjective norms or perceived social pressure (i.e., predicted peer approval/disapproval); and (3) perceived self-efficacy/behavior control (e.g., MacFarlane & Woolson, 2013; McLaws et al. 2012; Neuwirth & Frederick, 2004). Accordingly, peer feedback and norms can influence decisions and behaviors in the workplace.

Second, Diffusion of Innovation (DOI) is a commonly used theory for guiding both the development and communication of new innovations (e.g., technology, information, interventions) to facilitate both natural diffusion and purposeful dissemination across a network of potential users (Kaminski, 2011; Rogers, 2003). Dearing (2009) highlights that, "Diffusion occurs through a combination of (a) the need for individuals to reduce personal uncertainty when presented with new information, and (b) the need for individuals to respond to their perceptions of what specific credible others are thinking and doing, and (c) to general felt social pressure to do as others have done." Therefore, social pressures play a key part in influencing individuals to change their behavior or adopt an innovation. Research also highlights that recommendations from structurally similar peers (e.g., peers serving in a similar professional position and/or serving a similar demographic) are often perceived more positively and are more likely to influence behavior than recommendations from individuals that are structurally dissimilar (Burt, 1999), reflecting that not all social pressures equally influence behavior. TBP and DOI therefore present two overlapping and mutually informative theories emphasizing the importance of social influence towards predicting and changing individuals' behaviors, highlighting the importance of connectedness toward efforts to increase effectiveness.

Work-Related Well-Being in After-School Requires Both Effectiveness and Connectedness

Over the last decade, enrollment in after-school programs has increased steadily, with demand particularly high among low-income households and families of color (Afterschool Alliance, 2014). After-school programs have demonstrated potential to

promote positive short and long-term health and academic outcomes for youth (Ettekal et al., 2015; Pierce et al., 2010; Shernoff, 2010). For example, after-school programs have demonstrated improvements in youth behavioral (Ettekal et al., 2015), social-emotional, and academic (Shernoff, 2010) trajectories by (1) promoting skills (e.g., problem solving, emotion literacy and regulation, and effective communication) critical to resilience and common to prevention programming (Boustani et al., 2015); and (2) facilitating opportunities for youth to cope together and with trusted adults, increasing their community and cultural identity (Wadsworth et al., 2018). Not all programs have demonstrated equal potential however (Durlak et al., 2010; Afterschool Alliance, 2006). Vandell et al. (2013) identified a set of characteristics common across high quality out-of-school time programs including: (1) positive staff-youth relationships; (2) positive youth-youth relationships; (3) academic and social-emotional skill-building opportunities combined with a mastery orientation; (4) high youth engagement; and (5) a combination of structure and opportunities for youth autonomy and choice.

A central component to high quality after-school programs is the opportunity to form strong relationships with supportive nonparental adults (Huang et al., 2000; Huang et al., 2007), which has been long associated with positive youth outcomes (Grossman & Rhodes, 2002; McLearn, Colasanto, & Schoen, 1998), both inside and outside of the after-school context. In contrast to the school day, after-school programs present opportunities for youth and adults to interact in a more relaxed setting, including talking during free-time and engaging in activities together, facilitating the development of positive and trusted adult-youth relationships in these settings (Grossman & Bulle, 2006). Particularly in communities where programs serve high rates of youth of color, after-

school programs offer opportunities for youth to receive mentoring (formally or informally) from adults who can relate to their lived experiences (Halpern et al., 2000), because, perhaps, they grew up in the same communities, identify with the same racial or cultural group, or share particular interests. These overlaps in identities, experiences, and interests can maximize the value of adult-youth mentoring relationships overall (Ensher & Murphy, 1997; Grossman & Rhodes, 2002), and offer unique benefits including increased positive ethnic-racial identity (Blash & Unger, 1995; Hurd et al., 2012; Kaplan et al., 2009; Yancey et al., 2002). Research across after-school programs has highlighted the importance of shared interests and identities in developing positive and close adult-youth relationships (Grossman & Rhodes, 2002; Hirsch, 2005; Raley et al. 2006), as well as the unique opportunities to build these relationships within after-school (Grossman & Bulle, 2006).

Research also highlights that effective after-school programs present structured and engaging opportunities to learn new skills that are important for youth development and success (Vandell, 2013), including social-emotional learning opportunities (Devaney & Moroney, 2018). Positive adult-youth relationships can amplify, or detract from, the gains youth make from structured learning opportunities (Bernstein-Yamashiro & Noam, 2013; Murray, 2009; Rhodes, 2004). While similar associations have not yet been examined in the after-school space, school-based research has demonstrated negative effects of stress on adults' capacity to develop positive relationships with the youth they serve (Braun et al., 2019). Therefore, to maximize frontline providers' effectiveness establishing positive and strong relationships with youth, it is important to identify opportunities to increase providers' effectiveness and well-being concurrently.

Affrunti et al. (2018) found that job demands were the strongest predictor of stress for recreational park-based after-school staff (n = 94) in a large Midwestern city, highlighting the importance of effectiveness in predicting work-related well-being for after-school providers. Connectedness represents an important pathway for promoting after-school staff effectiveness. The after-school workforce, by virtue of its heterogeneity in educational backgrounds and work experience (Yohalem et al. 2006), has potential to facilitate increased social capital via a greater variety of assets available in the network (Burt, 1983), as long as there are adequate opportunities for after-school providers to share their knowledge (i.e., bridging social capital).

The importance of both effectiveness supporting youth and connectedness with colleagues is highlighted in a recent study by Hwang et al. (2020), who recently examined the work-related experiences and reported job satisfaction across after-school staff serving youth grades 3-8 in a community based after-school program operating out of predominantly public schools in under-resourced neighborhoods located in the northeastern United States. The after-school program included academic, social-emotional, and recreational components, and participating staff (n=16) completed a single round of surveys and qualitative interviews/focus groups. Hwang et al. identified relationships with youth as a critical source of encouragement and motivation in the work. They also highlighted connectedness with supervisors and colleagues, including the sharing of information, informal and formal mentor relationships, and moral support, as integral components of their professional support system. Therefore, relationships with youth, colleagues, and supervisors present microsystem-level interactions central to after-school providers' effectiveness on the job and their experiences of well-being at work,

reflecting opportunities for professional development and potential levers for change. While relationships with youth and colleagues have been identified separately as important to the work experiences of after-school staff, they have not yet been explicitly examined in relation to each other (e.g., support from coworkers towards supporting and engaging youth), and have not been examined quantitatively as predictors of work-related well-being among after-school providers.

Mixed Methods Advances Understanding of Well-Being, Effectiveness, and Connectedness

Researchers have highlighted the particular benefit of mixed methods for examining complex and multifaceted phenomena (Castro et al., 2010), such as well-being (Jones & Sumner, 2009), and for collaborating with populations who have been systematically excluded or misrepresented in research (Ponterotto et al., 2013). Quantitative approaches allow the opportunity to operationalize, measure, compare, and examine associations between different concepts and phenomena, however these methods also risk becoming decontextualized and overgeneralized (Moghaddam et al., 2003; Viruel-Fuented, 2007). Qualitative approaches conversely offer a more contextualized approach (Gelo et al., 2008), while allowing people to share their experiences of different phenomena in their own words within their particular context (Guba & Lincoln, 1994). By applying quantitative and qualitative approaches to understanding the same phenomena (i.e., well-being, effectiveness, connectedness), we can gain a more comprehensive and contextualized understanding of each construct, how they are interrelated, and opportunities for promoting positive outcomes. Comparing results across methods can also highlight potential limits to the conceptual model and quantitative

measures, informing the cultural relevance or potential limitations of selected constructs and measures.

What We Know and What We Don't Know

Research in schools emphasizes the emotional well-being of youth-serving adults as a predictor of their capacity to build effective adult-youth relationships, with higher stress and burnout predicting fewer positive relationships and increased conflict with youth. Connectedness across coworkers, particularly bridging social capital, presents one pathway for increasing providers' effectiveness supporting youth via increased sharing of information. Previous research highlights connectedness with coworkers (i.e., social capital and social support) and effectiveness connecting with and supporting youth as two predictors of both positive work-related well-being (i.e., motivation, engagement, and compassion satisfaction) and negative well-being (i.e., stress and burnout), with increased connectedness and effectiveness predicting higher engagement and satisfaction and lower burnout and stress (Figure 3).

Current evidence highlights the promise of after-school programs for promoting positive outcomes for youth (Pierce et al., 2010). Benefits from attending after-school programs rely on multiple factors, including the presence of positive and strong adult-youth relationships. While there is evidence of associations between effectiveness supporting youth, connectedness among coworkers, and work-related well-being in other settings, these associations have not yet been explicitly examined in the after-school space. All three constructs (i.e., work-related well-being, connectedness, effectiveness) also present multi-faceted and often subjective phenomena, highlighting the importance of using multiple quantitative measures assessing different aspects of each construct,

combined with qualitative feedback to contextualize findings and identify opportunities to promote positive outcomes for providers.

Current Study

In the current study we use a combination of quantitative surveys and qualitative interviews to yield a contextualized understanding of effectiveness, connectedness, and work-related well-being for after-school providers serving predominantly racially and culturally diverse middle school age youth. Our three primary research goals are:

1. Understanding "usual care" levels and experiences of effectiveness supporting youth, connectedness between staff, and work-related well-being among frontline staff in a partnering after-school program.
2. Exploring predicted associations between effectiveness, connectedness, and well-being, with greater effectiveness and connectedness associated with positive well-being, and lower effectiveness and connectedness associated with negative well-being (Figure 3). We also predict a positive association between connectedness (i.e., social capital, social support) and effectiveness (i.e., closeness and low conflict with youth), and that participants will view new resources endorsed by fellow after-school providers more favorably than resources endorsed by external researchers, reflecting connectedness as a potential facilitator of dissemination efforts to increase effectiveness.
3. Identifying opportunities within the partnering organization to promote increased effectiveness, connectedness, and well-being, capitalizing on existing knowledge and strengths.

Method

After-School Program Partner

Throughout the manuscript, the collaborating program will be referred to using the pseudonym After-School Program (ASP) to maintain confidentiality. ASP is a multi-site, not-for-profit after-school program, providing both after-school and summer programming for middle-school students (grades 6-8) in a city located in the Southeastern region of the United States. There are 14 ASP sites total, all operating out of local public schools. Specific programming at each site varies slightly, but all programs include academics, enrichment activities (e.g., prevention programming, cooking, debate, arts, etc.), and health and fitness. Students are traditionally separated into groups by grade, with one-to-two frontline providers and 10-30 students per group. Each site is then assigned to a program director, who is responsible for selecting, monitoring, and supporting programming across sites. Each site operates out of a separate public school, serves between 40 to 100 students, contains one site manager who supervises programming, and between six to 13 frontline providers. Across ASP's programs 52% of youth identify as Black/African American, 45% as Latino/a, 2% White and 1% Other, with 85.4% of students qualifying for free or discounted lunch.

Community-Academic Partnership

The community-academic partnership first formed between the research team and ASP in September 2019. Following an initial set of meetings, which included ASP's executive director, two program directors, Dr. Frazier, and Rachel Ouellette (RRO), leadership indicated interest in receiving support for staff towards: promoting social emotional learning and mental health for students, maximizing supportive relationships

between the staff and students, and promoting staff well-being. RRO attended an advisory board meeting in October 2019 with all site managers to introduce herself and learn more about the program overall, as well as site-level differences, opportunities, strengths, and needs. Following the meeting, accompanied by program directors in early November 2019, RRO visited four sites, selected by leadership to illustrate variation across sites related to youth populations, staff strengths, and program needs. All four sites serve predominantly Hispanic and/or Black communities, with two located in neighborhoods with high rates of poverty (over 20% of residents below the poverty line). Site visits were organized to observe programming; hear directly from site-level staff about their role, job demands, strengths, and needs; and to initiate collaboration with site-level staff and supervisors toward meeting the partnership goals. RRO began individual weekly site visits in December 2019, which continued until the program shifted to remote programming in March 2020 due to COVID-19. RRO maintained ongoing contact with program leadership as months passed, sharing resources for promoting SEL and youth mental health during remote programming.

Procedure

Provider recruitment began in May 2020, after ASP had time to adjust to remote programming. All data collection materials and procedures were first approved by ASP leadership and the Florida International University Institutional Review Board. Data collection included an online survey and semi-structured interview. The survey was conducted via Qualtrics and divided into two parts to prioritize completion of at least one measure of each construct (i.e., effectiveness, connectedness, well-being), with additional incentives provided for completing secondary measures. Staff received a $30 gift card for

completing part one (30-45 minutes) and an additional $10 for completing part two (~15 minutes). Recruitment for the survey occurred in two phases based on ASP preferences. First, in May 2020, with permission from ASP leadership, RRO emailed site managers at the four sites that she had consulted directly with before in-person programming was suspended due to COVID-19. Site managers were encouraged to share the opportunity with their staff, but assured that participation was completely voluntary. All staff, including frontline providers, site managers, and support staff were invited to participate. The second round of survey recruitment occurred in December 2020, when program leadership sent a brief description of the study and link to the survey to their additional 10 site managers (that RRO had not previously visited on-site but were familiar with her collaboration via staff trainings facilitated by the research team following invitation from leadership). Online consent was collected before participants could begin the survey. Before each of the individual survey measures, participants were prompted to think specifically about their experience working in after-school during in-person programming, despite surveys being collected during the COVID-19 pandemic. We decided to focus on participants' experiences with in-person programming to maximize the potential application of findings to traditional programming. Follow-up interviews included questions about both in-person and remote programming, to assess how provider experiences may have evolved during COVID-19.

As part of the online survey consent process, participants were asked if they would be interested in a follow-up interview. Interviews were projected to be approximately 60 minutes, and providers received a $40 gift card for their time. RRO contacted all participants that indicated interest by individual email (including up to two

follow-up emails). RRO conducted all interviews, which were scheduled via phone or Zoom, based on participant preference, at a time of their convenience. Consent was provided verbally and via an online consent form prior to beginning the interview. All interviews were audio recorded and transcribed, via NVivo Transcription software, with participant consent. All identifiable information, except for participant ID numbers, were removed from transcripts to maintain confidentiality. Interviews were conducted individually, apart from one interview conducted as a pair by participant request. Interviews ranged from 40 to 91 minutes total and were conducted between August 2020 and February 2021.

After-School Staff

All site managers and frontline providers are certified teachers, with the majority of them teaching during the day at the same school as the after-school program. Due to the recruitment method, site managers across all 14 sites had the opportunity, but were not mandated, to share the survey with their staff. Overall, a total of 34 staff completed the survey (~30% of eligible staff), across eight sites (57% of eligible sites), with 27 participants choosing to complete all surveys for the full $40 and seven choosing to complete only the first portion for $30. Across the eight participating sites, four were consulting sites and four were non-consulting sites, with 19 survey participants (~59% of eligible staff) from consulting sites and 15 (~47% of eligible staff) from non-consulting sites. Neighborhood demographics for each of the eight participating sites, based on US Census data, are included in Table 7. Demographic information for all 34 staff is presented in Table 8, with demographics for the subsample that completed follow-up

interviews (n=11) in Table 9. Out of the 11 interview participants, eight were from consulting sites and three from non-consulting sites.

Mixed Method Approach

The research takes a pragmatic approach, with pragmatism representing a research paradigm supporting the use of the methodological approach(es) best suited for each research question or problem (Tashakkori and Teddlie 1998). Pragmatism is common across mixed-method studies (Biesta, 2010; Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Morgan 2014), because it allows for integrating information across methods by focusing on specific research questions and goals, rather than a specific type of inquiry, enabling researchers to incorporate both inductive and deductive approaches within a single project.

The purpose of this study is to describe and conceptualize effectiveness, connectedness, and work-related well-being within a multi-site after-school program. Since survey completion and follow-up interviews were conducted simultaneously, with interviews starting for some participants as others were still completing the survey, the mixed method design is considered a simultaneous or concurrent (QUAL + QUANT; Hanson et al., 2005) approach, with both types of data given equal status (Johnson & Onwuegbuzie, 2004). Specifically, we are using a convergent parallel, or triangulation, design (Creswell et al., 2003; Creswell & Plano Clark, 2017), where quantitative and qualitative data were collected and analyzed separately. Results were merged to compare, validate, and extrapolate findings across data strands, with both sources of data given equal emphasis. We integrated and compared qualitative and quantitative outcomes to gain a more comprehensive understanding of current levels of effectiveness,

connectedness, and work-related well-being, potential associations between concepts, and opportunities for promoting positive outcomes for staff.

We used quantitative measures to assess current levels of each concept (i.e., work-related well-being, connectedness, and effectiveness) in the conceptual model (Figure 3) and to examine predicted associations between them. We used qualitative feedback to gain a deeper understanding of each concept from the perspective of after-school providers. Multiple measures, both quantitative and qualitative, of each construct are used to gather a more nuanced understanding of different aspects of work-related well-being, connectedness, and effectiveness. Due to the current sample size and number of measures included, there is increased risk for Type 1 errors. We do not recommend that results be interpreted for each measure separately, but rather that trends for each construct and associations between constructs be understood and interpreted together following data integration across qualitative and quantitative strands.

Quantitative Measures

All measures are listed under their corresponding construct within the broader conceptual model, as depicted in Figure 4.

Effectiveness Supporting Youth

Student Teacher Relationship Scale (STRS-SF). The Student-Teacher Relationship Scale-Short Form is a 15-item measure examining teachers' relationships with children in their classroom (Pianta, 2001). The measure can be used to assess a teacher's relationship with a specific student, or their perceptions of their relationship with their students as a whole, as demonstrated in Whitaker et al. (2015). The measure was adapted to after-school by changing "student(s)" to "children". Items are split across

two factors, including closeness and conflict, scored on a 5-point scale (1 = *Definitely does not apply* to 5 = *Definitely applies*). The measure has demonstrated strong psychometric properties across contexts and samples (Pianta, 1992), with an internal consistency between .86 and .89, and associations with key youth outcomes, including classroom behavior, academic success, and school retention (Hamre & Pianta, 2001; Pianta, Steinberg, & Rollins, 1995). Internal reliability for the closeness and conflict subscales in the current sample was between acceptable and good (closeness $\alpha = .83$; conflict $\alpha = .74$).

Social and Emotional Learning (SEL) Scale for Teachers. The social and emotional learning (SEL) scale for teachers was originally developed by Brackett et al. (2012) by surveying research identifying important factors influencing teachers' implementation of SEL programming. The resulting 12-items are organized under three factors, including Comfort, Commitment, and Culture. Items are scored on a 5-point scale (1 = *Strongly* disagree to 5 = *Strongly* Agree). The measure was adapted for after-school by changing language from "school" to "site" or "after-school" and from "principal" to "supervisor" where appropriate. Brackett et al. (2012) found high concurrent and predictive validity with teachers, as well as an internal consistency of .84 to .93 across domains. Only the SEL Comfort domain was used in the current study, as it focuses on providers' self-efficacy and comfort promoting SEL with the youth at their site. Internal reliability for SEL Comfort in the current sample was good ($\alpha = .84$).

Staff-to-Staff Connectedness

Comprehensive Evaluation of Social Support (CESS). The Comprehensive Evaluation of Social Support (CESS) measures perceived emotional and instrumental

support across multiple domains, including the organization, supervisor, coworkers, and family (Boyar et al., 2013). We focused on two domains, supervisor and coworker support, with 12 items total assessing emotional and instrumental support received from supervisors and coworkers. Items are scored on a 4-point scale (1 = *Strongly Disagree* to 4 = *Strongly Agree*). The measure has been used across settings, including educational settings, with acceptable levels of fit (Boyar et al., 2013). Internal reliability in the current sample was between good and excellent across all subscales and total scores (supervisor emotional $\alpha = .86$; supervisor instrumental $\alpha = .94$; coworker emotional $\alpha = .86$; coworker instrumental $\alpha = .93$; coworker and supervisor support total $\alpha = .90$).

Social Networks. *Network size.* We collected social network data using an open-ended question format due to not having a comprehensive roster of all providers, as well as providers leaving and joining the program at different times throughout the study. Across each question stem, providers were prompted to list the name of each person in ASP they go to for advice/support, as well as the site and role each person worked in. Due to interest in different types of support (i.e., instrumental and emotional support) and social capital (i.e., bonding and bridging), we included questions assessing multiple advice and support networks, including advice for supporting youth (i.e., "Who do you go to for advice or with questions around supporting youth in your program?"), advice around youth mental health and social emotional learning (i.e., "Who do you go to with questions or concerns related to student mental health and promoting social emotional learning?"), emotional support (i.e., "Who do you go to at your site or in your organization for support after a long day or stressful event at work?"), and friendship networks (i.e., "Who from ASP do you socialize with outside of after-school/work

hours?"). We calculated and examined degree centrality, including incoming (i.e., number of people who reported going to the provider for advice/support) and outgoing ties (i.e., number of people who provider reported going to for advice/support), to assess the personal network size and connections for each provider. *Social capital.* Previous research has demonstrated the potential for measuring both bridging and bonding social capital via social networks (Neal & Neal, 2019). Density, or the extent to which the coworkers a provider goes to for advice/support also go to each other, represents a metric of bonding social capital by assessing the level of closure among social network ties, which can facilitate the development of trust and cohesive group norms (Coleman, 1988). Bridging social capital can then be assessed by calculating a provider's level of betweenness, or the extent to which they serve as a bridge or broker between two people who are otherwise disconnected from each other in the network (Neal & Neal, 2019). Therefore, we calculated network size, ego density, and ego betweenness for each participant.

Communication Opportunities. We developed a set of questions assessing where (i.e., physical spaces and technological platforms) and how frequently (e.g., daily, multiple times per week, weekly, monthly, every few months) providers communicate with coworkers under typical circumstances. Questions included both structured (e.g., scheduled meetings) and unstructured (e.g., unplanned conversations) opportunities to connect, including both virtual (e.g., email, text, apps) and in-person (e.g., in-person conversations during the workday, group meetings, individual check-ins with supervisor) formats. The final set of questions assessed for 14 different methods/opportunities to communicate with colleagues. We calculated a sum score assessing the total number of

communication opportunities reported by each provider. Additionally, for each reported opportunity (e.g., program-level trainings) or method (e.g., texting), providers indicated the frequency with which they used them to communicate with their coworkers in the after-school program, on a scale from "daily" to "less than one time per year". In analyses we use a sum score of frequency scores across the selected communication methods/opportunities. Internal reliability in the current sample was acceptable ($\alpha = .66$).

Work-Related Well-Being

Utrecht Work Engagement Scale (UWES-9). The Utrecht Work Engagement Scale focuses on positive work-related well-being (Schaufeli et al., 2002). Due to concerns regarding survey length, we used the validated nine-item short questionnaire (Schaufeli et al., 2006). The nine-item measure assesses vigor, dedication, absorption, and overall engagement. Items are scored on a seven-point scale (0 = *Never* to 6 = *Always*). Results of a cross-national study identified high (80% or higher) consistency with the original 17-item version, as well as greater internal consistency (between .85 to .92) for total engagement across the nine items compared to the individual subscales (Schaufeli et al., 2006). Due to this, in analyses we use total engagement, calculated as an average across all nine items, instead of separate subscale scores. Internal reliability in the current sample was good ($\alpha = .83$).

Oldenburg Burnout Inventory (OLBI). The Oldenburg Burnout Inventory is informed by the job demand-resources model and assesses the two primary components of burnout, exhaustion and disengagement (Demerouti et al., 2001; Demerouti et al., 2010). The English version has 16 items (Bakker et al., 2004; Halbesleben and Demerouti, 2005), with both positively and negatively worded items. The 16-item

measure assesses disengagement and exhaustion, scored on a four-point scale (1 = *strongly disagree* to 4 = *strongly disagree*), with higher numbers indicating greater burnout. Sinval et al. (2019) compiled psychometric properties of the OLBI across studies, countries, and occupations, finding promising evidence of the measure's validity and reliability. Internal reliability for both subscales in the current sample was between acceptable and good (disengagement $\alpha = .60$; exhaustion $\alpha = .84$).

Professional Quality of Life Measure (ProQOL 5). The Professional Quality of Life Measure (ProQOL 5) measures both positive (compassion satisfaction) and negative (compassion fatigue) aspects of helping professions (Stamm, 2005; Stamm, 2009; Stamm, 2010). The 30-item measure is separated into three subscales, including compassion satisfaction and two subscales assessing different aspects of compassion fatigue, including burnout and secondary traumatic stress. Items are scored on a five-point scale (1 = Never to 5 = *Very* Often). The measure has demonstrated good construct validity across over 200 published studies conducted with various helping professions (Stamm, 2010). Internal reliability in the current sample was good for compassion satisfaction ($\alpha = .88$), acceptable for burnout ($\alpha = .68$), but poor for secondary traumatic stress ($\alpha = .52$).

Effectiveness via Connectedness

Theory of Planned Behavior Questionnaire. ***Resources for Dissemination.*** The research team has designed and supported socioemotional content across multiple after-school programs, with content informed by: (1) empirically supported life skills critical to resilience pathways and common across prevention programs (emotional literacy, relaxation, communication, and problem-solving) (Boustani et al., 2015); (2)

empirically-supported behavior management interventions (e.g., Good Behavior Game; Barrish et al., 1969); and (3) on-site observations and consultation (Frazier et al., 2019). Two resources were selected specifically for the current study, including one life skills activity for promoting problem solving and effective communication with youth, and a set of recommendations for optimizing the homework support hour, both included in Appendix A. ***Peer versus Researcher Endorsement.*** Specific endorsement statements were created for each resource to assess the potential impacts of peer endorsement on perceptions and intentions to use resources developed to promote after-school provider effectiveness across program components (i.e., enrichment and homework support). Specifically, one endorsement statement indicated peer support (i.e., "[This activity] OR [Homework tips] were recommended by after-school providers.") The other endorsement statement indicated research support (i.e., "[This activity] OR [Homework tips] were recommended by researchers."). ***Randomization.*** Participants were automatically randomized to one of two conditions, with both conditions shown the same two resources, paired with one of the two "endorsement" statements indicating either peer or researcher support. Participants randomized to condition one saw resource one (the life skills activity) paired with the peer endorsement statement and resource two (recommendations for homework support) paired with researcher endorsement. Participants in condition two saw resource one paired with the researcher endorsement and resource two paired with the peer endorsement. ***Development of Theory of Planned Behavior Questionnaire.*** Utilizing methods described in previous research (Fishbein & Ajzen, 2010), we developed a questionnaire assessing provider attitudes, perceived norms, behavioral control, and intentions to use each of the two resources paired with

their corresponding endorsement statements. Each statement (e.g., “I intend to do this activity with my after-school students once in-person programming resumes.”) was rated on a sliding scale between two points (i.e., “Likely” to “Unlikely”). All sliding scales were then converted in Qualtrics to a number between 1-100.

Demographics. Provider demographics were assessed as potential covariates in quantitative analyses, including age, gender, ethnicity, race, role in the program, education level, number of years working with ASP, and number of years working with children prior to joining the program.

Qualitative Interviews

Semi-Structured Interview

The semi-structured interview guide can be found in Appendix A. The interview guide reflects the final set of questions used across interviews; however, due to the semi-structured format, not all questions were asked in every interview, with opening questions and follow-up probes prioritized based on participants’ quantitative ratings (e.g., level of stress/burnout reported) and responses (e.g., whether they engaged in remote programming and level of detail in their responses). Questions were also refined, removed, and added over time based on participant feedback, as recommended for semi-structured interviews (Galletta, 2013). Interview questions and responses were examined over time to identify gaps in understanding and question stems that resulted in the richest information to prioritize for future interviews.

Identifying Interview Questions

Multiple questions were included to assess different aspects of each construct (i.e., effectiveness, connectedness, and work-related well-being) based on specific

theories (i.e., JD-R Model) and each of the research goals. For research goal one (i.e., understanding currents levels and experiences of effectiveness, connectedness, and work-related well-being), the interview included overarching questions to understand providers' broader experiences and conceptualizations of effectiveness (e.g., "What parts of your job do you feel particularly good or effective at? What parts of the job have you found more difficult?"), connectedness (e.g., "What kinds of things do you usually talk about with people you work with in after-school?"), and work-related well-being (e.g., "What parts of your job feel stressful? What parts of your job do you enjoy the most?"). Specific questions were also added based on overlaps with quantitative measures, including a focus on effective adult-youth relationships (e.g., "What is your approach for connecting and building relationships with the kids in after-school?"). For research goals two and three (i.e., understanding associations between and identifying opportunities to promote provider effectiveness, connectedness, and well-being), we included specific questions prompting for facilitators of effectiveness (e.g., "What has helped you be effective in your job?), connectedness (e.g., "What kinds of things do your supervisors or coworkers do that you find helpful when you're feeling stressed?"), and work-related well-being (e.g., "What do you find helpful when you're feeling stressed?" and "What helps to keep you energized and motivated in the work?").

Analytic Plan

Qualitative Coding and Analysis

Qualitative Analysis Approach. Following transcription, qualitative interviews were coded and analyzed using content analysis. Content analysis is a systematic approach to describing and quantifying textual data (Downe-Wamboldt, 1992; Schreier,

2012), often with the purpose of better understanding a particular theory or phenomena through the identification and coding of core concepts (Elo & Kyngäs, 2008; Hsieh & Shannon, 2005). Content analysis presents a flexible method for analyzing qualitative data (Cavanagh, 1997), and is well suited for mixed-method research, particularly research taking a pragmatic approach, as methods for coding are driven by the research question (Elo & Kyngäs, 2008; Schreier, 2012). Additionally, quantifying data through frequency analyses of specific words and codes, combined with more in-depth hermeneutic and qualitative descriptions and interpretation of text (Kondracki et al., 2002), allows for both integration with and elaboration of results from the quantitative survey measures.

Hsieh and Shannon (2005) identify multiple approaches to content analysis. These approaches include conventional content analysis, which takes an inductive approach where categories and codes are driven by the data rather than preselected by the researcher. Directed content analysis instead identifies categories deductively (Potter & Levine-Donnerstein, 1999), based on a pre-selected theoretical framework or conceptual model. Researchers have highlighted the potential to mix approaches in a single study, depending on the research question and goal (Kondracki & Wellman, 2002). In the current study, particularly for addressing research question one (i.e., understanding usual care experiences of effectiveness, connectedness, and work-related well-being), it was important to identify overlaps between qualitative categories and quantitative measures, while also assessing for aspects of each construct not captured by the quantitative measures. For example, we pre-selected specific qualitative categories (e.g., evidence of positive adult-youth relationships), in addition to including broader categories (e.g., parts

of the job providers identify being effective at) to assess for aspects of each construct that might not be captured by the quantitative measures. This allows for the integration and triangulation of quantitative and qualitative data, while capitalizing on the benefit of qualitative data for capturing a deeper and richer description and experience of each construct. Pre-selected codes/categories included ones for characterizing each concept, identifying potential facilitators and barriers towards promoting positive outcomes (e.g., engagement), and predictors of negative outcomes (e.g., stress) (summarized in Table 10).

Coding Procedures. Content analysis presents a flexible method for analyzing qualitative data (Cavanagh, 1997), allowing it to be combined with complementary coding approaches and techniques. We relied on Watkin's (2017) rigorous and accelerated data reduction (RADaR) technique, which includes developing comprehensive data tables using word processing software, gradually "reducing" the data by focusing on the pieces of text identified as relevant to each research question. Coding was completed by RRO with the assistance of three other coders, including one doctoral student and two research assistants (including one post-baccalaureate and one undergraduate student). The first stage of coding included reading all interview transcripts, highlighting all pieces of text identified as relevant to the primary research questions. At least RRO and one other coder read every transcript. Aligned with the RADaR approach, data segments identified as relevant to the primary research questions were organized in a comprehensive data table for additional coding. Text segments identified as not relevant to the current research questions were removed. The second stage of coding included open coding to identify emergent categories and codes not

captured by the pre-selected, theoretically-informed categories. Simultaneously, coders highlighted increasingly more focused pieces of text, resulting in more concise data tables and facilitating the progression from open to more "focused codes" (Grinnell & Unrau, 2011). Open codes identified across coders were grouped by overlapping themes to develop concrete subcategories and codes. Coders met in a series of meetings throughout the open coding process to inform and refine the finalized set of focused codes, organized by construct (i.e., effectiveness, connectedness, well-being).

Once the codebook was finalized, RRO completed the final segmenting, separating the data tables into smaller coding units using methods described by Campbell et al. (2013) and O'Conner and Joffe (2020). RRO then coded each construct (i.e., effectiveness, connectedness, well-being) separately using the reduced data tables (Watkins, 2017). A third of the data (identified through random selection) was then double-coded independently by another coder, with discrepancies addressed via consensus. In cases where the two coders could not reach agreement, a third coder was introduced to inform the final decision. We calculated intercoder reliability using Krippendorff's alpha (Feng, 2014), with an overall reliability of .71. We calculated qualitative data saturation using Guest et al.'s (2020) approach, establishing adequate saturation after nine interviews, with less than 5% new information in the following two interviews. We report frequencies of each code aggregated across interviews, as well as illustrative quotes to contextualize findings. A comprehensive table of all codes, frequencies, and quotes are included in Appendix B. We include quotes from all 11 interviews. To allow for a more nuanced analysis and understanding of overlaps across

constructs and with quantitative outcomes, we present qualitative findings at the code level instead of presenting findings as a distilled set of themes.

Representativeness of the Sample. All participants who completed the survey were asked if they were interested in an interview. Overall, 32% of survey participants completed an interview. To assess whether we captured the range of experiences across each of the concepts (i.e., effectiveness, connectedness, well-being), we calculated percentiles reflecting the top third, middle third, and bottom third of the sample across each of the quantitative measures. We then used these percentiles to identify whether each interview participant was in the high, middle, or lowest group for each of the measures. Across each of the quantitative measures, at least two (18%) of the interviewees had outcomes in the highest, middle, and lowest groups. This indicates that interviewees reflect a wide range of experiences for effectiveness, connectedness, and well-being based on the broader quantitative sample.

Quantitative Analyses

Missing Data. At the individual measure level, no single participant had more than three missing items (19% missing data) for a single measure. Therefore, mean substitution was used at the item level for measures with fewer than 20% of items missing, as recommended by multiple standards (Hazel et al. 2014; Howe et al., 2012). All remaining missing data were due to technological malfunctions (e.g., the survey freezing partway through) (n=2) or due to participants choosing not to complete the additional set of surveys (n=7), resulting in 6.8% missing data across the entire dataset. Measures included in the first portion of the survey included the STRS-SF, CESS, social networks, OLBI, and UWES. The second portion of the survey included the SEL Scale

and ProQOL. Each survey portion included an example resource (i.e., sample life skills activity or recommendations for optimizing homework support) followed by a set of Theory of Planned Behavior questions. We completed logistic regressions examining all model variables as potential predictors of missingness, specifically whether participants chose to complete the second set of surveys. All logistic regressions were not statistically significant ($p > .05$), indicating no significant differences in model variables between those who did and did not choose to complete the second set of surveys. Therefore, we used multiple imputation, set at 20 imputations, to impute subscale/total scores for missing measures, using demographic data and subscale/total scores for all completed measures across all participants as auxiliary variables to inform the imputations. We used pooled results across the 20 imputations for all quantitative analyses, including correlations, regressions, and ANOVAs.

Preliminary Correlations. We ran bivariate correlations between all quantitative measures to better understand: (1) associations between different measures assessing the same construct (e.g., all measures of work-related well-being with each other); and (2) associations of quantitative measures of each construct with each other (i.e., effectiveness with connectedness, effectiveness with well-being, and connectedness with well-being).

Multiple Regression. For each significant association identified between constructs during preliminary correlations, we ran a multiple regression with effectiveness measures predicting well-being, connectedness predicting well-being, and connectedness predicting effectiveness. Before running regressions, we ran a series of correlations (for continuous variables) and ANOVAs (for categorical variables), using provider demographics (i.e., role in ASP, education level, gender, race, ethnicity, age,

ASP site, years of prior experience, and years working for ASP) as potential predictors of each quantitative measure. If demographic variables were significantly associated with either the predictor or outcome for a particular regression analysis, then they were entered as a covariate at level one, with the predictor entered at level two. We assessed for assumptions of linear regression, including linearity, normality, and homoscedasticity before conducting regressions, which will be reported in the results section.

Peer vs Researcher Endorsement. We ran a series of ANOVAs examining for differences in provider attitudes, perceived norms, behavioral control, and intentions to use the included life skills activity and recommendations for homework support based on whether they were randomized to the peer or researcher endorsement condition.

Data Integration

Data Integration Approach. The data integration approach was informed by Castro et al.'s (2010) integrative mixed methods (IMM) approach and Moseholm and Fetters' (2017) recommendations for using conceptual models to guide the integration of quantitative and qualitative outcomes within convergent mixed-method designs. Approaches for integration were driven by each research question. We used multiple techniques to merge quantitative and qualitative data, including: (1) analyzing quantitative and qualitative data separately and comparing findings (Fetters et al., 2013); (2) analyzing on a "construct-by-construct" basis (Fetters et al., 2013); (3) data transformation including quantifying qualitative data (Fetters et al., 2013); and (4) use of joint data displays to present related quantitative and qualitative findings side-by-side to inform inferences across data (Guetterman et al., 2015). Whenever qualitative data were quantified, combined results were always recontextualized by returning to the qualitative

narratives, including selecting and presenting illustrative quotes (Castro et al., 2010). The selection and integration of quantitative and qualitative data are described below by research goal:

Research Goal 1: Describe Effectiveness Supporting Youth, Connectedness with Colleagues, and Work-Related Well-Being among Afterschool Professionals. We calculated means, standard deviations, and ranges, for each quantitative measure. We also coded qualitative interviews for examples and evidence of current levels of effectiveness, connectedness, and well-being. Relevant categories are listed in Table 10 next to the corresponding quantitative measure for integration. Using methods described by Castro et al. (2010), we used frequency scale coding to count the mentions of each corresponding code/category. We then ran correlations between the qualitative frequency counts and corresponding quantitative measures, examining for overall associations as well as examining the graphs for potential outliers and/or individuals with low concordance across data sources. For individuals with discordant qualitative and quantitative outcomes (n=2), qualitative feedback was prioritized due to its closer proximity to providers' lived experiences, vocalized in their own words. Based on the combined qualitative and quantitative results, providers were sorted into "low", "medium", and "high" groups for effectiveness, connectedness, and work-related well-being.

Research Goal 2: Associations Between Effectiveness, Connectedness, and Well-Being. For research goal two, we analyzed qualitative and quantitative data separately and then examined similarities and/or differences in outcomes. For quantitative analyses, we report the previously described correlations and multiple

regression models examining associations between constructs, informed by the predicted conceptual model (Figures 3 and 4). For the qualitative data, we coded for facilitators and barriers of effectiveness, connectedness, and well-being, with relevant codes/categories listed and described in Table 10. We then identified overlapping constructs (e.g., examples of connectedness as a facilitator of effectiveness or connectedness/effectiveness as facilitators or barriers to work-related well-being).

Research Goal 3: Identifying Opportunities to Promote Increased Effectiveness, Connectedness, and Well-being. Research goal three relies heavily on qualitative feedback, focusing on identified facilitators and barriers to effectiveness, connectedness, and well-being as communicated by frontline providers. Additionally, we coded for several "process" variables, capturing providers' individual approaches to developing strong adult-youth relationships and engaging youth in after-school. We then report and present identified facilitators, barriers, and process codes based on "level" of effectiveness, connectedness, and work-related well-being identified in research goal one, examining for differences in reported facilitators, barriers, and process across low, medium, and high levels of connectedness, effectiveness, and well-being.

Author Positionality

The primary author on this project, Rachel Ouellette, is a doctoral candidate in a child/adolescent-focused clinical science psychology program, informed by a predominantly clinical and organizational psychology training background. I identify as a White, non-Hispanic, able-bodied, cisgender female, and grew up in the Northeastern United States. Due to differences in my racial and cultural identities, as well as place-based experiences, compared to the majority of ASP staff and youth, I took multiple steps

to better understand how my own biases and experiences may have influenced and/or restricted the research questions, methods, and learnings. First, I visited sites in-person across multiple months, allowing me to develop collaborative and bidirectional relationships with staff. Second, I engaged in multiple learning opportunities, including workshops and mentored conversations to increase my cultural consciousness, humility, and self-awareness. Third, I shared all data collection tools, including surveys and interview guides, with program leadership for feedback and changes before data collection began. Fourth, I included both overarching questions (e.g., "What parts of the job do you feel particularly strong or effective at?) and targeted questions (e.g., "How do you build relationships with the kids at your site?) in the semi-structured interviews to understand each construct (i.e., effectiveness, connectedness, and work-related well-being) from the point of view of each provider, as well as a more nuanced understanding of particular aspects of each construct (e.g., building effective adult-youth relationships) selected based on empirical literature and my own theoretical leanings. Fifth, I ended all qualitative interviews by asking after-school providers what questions they thought were missed or should be added. All proposed questions were then added to future interviews. Sixth, I utilized reflections throughout the qualitative interviews to check whether I accurately interpreted what staff shared. Finally, I integrated results across the qualitative and quantitative data strands to check for congruency and discrepancies, to better understand the potential limits of selected quantitative measures, the selection of which was done by me (RRO), informed by academic mentors, particular theories (i.e., Job Demands-Resources Model) and training backgrounds (i.e., clinical and organizational psychology). Despite these steps, however, there is always potential and likelihood that

my own identities and biases influenced my selection of measures and interview questions, influenced the responses that staff felt comfortable sharing with me, and influenced my interpretations of staff responses. Therefore, data, findings, and interpretations should not be considered comprehensive, but rather a snapshot filtered through and impacted by this specific researcher's lens.

Consulting versus Non-Consulting Sites

Out of the eight participating sites across the surveys and interviews, four were the sites RRO consulted with directly prior to data collection. This prior relationship may have influenced what providers were comfortable sharing. We ran a series of ANOVAs examining for differences in quantitative outcomes between consulting and non-consulting sites. No statistically significant differences were found ($p > .05$ across analyses), and therefore data from consulting and non-consulting sites were examined together across quantitative analyses.

Results

Research Goal 1: Describe Effectiveness Supporting Youth, Connectedness with Colleagues, and Work-Related Well-Being among Afterschool Professionals

Means, standard deviations, and ranges for all quantitative measures are reported in Table 11. Descriptions, frequencies, and illustrative quotes for all qualitative codes are included in Appendix B. We first examined the quantitative measures for skewness and kurtosis as an initial step towards identifying potential outliers. Skewness and/or kurtosis concerns were identified for both the STRS closeness and conflict scales, UWES (engagement) scale, CESS supervisor and coworker support scales, and ProQOL compassion satisfaction scale. We found low variability across each of these scales, with ceiling

effects across the STRS closeness, UWES, CESS social support, and ProQOL compassion satisfaction scales, and a floor effect for the STRS conflict scale. This indicates potential response bias, as the means for all variables were in the "desired" direction, with high work-related well-being, high effectiveness building close and positive relationships with youth, and high perceived support from coworkers and supervisors. While it is possible that these values accurately reflect providers' levels of well-being, effectiveness, and connectedness in the collaborating organization, it is important to note that the limited variability among these measures may have limited our ability to detect associations between outcomes and fully capture the range of experiences across providers.

Effectiveness

Bivariate correlations between quantitative measures of effectiveness connecting with and supporting youth (i.e., STRS closeness, STRS conflict, and SEL comfort) revealed a statistically significant and positive association between STRS closeness and SEL comfort ($r = 0.43$, $p < .05$), but no significant association between STRS conflict with STRS closeness ($r = -0.18$, $p > .05$) or SEL comfort ($r = -0.12$, $p > .05$). We also ran correlations between quantitative measures and their overlapping qualitative frequency codes to assess the level of concordance across data streams and to identify potential outliers. We tallied each time providers shared evidence of positive and close adult-youth relationships (e.g., "I found that, for some reason, kids have a tendency to share and disclose information with me."), evidence of adult-youth conflict (e.g., "They don't want to have to come and sit with me."), evidence of youth engagement in programming (e.g., "I feel like when kids get to after school, they really enjoy it and their

mood just gets better."), and evidence of youth disengagement (e.g., "They don't want to do nothing educational. Nothing."). Positive and close adult-youth relationships (frequency = 0 to 10, M = 2.82, SD = 3.09) and adult-youth conflict (frequency = 0 to 3, M = .73, SD = 1.27) were examined separately in relation to STRS closeness and STRS conflict. We calculated a total frequency code for youth engagement (frequency = -6 to 5, M = 1.73, SD = 3.26) by subtracting the number of times a participant indicated low youth engagement from their frequency of positive youth engagement. Bivariate correlations and graphs found low concordance (r = -.01 and -.20, p > .05) between frequency counts of positive adult-youth relationships and STRS closeness and conflict, as well as between frequency counts of adult-youth conflict and STRS closeness and conflict (r = .24 and .25, p > .05). Bivariate correlations found significant and negative associations between evidence of youth engagement and STRS conflict (r = -.64, p < .05) and evidence of adult-youth conflict (r = -0.70, p < .05), with greater staff-perceived youth engagement associated with less adult-youth conflict across quantitative and qualitative outcomes.

Examination of scatter plots identified two potential outliers (interviews 4 and 5), with both interviewees demonstrating ceiling effects across effectiveness measures (i.e., STRS closeness/conflict and SEL comfort) and engagement (i.e., UWES), with reverse findings indicated in their interviews. This provides additional evidence of potentially biased reporting on quantitative measures, particularly measures of effectiveness. However, we reran the quantitative analyses (i.e., correlations and regressions) without the two outliers, and no statistically significant associations changed. In moments of discordance between quantitative and qualitative results, we prioritized providers'

qualitative reports. Based on the combined qualitative and quantitative results, providers were sorted into “low”, “medium”, and “high” effectiveness groups for future analyses (see Research Goal 3 below).

We asked interview participants what parts of the job they feel effective at and have found difficult. Across the 11 interviews, 55% (n=6) reported being effective at building positive adult-youth relationships (e.g., “[My supervisor] said to me one day, she’s like, you have good rapport with the majority of kids here […]”); 45% (n=5) reported effectiveness at engaging youth (e.g., “I love to see the excitement because I bring it out in them.”); 36% (n=4) reported effectiveness facilitating successful homework completion (e.g., “I would say providing the educational tutoring component, I'm sure I'm extremely effective at that.”); 27% (n=3) reported effectiveness addressing and mitigating youth problem behaviors (e.g., “[…] working aftercare at a young age, helped me to work with groups. It helped me to understand how to manage behaviors at a very young age.”); 27% (n=3) reported effectiveness at creating a structure for after-school time (e.g., “[…] we had a plan, we talked the day before, we had the teachers rotate and we're like, all right, here's our plan. And it worked.”); and 18% (n=2) reported effectiveness at identifying youth in need (e.g., “I would also like to say that I'm effective at sensing that a student might have an issue or might have a need.”).

Even though over half of interviewees indicated effectiveness engaging youth, some providers also indicated that this was difficult, but that they found strategies for keeping youth engaged. Overall, 64% of providers indicated difficulty engaging youth (e.g., “The kids are also, some of the kids, especially after school, they don't care.”); 64% indicated difficulty promoting youth mental health and addressing concerns (e.g., “I

would say just trying to give support where they really don't want the support. You know? I think that was probably the hardest part."); 36% (n=4) indicated difficulty with behavior management (e.g., "[…] the kids get to the point where you really can't control them […]); 36% (n=4) indicated difficulties engaging and interacting with parents/caregivers (e.g., "[…] you hear it from the parents also. You can't get parents to support you."); 27% (n=3) indicated difficulty meeting high, changing, or conflicting job demands (e.g., "[…] the rules, it changes a lot and the curriculum changes a lot. And you have a supervisor that demands too much […]"); 27% (n=3) indicated difficulty with particular programming components, including physical activities and homework support (e.g., "[…] a lot of the time they say that they don't have homework, which I know is a lie."); 18% (n=2) indicated difficulty having sensitive conversations with youth (e.g., "I didn't know what to do [...] I was doing the teacher check mark in my head […] making sure I'm doing everything right."); and 18% (n=2) indicated difficulty completing required paperwork (e.g., "[…] keeping up with the paperwork is stressful, because sometimes it can be, it can get a bit much at times.").

Connectedness

Bivariate correlations between quantitative measures of connectedness revealed a statistically significant and negative association between communication opportunities and social network size, including advice (r = -0.50, p < .01), emotional support (r = -0.50, p < .01), and friendship (r = -0.37, p < .05) networks, meaning that greater opportunities for communication (e.g., meetings, trainings, unplanned check-ins) were associated with smaller network sizes. Greater supervisor emotional support was associated with higher supervisor instrumental support (r = 0.82, p < .01) and coworker

emotional support (r = 0.35, p < .05). Supervisor instrumental support was positively associated with coworker instrumental support (r = 0.42, p < .05). Coworker emotional support was positively associated with coworker instrumental support (r = 0.67, p < .01). Network sizes across all network types (i.e., advice, emotional, friendship) were positively correlated with each other (p < .01). Network density and betweenness were not correlated with any other connectedness variables (p > .05).

We also ran correlations between quantitative measures and their overlapping qualitative frequency codes. We tallied each time providers shared evidence of supervisor social support, including instrumental, emotional, or informational support (M = 1.18, SD = 1.83) (e.g., "I definitely think it helps that [the supervisor] is kind of an open person [...] she listens to what we have to say. She'll be like, we have sub teachers. You're having a stressful week. Just take the next two days."). We also tallied examples of coworker social support (M = 1.91, SD = 1.81) (e.g., "There would also be times when we would be sharing ideas with each other about different things that we had to do, that would make it less complicated to get going."); bonding social capital, including the presence of trust and respect as well as alignment of group goals and values (M = 1.45, SD = 1.51) (e.g., "You're kind of all on the same page, I think that definitely helps."); and bridging social capital including their work-related connections with people outside their designated after-school site (M = .09, SD = 1.87) (e.g., "What was helpful about those was, you know, the other schools were [...] they would tell us how it works in their schools and it would give us some insight as to […] how it was for their kids."). CESS coworker support was significantly and positively associated with qualitative reports of coworker support (r = .73, p = .01) and bonding social capital (r = .77, p < .01). No other

significant associations were found between quantitative and qualitative measures of connectedness.

Examination of scatter plots did not identify any outliers. However, scatterplots and frequency histograms confirm ceiling effects across subscales of the CESS social support measure. Qualitative results indicated a wider spread of perceived support from coworkers and supervisors, as well as presence of bonding and bridging social capital. Providers were sorted into “low”, “medium”, and “high” connectedness groups based on the combined qualitative and quantitative results.

Work-Related Well-Being

Bivariate correlations between quantitative measures of work-related well-being found a statistically significant association between all quantitative measures and subscales except for ProQOL secondary traumatic stress, which was not significantly correlated with any of the other measures/subscales. Specifically, positive correlations were found between OLBI disengagement and OLBI exhaustion ($r = 0.76$, $p < .01$), disengagement and ProQOL burnout ($r = 0.55$, $p < .01$), exhaustion and ProQOL burnout ($r = 0.52$, $p < .01$), and between ProQOL compassion satisfaction and UWES engagement ($r = 0.48$, $p < .01$). Statistically significant and negative associations were found between OLBI disengagement and ProQOL compassion satisfaction ($r = -0.51$, $p < .01$), OLBI disengagement and UWES engagement ($r = -0.46$, $p < .01$), OLBI exhaustion and ProQOL compassion satisfaction ($r = -0.38$, $p < .05$), OLBI exhaustion and UWES engagement ($r = -0.56$, $p < .01$), ProQOL compassion satisfaction and ProQOL burnout ($r = -0.62$, $p < .01$), and between ProQOL burnout and UWES engagement ($r = -0.55$, $p < .01$).

We also ran correlations between quantitative measures and their overlapping qualitative frequency codes. We tallied each time providers shared evidence of engagement (M = 4.00, SD = 2.45) (e.g., “I love the kids. I want to stay right there and interact with them, and I think that's my thing.”); evidence of disengagement (M = 1.75, SD = .50) (e.g., “The money is good. But, you know, I didn’t realize how tedious it was because it is, it takes a lot.”); evidence of emotional strain (M = 4.91, SD = 4.01) (e.g., “By February, March, [the kids are] exhausting.”); evidence of compassion fatigue (M = 1.60, SD = .894) (e.g., “But at that time I was crying because [a student] was in intensive care. So I was all emotional […]”); and evidence of compassion satisfaction (M = 1.50, SD = .57) (e.g., “She didn't tell anyone else. She came straight to me and I was like, oh wow. It felt cool.”).

Qualitative evidence of provider engagement was negatively correlated with OLBI disengagement (r = -.70, p < .05) and OLBI exhaustion (r = -.76, p < .01). Evidence of compassion satisfaction was significantly and positively correlated with UWES engagement (r = .99, p = .01). Evidence of compassion fatigue was significantly and positively correlated with OLBI disengagement (r = -.91, p < .05) and OLBI exhaustion (r = -.99, p < .001). Examination of scatter plots identified two outliers (interviews 4 and 5) for engagement (i.e., UWES), with discordant results compared to their qualitative interviews. We did not identify outliers for the other quantitative measures of work-related well-being. Histograms of qualitative frequencies revealed floor effects across the lack of well-being codes, including disengagement, emotional strain, and compassion fatigue, indicating either high levels of well-being among providers and/or variable comfort talking about stressful events with the interviewer.

Based on the combined qualitative and quantitative results, providers were sorted into "low", "medium", and "high" well-being groups.

Research Goal 2: Associations Between Effectiveness, Connectedness, and Well-Being

Results for research goal two are summarized across quantitative and qualitative data strands in Table 12.

Quantitative Analyses

Effectiveness and Work-Related Well-Being. Bivariate correlations between quantitative measures of effectiveness and work-related well-being found statistically significant and positive associations between STRS closeness and ProQOL compassion satisfaction (r = 0.40, p < .05), STRS conflict and OLBI exhaustion (r = 0.37, p < .05), and between SEL comfort and compassion satisfaction (r = 0.43, p < .05). Statistically significant and negative correlations were found between SEL comfort and OLBI disengagement (r = -0.38, p < .05) and between SEL comfort and OLBI exhaustion (r = -0.47, p < .01).

Based on significant correlations, we ran a series of multiple regressions predicting ProQOL compassion satisfaction, OLBI emotional exhaustion, and OLBI disengagement. Tables with full results from all regression analyses are included in Appendix B. Based on the regression results, SEL comfort is significantly and negatively associated with OLBI disengagement (B = -.237, p < .05), with greater comfort supporting youth social-emotional outcomes predicting lower provider disengagement. Both SEL comfort (B = -.332, p < .01) and STRS conflict (B = .253, p < .05) are also significantly associated with OLBI exhaustion, with greater comfort supporting youth

social-emotional outcomes and lower conflict with youth associated with lower provider emotional exhaustion. Both SEL comfort (B = 2.61, $p < .05$) and STRS closeness (B = 2.703, $p < .05$) are significantly and positively associated with ProQOL compassion satisfaction, with greater comfort supporting youth social-emotional outcomes and closeness with youth predicting greater compassion satisfaction.

Connectedness and Work-Related Well-Being. Bivariate correlations between quantitative measures of connectedness and work-related well-being found statistically significant and positive associations between communication opportunities and ProQOL secondary traumatic stress ($r = 0.39$, $p < .05$), as well as between advice network density and OLBI disengagement ($r = 0.59$, $p < .01$) and OLBI exhaustion ($r = 0.47$, $p < .01$). Based on significant correlations, we ran a series of multiple regressions predicting ProQOL secondary traumatic stress, OLBI emotional exhaustion, and OLBI disengagement. Communication opportunities was significantly associated with ProQOL secondary traumatic stress (B = .497, $p < .05$), with greater unstructured and structured communication opportunities associated with greater stress. Advice network density was positively and significantly associated with OLBI disengagement (B = .007, $p = .001$) and exhaustion (B = .007, $p < .05$), such that greater density, or network connections between the people in someone's network, is associated with increased burnout, including emotional exhaustion and disengagement.

To better understand the association between advice network density and provider burnout, we ran a series of follow-up analyses. First, we examined correlations between both disengagement and exhaustion with incoming advice ties, examining whether the number of people who come to providers for advice is associated with burnout. No

significant associations were found. Next, we examined correlations between disengagement and exhaustion with reciprocal network advice ties, specifically the proportion of symmetric in-coming ties divided by the total number of in-coming ties. We found a significant and negative association, such that a greater percentage of people who come to providers for advice that they also go to in return is associated with lower exhaustion (r = -.746, p < .001) and disengagement (r = -.710, p < .001), emphasizing the importance of reciprocity in advice interactions.

Connectedness and Effectiveness. Bivariate correlations between quantitative measures of connectedness and effectiveness found statistically significant and positive associations between communication opportunities and STRS closeness, confirmed via follow-up regression analyses (B = .084, p < .05), such that greater structured and unstructured communication opportunities is associated with greater perceived closeness with youth. No other significant correlations were found between effectiveness and connectedness. We ran ANOVAs to examine for differences in provider attitudes, perceived norms, behavioral control, and intentions to use each of the two resources (i.e., example life skills activity and recommendations for homework hour) paired with their corresponding endorsement statements (i.e., peer or researcher endorsed). No statistically significant differences between groups were found (p > .05).

Qualitative frequency of adult-youth conflict was significantly and negatively associated with CESS social support received from coworkers (r = -.90, p < .001), such that greater social support was associated with fewer reports of adult-youth conflict. Qualitative frequency of evidence of youth engagement was significantly and positively associated with CESS coworker social support (r = .72, p < .05), such that greater

support received from coworkers is associated with greater reported youth engagement in programming. No other associations between quantitative measures and qualitative frequencies of connectedness and effectiveness were statistically significant.

Qualitative Analyses

To better understand the intersection between work-related well-being, connectedness, and effectiveness, we: (1) identified stressors, motivating factors, and coping/support factors that overlap conceptually with either effectiveness or connectedness; (2) identified examples of work-related well-being as a facilitator or barrier to effectiveness; and (3) identified examples of connectedness with colleagues as a facilitator or barrier to effectiveness.

Effectiveness and Work-Related Well-Being. We first examined effectiveness as a potential source of motivation and engagement for after-school providers. Eight out of 15 codes capturing sources of motivation for providers were related to their interactions with youth. When asked what keeps providers motivated and engaged in the work, almost all interviewees' first response was, "the kids." Ten out of 11 providers noted enjoying the opportunity to connect and interact more with the kids compared to during the school day (e.g., "Honestly, it's just interacting with the kids. Having that interaction with them. I don't care if they want to sit there for the whole two hours and we have a conversation. As long as we're interacting […]"). This additional time and opportunity to interact contributed to the capacity to build closer relationships with youth (reported by 73% of interviewees, e.g., "That really makes me feel wonderful that these kids really need someone to talk with […] and for them to come to me, talk to me, that really tells me the trust."). With these closer relationships, providers reported that youth

come to them more frequently for support, which 36% of interview participants reported enjoying (e.g., “I found that, for some reason, kids have a tendency to share and disclose information with me. And sometimes I serve a purpose just by being a listening ear. And I get gratitude in that.”). Most providers (73%) also noted youth benefits from attending the program as an important motivator (e.g., “You have some kids that want to be there. You have the kids that need to be there [...] You could feel like there's a sense of need in that child […] The kids at the end of the day, they need somewhere to stay.”). Providers (73%) report enjoying their jobs most when youth are engaged and also enjoying themselves (e.g., “Most of [the kids] would get involved and be interested in doing the activities that we had going on. And that was more fun for me too.”). Finally, for some providers (36%), feeling effective at their job was a direct motivator (e.g., “I do it because I enjoy it because I'm good at it.”).

We also examined effectiveness supporting youth as a potential stressor. The most frequent stressor reported across providers (64%) was difficulty engaging and/or supporting youth in after-school (e.g., “For me, the difficult part is keeping them, their minds active. I would say, keeping their minds and body active, getting them to play, to put down everything for the day and relax, enjoy.”). This aligns with the two parts of the job that providers identified as the most difficult, including engaging youth in programming and addressing youth mental health concerns, both of which were identified by seven out of 11 providers. For five (45%) of the providers, part of this stress was due to feeling pressure, uncertainty, or limitations in addressing safety concerns as well as supporting youth around sensitive and/or emotionally-salient topics (e.g., “I took it very emotionally because I felt that I might have been the first person to identify a trigger […]

I felt a little guilty at times when [the student] had clearly said they were OK and everything was fine, but it was not."). Providers (45%) also mentioned stressors related to effectiveness in the job beyond their direct interactions with youth, including handling high, changing, and/or conflicting job demands (e.g., "Oh, you're supposed to supervise them to do the homework, but you can still do your paperwork. No, I can't. If I'm doing my paperwork, it's going to take me an hour to get my paperwork done because a child is asking for help."); as well as stress from undesired parts of the job including completing paperwork (27%) and facilitating activities outdoors during intense heat (18%). When asked what providers find helpful during stressful moments, 45% indicated using action-based coping to address the source of the stress directly (e.g., "If you're inside of the stress, quickly use your resources […] Get something that the kids can be active in, draw them in quickly and execute."). Providers would therefore use their effectiveness and problem solving skills to mitigate potential sources of stress on the job.

Conversely, providers also gave evidence of work-related well-being as a facilitator of effectiveness. When asked what has helped them be effective in their work and what recommendations they would give to future after-school providers, five out of 11 providers highlighted the importance of emotional and physical resilience (e.g., "I go back to the kids that we teach, you got to be mentally, mentally strong."). Three of the providers (27%) highlighted the importance of having a deep commitment to the youth towards maximizing effectiveness (e.g., "I don't try to push them aside and say, oh, ask someone else to help you because I don't know anything about it. We're going to find out together.").

Connectedness and Work-Related Well-Being. Connectedness with colleagues was not indicated in the interviews as a source of engagement by any of the providers. When examining providers' qualitative responses for examples of connectedness as a potential stressor, six (55%) providers indicated connectedness with other colleagues as a stressor, including a lack of social support or specific behaviors that they found frustrating or stressful (e.g., "I felt like I had to be doing the job of two people by myself […] And, you know, being left alone all the time, that wasn't working for me."). Moving beyond other colleagues, a portion of providers (27%) highlighted communicating with parents and/or caregivers as a source of stress (e.g., "What's stressful to me is, a lot of parents [...] All they want is the kids out of their hair. And I don't care what their kid do, their kid need to be right. That's what to me is most stressful of all, is the parents."). Providers (45%) found it stressful when others, including parents, kids, and other teachers in the day school, failed to see the value of the after-school program and the services that they offer (e.g., "I guess getting other teachers to understand that, you know, like this is not just fun and games, it is a program. It is something that's beneficial to the students and we don't want to take it away from them only because they did X, Y and Z at school.").

While connectedness sometimes served as a stressor, providers also shared multiple examples of social support as a buffer for when they are feeling stressed. When asked what other people do that they find particularly helpful during stressful moments, providers shared examples of instrumental support (55%; e.g., "[…] sometimes we call the manager, and our manager is very helpful. And once we call them, they come in and they assist you. [They say] OK, let me handle this. Let me do this, OK?"); informational

support (55%; e.g., “And they help me look at it in a different, through a different pair of lens. There's times I even come to them and say, listen, I have a biased approach because my environment, where I’ve come from, is different. Help me find a different approach.”); and emotional support (55%; e.g., “For me, it’s talking to someone about it. I feel that, you know, keeping it pent up or keeping it within, it’s not helping whatever the situation is and is not helping you.”). Benefits of social support were amplified by having clear and consistent communication across team members (27%; e.g., “I think just having that relationship where you can actually talk to your peers and be like, hey, look, this is what's going on and you're checking in with them and you're kind of all on the same page […] definitely having that dialogue and making sure that we're communicating effectively.”); when coworkers and supervisors support them in front of others in a demonstration of solidarity (18%; e.g., “[…] maybe that teacher may have spoken with that child or, maybe in front of me, to let that child know that we're all on the same team.”); having a consistent person or people to go to (18%; e.g., “I still have all of the teachers’ numbers and I can still stick with the [same] group and figure out what's going on [...] especially with the new platforms […] we can probably help each other out with it.”); and working together as a team with a shared mission and commitment to serving youth (27%; “e.g., “What I like that we do in the stressful moments at our school, we kind of pick up and identify those students that might be having, let’s say, financial difficulties at home [...] They may make [gifts] and give it to those kids the teachers have collectively identified.”).

Connectedness and Effectiveness. During interviews, providers highlighted multiple ways in which they relied on and received support from others towards meeting

their job demands and increasing their effectiveness. Many of these forms of social support overlap with those identified as helpful during stressful moments, including informational support (64%), instrumental support (45%), clear and frequent communication (36%), consistent relationships with coworkers (18%) and a shared commitment to the kids (9%). Additionally, providers highlighted the benefits of group problem solving opportunities (45%; e.g., “The teachers would meet and like really sit and like, what worked? What didn't work? What can we do differently? How can we make this better? How can we get more students involved? And so forth.”) as well as having supervisors that grant providers some autonomy in selecting specific programming to do with the kids (18%; e.g., “That's the best thing about my site coordinator […] my coordinator will come to us and ask us, what do you want to do? […] and we're like, listen, um, we'll get back to you in a minute. And we ask the kids […]”).

Research Goal 3: Identifying Opportunities to Promote Increased Effectiveness, Connectedness, and Well-Being

Opportunities for Promoting Effectiveness

When identifying what has helped them be effective in the work, providers highlighted personal factors, including specific personality traits or previous training, as well as social factors, including support received from coworkers. Additionally, providers gave examples throughout the interview for how they supported youth, including their process for developing adult-youth relationships, having sensitive conversations with youth, engaging youth in programing, and addressing problem behaviors. In the sections below we highlight the most frequently identified facilitators among providers in the “high effectiveness” group identified under research goal one, including providers who

develop close adult-youth relationships and express high effectiveness at engaging youth in after-school programming.

Individual Factors and Process. Among providers reporting high effectiveness building positive adult-youth relationships (n = 4) at least 75% highlighted having previous experience, particularly as a teacher (e.g., “By being a day school educator, I think that helps a lot.); an openness to learn (e.g., “Teach me. If you have to teach me how to do it, then teach me. If you have to bring someone else in, then bring someone else in.); the ability to be flexible and adapt quickly (e.g., “There are the perfectionists and the go-with-the-flowists. How comfortable do you want the kids to be? How do you want them to feel? If you're a perfectionist, I don't think after-school hours is for you.”), and a commitment to supporting the youth.

When the high effectiveness group described their methods for developing positive and close adult-youth relationships, the most frequently reported strategies were taking time to get to the know the kids (100%; e.g., “First of all, I try to get to know my students. And then getting to know them, you would find out what their interests are, inside and outside of the classroom.”), showing the youth that they care (100%, e.g., “How do you get them, how you get the students to open up? You know? I mean, you have to show that, the students that you [have a] big heart.”), engaging in activities alongside youth (50%. e.g., “I'll play basketball with them, even, and they’ll even just talk to me while we're like shooting hoops.”); building trust and maintaining privacy whenever possible (50%; e.g., “I see teachers being really, oh, don't come near me. I don't want to hear your problems. You're just a face in front of me for me to do my job. And I don't think that's what we should be doing, especially in the kind of schools that I've

worked at, where these kids need someone that they can trust and they can rely on."); being both compassionate but also honest with youth (50%; e.g., "The kids don't really want to hear you sugarcoat anything to them. [They say] I come to you with a problem. Can you help me ? […] I'm honest with them."); and setting high expectations for youth based on a belief in their ability to succeed (50%; e.g., "I'm very high on expectations [...] I set the bar high for them. I don't think we should just be mediocre, even if it's in the classroom or after school. I don't think so. I, listen, you have more potential than you think you have. Rise to the occasion."). In comparison to providers in the low effectiveness group, two to three times the number of providers in the high effectiveness group reported focusing on showing youth they care, setting high expectations, and developing a sense of trust with youth.

Among providers reporting high effectiveness in engaging youth in after-school programming, at least three out of four highlighted having previous experience working with youth and a sense of openness and flexibility, similar to establishing positive adult-youth relationships. Providers also highlighted the importance of being able to identify learning opportunities and teachable moments within after-school programming (75%; e.g., "We teach as we go, so you always find a teachable moment in something […]"). When sharing their process for keeping youth engaged during after-school programming, high effectiveness providers frequently took time to get to know the youth (100%); regularly gathered feedback from youth to inform programming (100%; e.g., "[I tell the kids] let's just hash out, what do we do well? What could we have done better? They love that. They feel as if they're, they have a stake in this."); choose fun and interactive activities that incorporate play and/or group discussion (100%; e.g., "I look for things that

are going to be fun, you know? I mean, because we want them to have fun […] And, you know, it gets them up and up a little."); offer a variety of activities and opportunities to keep youth interested (75%; e.g., "I love bringing different... I love exposing the kids to different kinds of things."); and engage in the activities alongside the youth (75%; e.g., "And you know, doing it together, even with my other teacher partner there with me, we all do it together [...] And I think once they're involved in whatever it is and they see that we are doing the same thing as them, then they're willing to participate […]"). Compared to providers in the "low youth engagement" group, two to four times the number of providers identifying high youth engagement indicated offering a variety of interactive and fun activities that incorporate youth feedback and were more likely to engage in activities alongside youth.

When addressing problem behaviors that can conflict with youth engagement, "high youth engagement" providers were more likely to report trying to understand the youth's position and any underlying factors that may be contributing to their behaviors (50%; e.g., "You kind of have to go full circle. OK, this person is this age. What is going on in his or her life? What is it that I'm not understanding? OK, if I were that person, you know, I would be responding the same way. And I think we kind of forget that they're people."). They are also more likely to take advantage of the flexible nature of after-school time to let the youth release their energy before trying to focus them around a central activity (50%; e.g., "Just have fun [...] if they get wild and crazy, let them get wild and crazy […] eventually they'll calm down. And then that's when you, things just go back on track again."). Providers who communicated more struggles engaging youth were more likely to use behavior management strategies that assert control (50%; e.g.,

“So, you know, you got stronger attitudes, I should say. So you got to be stronger than them, you know, to control them, because they feel like they grown.”); and were more likely to implement consequences (50%) including pulling youth out of the program due to their behavior.

Effectiveness via Connectedness. Across providers demonstrating high levels of youth engagement and close adult-youth relationships, they reported finding it particularly helpful to receive informational and instrumental support from others as well as having opportunities to problem solve as a group, clear communication as a team, and trusted people that they can rely on consistently. Providers demonstrating lower evidence of effectiveness were more likely to report difficulties connecting with others due to a lack of physical proximity (e.g., “but most of the time we sneak in and out, kind of, because everybody has their own room. Everyone has different schedules and different classes.").

Additionally, when comparing levels of connectedness reported by providers in the “low effectiveness” and “high effectiveness” groups, there were marked differences in reported levels of bonding social capital. Over twice the number of providers in the groups with high adult-youth positive/close relationships and high youth engagement reported alignment in group values and goals and the presence of respect and trust among colleagues compared to providers in the low effectiveness group. Highly effective providers also more frequently reported receiving instrumental and informational support from supervisors.

During the interviews we asked providers what they would want to talk with other after-school providers about, particularly providers at other sites. All interviewee

responses were related to effectiveness, including sharing activity ideas for maximizing youth engagement (27%; e.g., “Just to hear their perspective on how it was for their kids and you know, how their kids reacted to those different types of programs […].”); and sharing best practices (45%) for maximizing youth engagement, supporting youth, navigating large groups of students, and increasing communication with day school teachers around homework support.

Opportunities for Promoting Connectedness

Bonding Social Capital. Interviews were coded for evidence of satisfaction/dissatisfaction with levels of connectedness. We used frequency codes to assess the number of times providers indicated satisfaction with their connectedness with others and used these frequencies to organize providers into “high” “medium” and “low” connectedness satisfaction. A large percentage of providers (67%) across satisfaction levels reported at least one example of respect and trust among colleagues (e.g., “Those were like my go to [people]. Like, no matter what, I had their back.”). Providers in the high satisfaction group however reported more instances of alignment in values and goals, facilitated by effective communication and a shared commitment to supporting youth (e.g., “I know I'm not choosing someone who is kind of lenient or lax on what they need to be doing, and I understand that. I’m going to someone who I know is going to do a good job or is trying to do a good job by the kids.”). Providers in the low connectedness satisfaction group were also more likely to communicate a lack of instrumental support from supervisors and coworkers. Providers highlighted a lack of physical proximity as a contributor to low instrumental support, including not having a co-facilitator in the same room with them (e.g., “I mean, it really takes two people to, you know, to be able to make

things work.") and not having hands-on support during crises (e.g., "By that time now all personnel gone […] only thing I can say is just walk away and hopefully it be rectified by higher beings the next day.").

Bridging Social Capital. Providers in the high connectedness satisfaction group provided more examples of communication with individuals outside of their immediate after-school site. A provider in the low satisfaction group highlighted difficulties connecting after-school with day school, particularly around facilitating homework completion (e.g., "I always thought about. You never have homework? How? […] I wish that I could find out how do we relate it back to day schools. How do you get them to work together?"). Conversely, two providers in the high satisfaction group shared reaching out to other day school teachers to increase homework completion (e.g., "If you didn't have homework, of course I'm the one who's calling the teacher to find out. You're not going to tell me you don't have homework. I'm going to find out [laughter]."). One provider also shared frustration about teachers in the day school not appreciating the value of after-school, instead using its removal as a consequence for bad behavior during the school day (e.g., "I think that that definitely was frustrating at times, was just explaining the program and teachers understanding the value of it and not taking it away from the students because they did something."). Providers also shared examples of reaching out to other staff and teachers in the day school, particularly school counselors, for emotional support and reassurance after sensitive conversations with youth or when there were safety concerns (e.g., "We have counselors at the school, and plenty of times I might come and say, 'hey, can I have a side bar with you for a second?"). Others shared the desire to have on-site mental health support for youth (e.g., "I think that part is

missing from the after school program part, having a hands-on counselor for the after school sites."). Finally, providers shared enjoying opportunities to attend program-level meetings and trainings where they could hear from providers at other sites and learn from external consultants brought in to support staff around particular program components.

Opportunities for Promoting Work-Related Well-Being

Well-Being and Effectiveness. When sharing what parts of the job they find difficult, providers reporting high levels of emotional strain, including compassion fatigue, and low levels of work engagement, were more likely to communicate having difficulty engaging youth and parents as well as addressing youth problem behaviors. They were also less likely to indicate feeling effective at building positive adult-youth relationships. It is unclear whether difficulty in these particular aspects of the job is the result of low well-being or the cause of low well-being, however it's important to highlight that the three most frequently reported motivating factors in the work are related to connecting with youth, establishing close adult-youth relationships, and youth engagement in programming. Providers in the high emotional strain and compassion fatigue groups were also more likely to report using coping strategies that create distance between them and the youth, including establishing boundaries (e.g., "You got to understand where you draw the line, how close you get, you know, you got to be mentally, physically, emotionally strong […]") and removing themselves from sources of stress (e.g., "So half the time my suggestion was put them out [of the program]. Because if you're going to argue with a child and argue that parent, it's not worth it."). Providers with low work-related well-being were also more likely to report a primary strategy of giving youth space when there's a mental health concern (e.g., "I try not to bother them. I

try not to be too hard on them because I don't know what they going through. I don't want to know what they going through because […] I'll be crying all night long.").

Well-Being via Connectedness. When comparing levels of connectedness reported by providers in the "low provider engagement" and "high provider engagement" groups, there were marked differences in reported levels of bonding social capital. For example, only one out of four providers in the "low engagement" group reported alignment in values and goals as well as the presence of respect and trust across their team, compared to three out of four providers in the "high engagement" group. More providers in the "high engagement" group also reported receiving instrumental support from their supervisors (75% of respondents versus 25%). These same differences in reported bonding social capital and supervisor instrumental support were also found between the "high emotional strain" and "low emotional strain" groups, with providers reporting high levels of strain indicating fewer examples of bonding social capital and supervisor instrumental support in their interviews. Providers reporting high engagement and low emotional strain identified emotional support and a shared commitment to supporting youth as two of the most important forms of social support they've received during stressful moments.

Individual Coping Strategies. Beyond effectiveness and connectedness, providers shared a number of personal coping strategies that they find helpful during stressful moments. Individuals reporting high levels of engagement and low levels of emotional strain were more likely (at least three out of four people) to report using: (1) action-based coping to address the sources of stress, which could include going to their colleagues for assistance or an alternative perspective on a particular problem; (2)

cognitive restructuring, including identifying alternative or coping thoughts, to mitigate stress, such as reminding themselves of the motivating parts of the job (e.g., “What I've been doing is, to alleviate the stress, is just to say, OK, this is part of it. Let me get it done before I have to interact with the kids.”); and (3) mindfulness strategies, including deep breathing, both on their own and collectively with the youth (e.g., “OK, let's just, five minutes, say it, stop what you're doing, and breathe for five minutes. And you know, doing it together [with the students], even with my other teacher partner there with me, we all do it together. We just stop and just do it together.”).

Work-Related Well-Being During COVID-19

After COVID-19 started shutting down schools, ASP’s sites adapted in multiple ways, with some quickly shifting to remote programming while others were put on hold until in-person programming could resume. Due to interviews occurring across multiple months, some providers were interviewed while still facilitating fully remote programming, some were interviewed while programming at their site was on hold, and some were interviewed after they returned to in-person programming following strict physical distancing and health guidelines. Throughout the interviews, we asked providers how their responses, including their experiences of effectiveness, connectedness, stress and engagement, have changed or remained the same during COVID-19. Providers offering physically distanced programming vocalized a continued commitment to serving the youth in their programs, but also increased stress due to trying to maintain the effectiveness of their services under complex circumstances. The most frequently reported stressors related to COVID-19 stemmed from difficulties engaging youth in physically distanced programming, both in-person and remote (e.g., “What’s stressful is

not being able to reach the ones at home, meaning like you really don't know what they're doing."); acknowledging the loss of opportunities for youth (e.g., "I think the biggest thing that these kids are going to lack is when it comes to learning styles, everyone has a different learning style, whether you're auditory, visual, kinesthetic, tactile, which is hands on, those kids who are hands on learners, they're going to be missing out. And that's what was my biggest fear."); feeling restricted by resource limitations (e.g., "During COVID […] a lot of them didn't have the materials they needed to do anything, even draw."); and added concerns about the safety and well-being of youth, particularly during remote programming (e.g., "And that's why I said I'm exhausted, because I'm monitoring these kids that are not in a space where they, some of them shouldn't even be in that space.").

When inquiring about providers' experienced level of effectiveness during COVID-19, providers echoed some of their prominent stressors, including difficulties engaging youth, particularly during remote programming, exacerbated by a lack of access to engaging virtual activities (e.g., "I was hitting like, I don't know what else to do anymore."). Lack of physical proximity also contributed to difficulties creating social opportunities for youth (e.g., "I think that we're really limited on what we can do. The kids are home and even the kids that's in-school, you know, how much interaction can they really do with one another?"). Finally, providers communicated concerns about their ability to support youth without physically seeing them (e.g., "You just have to look a little bit more, be more creative in what you're seeing and notice things a little bit, just a little bit more. Because it's, seeing them face-to-face, you can see everything. But virtually you can't.").

When exploring providers' experiences of connectedness with colleagues during COVID-19, the majority shared a marked decrease in their interactions with others, due to most previous communication occurring in shared physical spaces, such as the hallway or lunch room during free periods (e.g., "I was so used to talking to teachers in the hallway."). During COVID-19, providers shared communicating more over text and Zoom, but that virtual communication was more prone to distractions (e.g., "I think there was more distraction because I think that when you're on Zoom you're looking at the background […] I think you kind of get distracted."), and also not as fulfilling as in-person communication (e.g., "I'd rather, I'm more someone who wants to be around people […] Like I want to be around these people, but I can't. And that, it was very hard."). Some providers shared that lack of effective communication during COVID-19 contributed to their stress (e.g., "I feel that they still try to maintain, when I get it, you get it, mentality. Versus a more transparency […] You have to be transparent. Top, down, left, right, you have to be. Or else the person will feel as if they're in this alone.").

When sharing their experiences of work-related stress due to COVID-19, providers demonstrated a profound ability, time and again, to adapt and problem solve quickly, including identifying new resources (e.g., "We had the issue at first, thank God we started looking at like Pinterest and Teachers Pay Teachers and different things where it kind of made it a little bit easier to figure out how to do some virtual stuff with the kids."); finding strategies for maximizing youth engagement (e.g., "We find things that they can enjoy and play together. And usually it's teachers versus the kids and they love that. So, we find different things to keep them engaged."); and ensuring that youth know that they care and are still there for them (e.g., "The hugs, the high fives, the, you know,

giving you a treat, it's out the door. But they still know we love them. They still know that. They still know we appreciate them."). This capacity to adapt is fueled in part by after-school providers' deep commitment to supporting youth, highlighted in the following quote: "My attitude has not changed […] my attitude is not going to change. I'm not going to change because [of] COVID. I'm not going to not talk to them or I'm not going to not help them when they need. And that's how it's not going to change. Period."

Discussion

This study used mixed methods to examine experiences of effectiveness, connectedness, and work-related well-being among after-school providers in a multi-site, middle-school age program serving predominantly diverse and low-income communities in a large city in Southeastern United States. Results indicated high self-reported levels of work-related well-being and effectiveness, while also highlighting the importance, as well as the complexity, of connectedness and effectiveness and their relationships with work-related well-being.

Effectiveness and Well-Being

Results across the quantitative and qualitative data strands demonstrate the importance of effectiveness, particularly effectiveness engaging and developing close and positive relationships with youth, when predicting and promoting work-related well-being for after-school providers. While quantitative measures of effectiveness were constrained by ceiling effects, quantitative analyses still found significant associations between provider effectiveness and well-being, with both comfort promoting youth social-emotional learning and ability to develop close relationships with youth predicting positive experiences of well-being, including compassion satisfaction and engagement.

These associations were confirmed by qualitative reports of motivating factors, which centered around providers' opportunities to connect with and build positive, supportive relationships with youth, and also aligned with reported sources of job satisfaction in other recent studies with after-school providers also serving diverse and under-resourced communities (Hwang et al. 2020).

Conversely, reports of adult-youth conflict served as a primary predictor of emotional strain, including exhaustion, across both quantitative and qualitative reports. Qualitative feedback also highlighted lack of youth engagement in programming and disruptive behaviors as prominent sources of stress not captured by the quantitative measures. While close relationships with youth presented an important source of provider engagement, interview participants also highlighted stress due to uncertainty in addressing youth needs, particularly when engaging in emotionally salient conversations or when there were safety concerns. When discussing stress due to youth sharing sensitive information, providers highlighted the emotional impacts on their own well-being as well as stress due to not knowing or feeling able to get youth the support they need. This highlights a reoccurring theme during qualitative interviews, where providers expressing high levels of compassion fatigue, or stress due to emotionally supporting youth, demonstrated two different methods for coping, with one group indicating more withdrawal from youth and a reluctance to get too close in fear of hearing information they aren't sure how to confront or address, and another group that provided more examples of reaching out to others, including supervisors and school counselors, to help youth get the help they need. Providers who shared more examples of having people to go to when they had safety concerns regarding youth were also more likely to report

close and positive adult-youth relationships, while providers who indicated more withdrawal from the youth also reported more examples of adult-youth conflict. This highlights a few important points including that (1) close relationships with youth can serve as a motivator for after-school staff but also a stressor due to the increased information youth often share as a result of those relationships; (2) stress due to supporting youth can contribute to adult-youth conflict and contribute to later withdrawal from those relationships, associations that have also been found among teachers during the school day (e.g., S Yoon, 2002); and (3) it is important for after-school providers to have adequate support from others in addressing youth needs that arise as a result of close adult-youth relationships in order to maximize both providers' effectiveness supporting youth and their own emotional well-being at work.

Connectedness and Well-Being

Connectedness, like effectiveness, presented with mixed associations with work-related well-being. Interestingly, the quantitative analyses highlighted increased connectedness as a potential risk factor for increased emotional strain, with greater structured (e.g., team meetings and trainings) and unstructured (e.g., text or unplanned in-person conversations) communication opportunities associated with higher secondary traumatic stress. Advice network density, or the extent to which the people someone goes to for advice also go to each other for advice, was also associated with higher reported burnout, including both exhaustion and disengagement. This is contrary to previous research in other settings, which has highlighted density as a metric of bonding social capital (Neal & Neal, 2019), and found positive associations between bonding social capital and experiences of work-related well-being (Huang & Liu, 2017). When we

explored these associations more, we found that reciprocity was a significant predictor of burnout, such that providers with more reciprocal advice relationships, including going to the people who also come to them for advice, reported lower burnout. These associations could also be due in part to gaps in the networks due to staff members who chose not to complete the survey.

Qualitative interviews provided a deeper look into the types of social support and connectedness that providers found helpful versus unhelpful. Connectedness, including social support and capital, was identified less as a motivating factor, however highly engaged staff reported more examples of bonding social capital, including having trust across colleagues and alignment of values and goals. Connectedness played a stronger role in emotional strain, both as a contributing and protective factor. The absence of connectedness, including ineffective communication and a lack of support towards meeting job demands (i.e., instrumental support) was reported as a source of stress by providers during qualitative interviews, particularly among providers reporting low engagement and high emotional strain. Therefore, connectedness as a barrier to effectiveness served as a source of stress for some providers.

Alternatively, when asked what others do that they find helpful during stressful moments, providers highlighted emotional support, help or information towards meeting job demands (i.e., instrumental and informational support), and having a consistent team of people who effectively communicate, are all on the same page, and share a commitment to serving youth. Qualitative examples of bonding social support came up most frequently across providers in both the high effectiveness and high well-being groups, emphasizing that, while social network density was not associated with positive

work-related well-being in this sample, they still found it particularly helpful if there was a perception of trust, respect, and shared goals across colleagues. This highlights the importance of promoting a positive organizational culture and climate in addition to individual provider effectiveness and well-being (Ouellette et al., 2020). When it comes to receiving instrumental, informational, and emotional support from surrounding colleagues, increased advice and support network connections were not associated with increased experiences of well-being and satisfaction with support. Instead, providers communicated the utility of having a small group of people that they can go to regularly for support, as well as the importance of having a co-facilitator for sharing the workload and exchanging ideas.

When understanding the role of bridging social capital with work-related well-being, social network metrics, particularly betweenness (Neal & Neal, 2019), was not associated with either burnout or engagement. Qualitative interviews provided additional context regarding how to optimize bridging social capital within the collaborating after-school program. Multiple providers described lack of effective communication and connections with day school teachers as a source of stress, particularly when this lack of communication resulted in difficulties facilitating youth homework completion or day school teachers pulling youth from the program as a disciplinary measure. Other providers emphasized the utility of reaching out to day school teachers for facilitating youth homework completion, particularly when students state that they don't have homework when they do. Additionally, when seeking out emotional support for themselves or for their students, multiple providers indicated reaching out to school counselors for advice, reassurance after a difficult conversation with a student, or to

connect youth with services. One provider still emphasized that, because school counselors are not usually there during after-school hours, it would be particularly helpful to have on-site or on-call mental health support for youth during after-school hours. Bridging social capital therefore presents opportunities to mitigate stress for after-school providers by increasing their effectiveness, which we explore more below, while also helping to connect youth with important services.

Effectiveness and Connectedness

Quantitative associations between effectiveness and connectedness indicated a significant relationship between high organizational communication opportunities and high closeness with youth. This resonates with providers' qualitative descriptions of conversations with other providers and during group meetings, which often centered around meeting the needs of youth. This finding also aligns with the positive association between communication opportunities and secondary traumatic stress, in that sharing and collectively problem solving concerns regarding the well-being of students can help providers establish close relationships with youth but can also increase the amount of emotionally-distressing information that providers hear and share with each other.

When examining the effects of endorsement statements from researchers versus other after-school providers on participants' perceptions and intentions to use two new resources, no significant differences were found. The two resources included an activity to do with youth to practice problem solving and effective communication, and then recommendations for optimizing the homework support hour. Endorsement states were brief ("[This activity] OR [Homework tips] were recommended by researchers/after-school providers."), with an emphasis on the source of endorsement (i.e., peers versus

researchers). The lack of difference in attitudes and intentions based on endorsement source highlights that, for at least certain behaviors, who endorses a piece of information may have less influence during initial assessments, with more focus given to particular pieces of information. For example, diffusion of innovation theory (Rogers, 2003) highlights five main factors in influencing decisions to change one's behavior, including relative advantage, compatibility, complexity, trialability, and observability. During interviews, when asked what they look for when choosing specific activities to do with the kids, every interviewee focused on youth engagement, in that they look for activities that the youth at their site will enjoy while teaching them something new. Similarly, when asked what they would want to hear from providers at other after-school sites and programs about, interviewees most frequently communicated wanting to hear about strategies and activities that have kept the youth at their site engaged. One provider also communicated a specific desire to hear about activities that worked well with large groups of students. Therefore, when choosing specific activities or programmatic components to introduce to youth, providers expressed interest in hearing from other providers that serve similar populations in similar contexts, but with a focus on maximizing youth engagement.

Provider-Identified Strategies for Promoting Youth Engagement and Developing Positive Adult-Youth Relationships

Qualitative interviews also focused on identifying facilitators of effectiveness, connectedness, and work-related well-being. We explicitly asked providers about their process for building positive relationships with youth after school to identify opportunities, informed by after-school providers' knowledge and experience, for

promoting effective programs. Previous research in other disciplines, such as forestry and medicine, have demonstrated the potential of using mixed methods to gather and honor local knowledge (Bruschi et al., 2011; Close & Hall, 2006; Sinclair et al., 1999). Many have highlighted the potential of mixed methods, when combined with a social justice perspective and approach (Ponterotto et al., 2013), towards empowering oppressed communities by honoring their voices and perspectives in places and spaces that they have been previously underrepresented (Lyons et al., 2013).

Providers highlighted a number of personality and individual factors, including having an openness to learn and an appreciation for the flexibility of after-school. Providers also highlighted their other role as teachers, a unique factor about the collaborating after-school program in the current study, with all frontline providers being certified teachers. When describing their process for engaging youth, providers emphasized taking the time to get to know the students and their interests, using feedback and knowledge about the youth to inform programming decisions, offering a variety of opportunities, and actively engaging in program activities alongside the youth. Some providers were also able to use their own personal interests and skills, including in art, anime, and popular movies, to connect with youth. One provider identified benefits of growing up in the same neighborhood as the students, and another spoke to the benefits of speaking Spanish with youth who recently immigrated to the United States. The ethnic and racial diversity of staff in the collaborating after-school program therefore presents a strength for connecting with and engaging youth, particularly due to the high levels of diversity among youth served.

Providers with greater evidence of positive adult-youth relationships displayed what other studies have labeled the “warm demander theory”, which was originally developed based on qualitative work with African American students and teachers, where teachers who displayed both high warmth and high expectations produced the best academic outcomes for African American students (Ford & Sassi, 2014; Ware, 2006). Providers in the high effectiveness group communicated distinct efforts to show youth that they care about their well-being and are willing to be a listening ear when needed. When confronted with disruptive or problematic behaviors, these providers frequently communicated high levels of compassion and empathy, including trying to understand potential factors that may be contributing to the youth’s behavior, such as stressful events at home or in the community. For some providers, they communicated going through similar lived experiences when they were growing up, which they identified as helpful in gaining a deeper understanding of how to support youth experiencing similar events. At the same time, these providers also communicated high expectations for youth to succeed. Therefore, while these providers take time to understand why youth might be behaving or reacting a particular way, they do not view these youth as victims, instead choosing to focus on their potential and the strength that can result from adversity, as seen in the following quote, “Even though they're little people, we think they may not have a lot, but their environment begs to differ.” Another provider had this to say when describing the unique strengths of new English-language learners, “But most of the strengths really, the non-English speaking, that's the one is really working hard to speak the language so they can communicate and enjoy the conversation with others. And I feel like they're not giving up.” All providers highlighted at least one strength in the youth

they serve, with many highlighting how much they enjoy the opportunity to also learn from youth in return. A prominent strength of after-school providers is therefore their ability to identify the strengths of the youth they serve.

A Social-Ecological Understanding of Work-Related Well-Being in After-School

When reconceptualizing outcomes from a social-ecological perspective, participating after-school providers indicated sources of stress and motivation across ecological levels, including individual facilitators of effectiveness and methods for coping (e.g., action-based coping, cognitive restructuring, and mindfulness). Across the microsystem level, providers emphasized the importance of youth engagement, positive adult-youth relationships, effective communication with the parents of enrolled youth, and social support (i.e., instrumental, informational, and emotional) from coworker and supervisors. At the mesosystem level, providers highlighted the utility of connections with the day school teachers and counselors in facilitating homework completion and meeting youth mental health needs. At the exosystem level, providers highlighted the importance of adequate funding and resources for meeting youth needs and maximizing engagement, with limited financial resources restricting providers' capacity to introduce youth to new opportunities. Finally, the macrosystem level focuses on an overarching lack of value given to after-school providers, similar to the experiences of teachers (Price & McCallum, 2015), with after-school providers indicating a lack of perceived value in after-school by youth, parents, and other teachers in the day schools. Each ecological level offers greater understanding of the social context of well-being for after-school providers, while highlighting future pathways for direct intervention and support.

Limitations

It is important to note the small sample sizes, across both the quantitative and qualitative samples, which may have impacted our ability to detect effects. Small sample sizes were due in part to recruiting during the COVID-19 pandemic, especially because after-school providers in the collaborating program also serve as day school teachers and were navigating continuous pandemic-related changes and demands. Social network metrics, including density and betweenness, were restricted due to low percentages of participation at the site level, requiring the use of ego network metrics due to incomplete site-level networks. Quantitative measures of effectiveness and work engagement were constrained by ceiling effects, potentially resulting from response bias. Conversely, there were floor effects in reports of stress during qualitative interviews, potentially due to variable levels of comfort talking about emotionally-salient topics. Due to the small sample size spread across a large number of sites, we were not able to account for variation at the site level within quantitative analyses. Intraclass correlations were above .10 for STRS closeness, SEL comfort, and ProQOL compassion satisfaction, indicating the importance of accounting for site-level differences in future studies with larger sample sizes. Due to the cross-sectional nature of the data, causal or directional associations cannot be differentiated. Particularly for associations between effectiveness and work-related well-being, both quantitative and qualitative results indicated potential for a bidirectional relationship between the two constructs, making it difficult to differentiate the impacts of effectiveness on work-related well-being and vice versa. Additionally, despite the use of repeated survey prompts for providers to think specifically about their experiences with in-person programming, recall bias and the

COVID-19 pandemic may have impacted providers' responses in a way that detracted from our ability to fully generalize to traditional in-person programming, particularly given the increases in stressors reported by providers during interviews related to COVID-19 and the temporary transition to remote programming. Finally, reliance on surveys and qualitative interviews may have missed aspects of connectedness and effectiveness. Future studies would benefit from incorporating observational measures of these constructs.

Regarding the qualitative data, it is important to note that transcripts and results have not been member checked, a helpful process for ensuring the credibility, validity, and transferability of the findings. Future directions in the work include presenting findings to the partnering organization to check for accuracy and comprehensiveness of interpretations. It is also important to note that two of the interview participants were serving in a primarily administrative role. Their interviews were kept in analyses due to reports from both individuals that they still interact with youth, with one indicating that they used to serve as a frontline provider before switching roles and the other indicating that they regularly step in when other staff are absent or additional support is needed. It is important to note that both individuals reported increased stressors related to paperwork and engaging parents, due to those responsibilities being central to their administrative role. None of the other codes or themes differed systematically across these two providers.

Conclusions and Future Directions

Results, collected using mixed methods, highlight the nuanced associations between effectiveness supporting youth, connectedness with coworkers, and work-related

well-being for after-school providers. While opportunities to interact with and develop bonds with youth was the primary motivator shared by staff, these relationships also came with increased concerns about the well-being of youth who may be in unsafe or unhealthy environments. Similarly, increased social support and bonding social capital, particularly a shared commitment to serving youth, presented as buffers against stress, but increased communication also came with increased risk of hearing potentially stressful information, particularly in cases where staff didn't feel personally or collectively able to address youths' needs. These trends present multiple areas for further study as well as potential strategies for promoting the work-related well-being of after-school staff, including having on-site mental health counselors available to help address youth mental health concerns (an example of increased bridging social capital), and implementing organizational and site-level goal alignment and team-based decision-making interventions, such as those identified in Ouellette et al. (2020), to help build a sense of trust and shared vision (an example of increased bonding social capital).

The nuanced relationships between effectiveness, connectedness, and work-related well-being would not have been captured without the use of mixed methods. Therefore, continued application of mixed methods in examining associations between and changes in effectiveness, connectedness, and work-related well-being in response to socially-informed professional development and intervention efforts presents a critical next step in advancing our understanding and promotion of work-related well-being within after-school. Overall, the current study highlights the importance of social-ecological context in promoting both effectiveness and work-related well-being for after-school staff. While most interventions, particularly in the school context, for promoting

work-related well-being have focused on individual factors, including stress management, self-care, and mindfulness strategies (e.g., de Jesus et al., 2014; Flook et al., 2013), it is important for us to look beyond individuals to their surrounding context. Organizational interventions and workforce support opportunities that offer resources across social-ecological levels present an important alternative approach to promoting work-related well-being for after-school providers.

Tables and Figures

Figure 3. *Conceptual Model with Predicted Associations between Effectiveness Supporting Youth, Staff-to-Staff Connectedness, and Staff Work-Related Well-Being.*

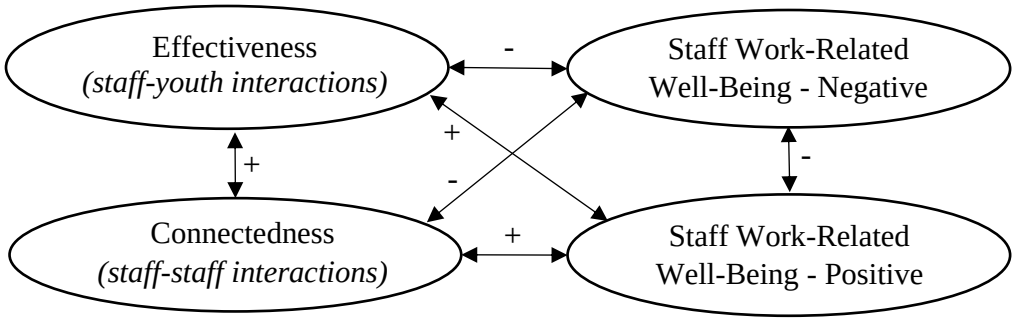

Figure 4. *Quantitative Measures Listed by Construct*

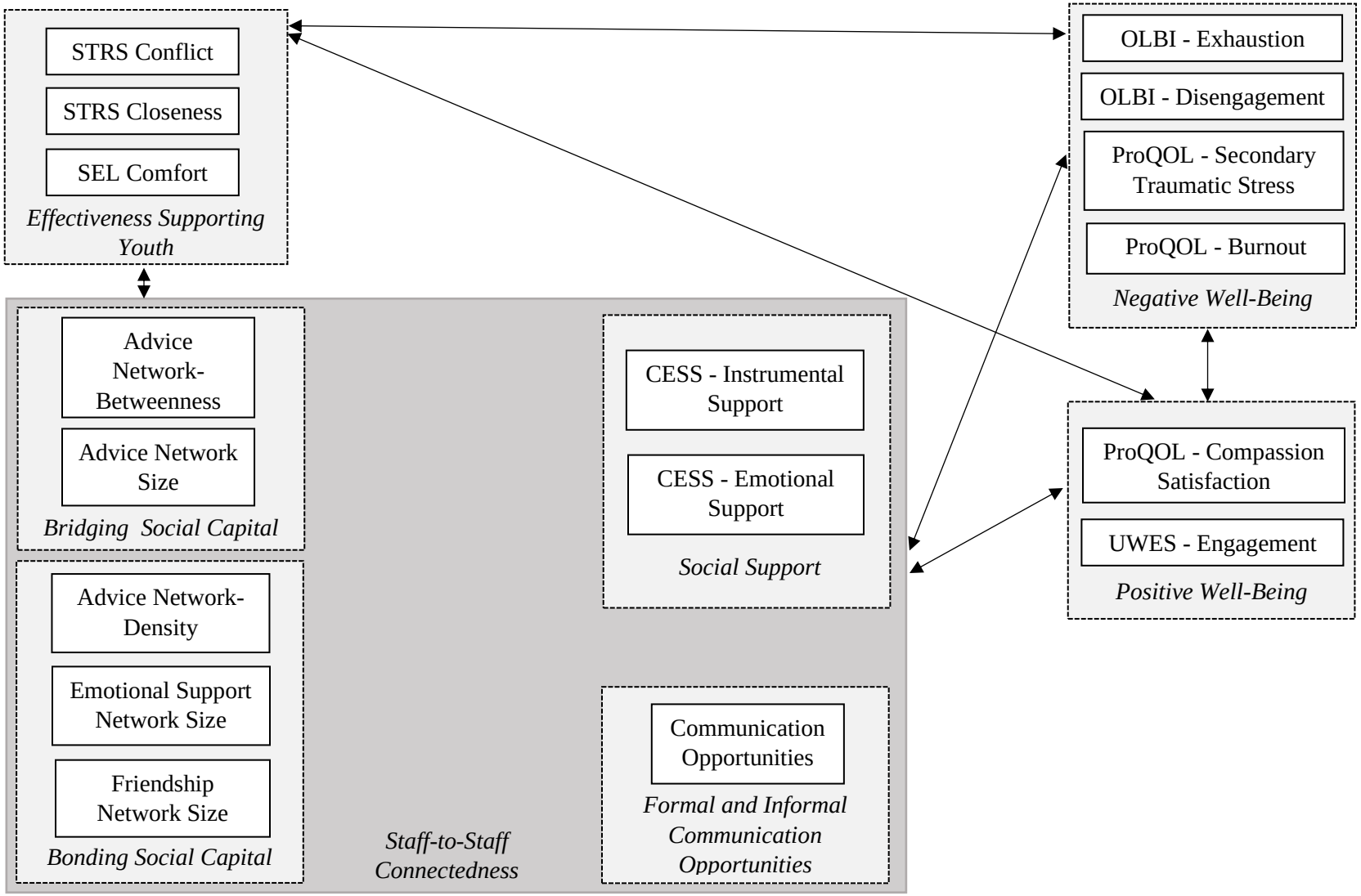

Table 7. *Neighborhood-Level Characteristics.*

Site and Characteristic	% of population	Site and Characteristic	% of population
Site 1		Site 5	
Black/African American	82.6	Black/African American	2.4
White	14.5	White	90.6
Two or more races	0.9	Two or more races	2.2
Hispanic	13.7	Hispanic	91.0
% below poverty line	18.6	% below poverty line	18.5
Site 2		Site 6	
Black/African American	2	Black/African American	7.3
White	93.4	White	83.8
Two or more races	2.2	Two or more races	2.9
Hispanic	83.8	Hispanic	76.0
% below poverty line	11.7	% below poverty line	10.3
Site 3		Site 7	
Black/African American	41.4	Black/African American	58.7
White	46.8	White	34.4
Two or more races	10.1	Two or more races	2.4
Hispanic	59.3	Hispanic	41.0
% below poverty line	36.4	% below poverty line	54.3
Site 4		Site 8	
Black/African American	27.7	Black/African American	85.2
White	64.8	White	10.4
Two or more races	4	Two or more races	1.9
Hispanic	63.5	Hispanic	14.8
% below poverty line	25.7	% below poverty line	22.7

Table 8. *Demographic Information for Full Sample (n=34).*

Characteristic	Nominal variables	Continuous variables	
	%	Mean	SD
Job Role			
Frontline Provider	58.8		
Site Manager	26.4		
Administrative Support	8.8		
Security	2.9		
Counselor	2.9		
Gender			
Male	20.6		
Female	73.5		
Other or Not Reported	5.9		
Race			
Black/African American	41.2		
Black/Caribbean American	14.7		
Middle Eastern/Arab American	2.9		
White	29.4		
Not Reported	14.7		
Ethnicity			
Hispanic	23.5		
Non-Hispanic	67.6		
Not reported	8.8		
Highest degree			
B.A./B.S. or under	50.0		
M.A./M.S.	44.1		
Ph.D/Ed.D	5.9		
Age		46.7	10.7
Number of years with after-school program		6.31	5.0
Number of years working with children (prior)		4.41	1.5

Table 9. *Demographic Information for Qualitative Interview Subsample (n=11).*

Characteristic		Nominal variables	Continuous variables	
	N	%	Mean	SD
Job Role				
Frontline Provider	9	81.8		
Site Manager	1	9.1		
CIS (administrative support)	1	9.1		
Security	0	0		
Counselor	0	0		
Gender				
Male	2	18.2		
Female	9	81.8		
Other or Not Reported	0	0		
Race/Ethnicity				
Black/African American	3	27.3		
Black/Caribbean American	3	27.3		
Middle Eastern/Arab American	1	9.1		
White	3	27.3		
Not Reported	2	18.2		
Ethnicity				
Hispanic	1	9.1		
Non-Hispanic	9	81.8		
Not reported	1	9.1		
Highest degree				
B.A./B.S. or under	4	36.4		
M.A./M.S.	6	54.5		
Ph.D/Ed.D	1	9.1		
Age			42.5	10.7
Number of years with after-school program			5.8	5.4
Number of years working with children (prior)			4.55	1.2

Table 10. Data for Integration Across Quantitative and Qualitative Data Strands

Effectiveness - Description	*Quantitative Measure*	*Qualitative Category*	*Qualitative Category Brief Description*
Assessing for Qualitative / Quantitative Convergence			
	STRS Closeness	Evidence Positive Adult-Youth Relationships	Evidence shared by provider of positive and close relationships with youth.
	STRS Conflict	Evidence Adult-Youth Conflict	Evidence shared by provider of conflict with youth.
Qualitative as an Extension			
	N/A	Identified Effective	Parts of the job providers self-identify as effective and/or that others have told them they're effective at.
	N/A	Identified Difficult	Parts of the job that providers have found difficult/struggled to do effectively.
Effectiveness - Facilitators and Barriers	*Quantitative Measure*	*Qualitative Category*	*Qualitative Category Brief Description*
Qualitative as an Extension			
	N/A	Facilitators of Effectiveness	Facilitators/opportunities for increasing their effectiveness, including personal/internal factors or systemic/external factors.
	N/A	Barriers to Effectiveness	Barriers or decreasing factors that hinder their effectiveness (personal/internal and systemic/external).
	STRS Closeness	Establishing Relationships with Youth	Self-described process for building relationships with youth in after-school

Connectedness - Description	*Quantitative Measure*	*Qualitative Category*	*Qualitative Category Brief Description*
Assessing for Qualitative / Quantitative Convergence			
	CESS	Supervisor/Coworker Support	Any mention of support provided by supervisors or coworkers, coding for examples of instrumental, emotional, and informational support separately.
	CESS	Connectedness Satisfaction	Indicated satisfaction with level of support received from coworkers/supervisors.
	Social Networks - Density	Bonding Social Capital	Reported alignment in goals, norms, or values with colleagues and indicated respect/trust among colleagues.
	Social Networks – Betweenness	Bridging Social Capital	Going to people outside of the immediate organization, including day school teachers, day school staff, external consultants, other after-school sites.
Qualitative as an Extension			
	Communication Opportunities	Connectedness Description	What opportunities to connect with other colleagues currently looks like, including location, conversation topics, and included individuals.

Connectedness - Facilitators and Barriers	*Quantitative Measure*	*Qualitative Category*	*Qualitative Category Brief Description*
Qualitative as an Extension			
	N/A	Connectedness Opportunities	Things coworkers/supervisors don't do that providers think would be helpful.
	N/A	Connectedness Barriers	Barriers that hinder their connectedness (including opportunities to connect and perceived level of support) with other colleagues.
	N/A	Future Topics	Desired topics to discuss with other after-school providers.

Well-Being - Description	*Quantitative Measure*	*Qualitative Category*	*Qualitative Category Brief Description*
Assessing for Qualitative / Quantitative Convergence			
	OLBI	Evidence Lack of Well-Being	Evidence of stress/burnout, including statements about something being "stressful", "hard", "difficult", or "exhausting". Also includes statements about planning to leave soon or questioning decision to stay in after-school.
	UWES	Evidence Positive Well-Being	Evidence of engagement/motivation, including statements about enjoying, being committed to, and passionate about the work. Includes statements about plans to remain working in aftercare and seeing the value in the work.
Qualitative as an Extension			
	OLBI	Identified Stressful	Parts of the job that providers specifically identify as stressful, emotionally overwhelming or distressing, or emotionally/physically exhausting.

Well-Being - Facilitators and Barriers	*Quantitative Measure*	*Qualitative Category*	*Qualitative Category Brief Description*
Qualitative as an Extension			
	OLBI	Identified Stressful	Parts of the job that providers specifically identify as stressful, emotionally overwhelming or distressing, or emotionally/physically exhausting.
	OLBI	Helpful Coping/Support	What people find helpful when experiencing work-related stress.
	OLBI	Unhelpful Coping/Support	What people find unhelpful when experiencing work-related stress or barriers to effective coping.
	UWES	Motivating Factors	Sources of engagement/motivation, specifically related to working in after-school.

Table 11. Descriptive Statistics for Measures of Effectiveness, Connectedness, and Well-Being

Variable	*nActual*	*nImputed*	*M*	*SD*	*Range*
1. STRS closeness	34	34	4.32	0.63	2.25-5
2. STRS conflict	34	34	1.82	0.58	1-3.00
3. SEL comfort	27	34	3.94	0.59	2.75-5
4. Communication Opportunities	34	34	6.44	2.36	1-10
5. CESS supervisor emotional support	34	34	3.72	0.51	1.67-4
6. CESS supervisor instrumental support	34	34	3.57	0.70	1-4
7. CESS coworker emotional support	34	34	3.71	0.41	3-4
8. CESS coworker instrumental support	34	34	3.73	0.46	2.33-4
9. CESS total support	34	34	3.68	0.41	2.67-4
10. Advice - total	24	34	3.93	4.13	1-14
11. Mental health and SEL advice - total	15	34	1.86	1.98	0-9
12. Emotional support - total	23	34	0.67	0.88	0-3
13. Friendship - total	21	34	1.35	1.52	0-7
14. Advice networks - density	24	34	27.89	30.99	0-100
15. Mental health and SEL advice networks - density	15	34	9.98	17.58	0-50
16. Emotional support networks - density	23	34	6.88	22.84	0-100
17. Friendship networks - density	21	34	10.09	19.30	0-66.67
18. OLBI - Disengagement	34	34	1.84	0.37	1.14-2.43
19. OLBI - Exhaustion	34	34	1.90	0.47	1.00-3.14
20. ProQOL - compassion satisfaction	25	34	44.72	4.13	37-50
21. ProQOL - burnout	25	34	14.32	3.16	10-21
22. ProQOL - secondary traumatic stress	25	34	16.56	3.37	11-24
23. UWES - total	34	34	4.80	0.78	3.11-6

Table 12. Integrated Data Table Summarizing Associations Between Effectiveness, Connectedness, and Work-Related Well-Being

	Quantitative Results	Qualitative Results
Effectiveness and Well-Being	- Significant positive associations between: ➢ STRS conflict and OLBI exhaustion ➢ Both SEL comfort and STRS closeness with ProQOL compassion satisfaction - Significant negative associations between: ➢ SEL comfort with both OLBI disengagement and exhaustion	- Eight out of 15 identified motivators for providers were related to their interactions with youth. Most frequently reported motivators included opportunities to interact with and build close relationships with youth. - Most frequently reported stressors were difficulties engaging youth in programming and supporting youth during emotionally salient moments - When stressed, 45% of interviewees reported using action-based coping strategies - Five out of 11 providers also indicated resilience and/or commitment as facilitators of effectiveness
Connectedness and Well-Being	- Significant positive associations between: ➢ Communication opportunities and ProQOL secondary traumatic stress ➢ Advice network density with both OLBI disengagement and exhaustion - Significant negative associations between: ➢ Reciprocal advice ties with both OLBI exhaustion and disengagement	- Connectedness with colleagues was not indicated as a source of engagement - Six out of 11 providers indicated lack of connectedness, particularly lack of instrumental social support, as a stressor. - Social support, in the form of instrumental, informational, and emotional support, was identified by 55% of interviewees as helpful during stressful moments. 27% also highlighted effective communication and a shared mission/commitment to serving youth

Connectedness and Effectiveness	- Significant positive associations between: ➢ Communication opportunities and STRS closeness - No significant differences in attitudes, perceived norms, behavioral control, and intentions to use new resources when paired with peer versus researcher endorsement statements - CESS social support from coworkers significantly and negatively associated with qualitative frequency of adult-youth conflict and positive associated with qualitative frequency of youth engagement	- Helpful forms of social support towards meeting job demands include informational support (64%), instrumental support (45%), group problem solving opportunities (45%), clear and frequent communication (36%), consistent relationships with coworkers (18%), autonomy in decision making (18%), and a shared commitment to the kids (9%)

V. FIELD STATEMENT

To promote the well-being of youth in resource-restricted communities, we must first acknowledge and support the services they already receive from surrounding adults, such as teachers and after-school providers. Research highlights the importance of close and positive relationships with nonparental adults in promoting youth academic success and social-emotional well-being. With close relationships comes the potential for both emotional risk and benefits for youth-serving adults, including satisfaction and emotional demands from supporting youth in potentially high risk environments. Close adult-youth relationships can therefore influence youth-serving adults' work-related well-being, but negative work-related well-being can also detract from positive adult-youth relationships.

As highlighted in the current research portfolio, when understanding and promoting work-related well-being for youth-serving adults, it is critical to acknowledge and understand their social context. For example, chapter two identified organizational health as the strongest predictor of teacher stress and satisfaction, above and beyond individual (e.g., self-efficacy) and classroom-level (e.g., student behaviors) factors. Chapter three synthesized and summarized intervention and support approaches that can be used to facilitate a healthy and productive social environment at work, with intervention components falling into four primary groups, including increasing effectiveness on the job through training and support, establishing team-based and data-informed continuous improvement systems, altering stressful parts of the job, and providing social and emotional support for staff. Chapter four expanded the examination of social context and work-related well-being into after-school, confirming previous research highlighting the importance of youth engagement, effective adult-youth

relationships, and connectedness with colleagues towards understanding and promoting work-related well-being for after-school staff.

While the current research portfolio highlights the importance of social-ecological context when understanding and promoting work-related well-being among youth-serving providers, there is limited understanding of the effects of interventions targeting different ecological levels. For example, most interventions for promoting work-related well-being among teachers have focused on skill development at the individual-level (e.g., de Jesus et al., 2014; Flook et al., 2013). We do not yet understand how individual-level interventions compare to organizational-level interventions, such as goal alignment and team-based decision-making, towards improving youth-serving providers' work-related well-being. Additionally, we do not yet fully understand the effects of individual versus organizational-level interventions on youth outcomes, including indirect effects via improved teacher and after-school provider well-being. Next steps in the research include: (1) a systematic review of interventions targeting work-related well-being among youth-serving providers, comparing interventions at different ecological levels; and (2) longitudinal intervention studies comparing individual and organizational-level interventions and their effects on youth-serving providers' effectiveness, connectedness, and work-related well-being as well as youth well-being and success outcomes; and (3) continued application of mixed methods and participatory approaches to grow a contextualized understanding of effectiveness, connectedness, and work-related well-being in resource-restricted communities. To most effectively support youth-serving providers we must first appreciate their existing knowledge and strengths, while building bridges to allow the whole to expand beyond the sum of its parts. By expanding our

ecological understanding of effectiveness and well-being in youth-serving contexts, we bring both compassion to individuals and power to the collective, acknowledging that we are stronger together than we are apart.

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APPENDIX

Appendix A: Research Measures

The following measures are not included here due to copyright protections: CESS Work Social Support, Student Teacher Relationship Scale (STRS), and the Social and Emotional Learning (SEL) Scale for Teachers.

Training Background and Demographics

Below are some quick questions about you and your previous training.

1. How long have you worked for [redacted for confidentiality]? _____

2. What is your role with [redacted for confidentiality] *(Circle one)* **Site Manager Frontline Provider Other: (please specify)_____**

3. What is the highest degree that you have completed? *(Select one)*
    - o Less than high school
    - o High school graduate or GED
    - o Some college, no degree
    - o Training program degree (e.g. nursing diploma)
    - o Associate's degree
    - o Bachelor's degree
    - o Master's degree
    - o Professional degree
    - o Doctoral degree

4. Are you currently taking classes / attending school? *(Circle one)* **Yes No**
    - o *If YES,* what degree are you pursuing (degree type and area of study)? _____

5. In addition to your employment at [redacted for confidentiality], do you also have another job? **Yes No**
    - o If yes, what is your job title at your other place of employment? _____

6. How many hours per week do you work across all your jobs? ____

7. Prior to joining [redacted for confidentiality], how many years of experience did you have working in *social services, schools, youth services, or community organizations* (e.g., in schools, other park districts or after-school programs, YMCAs, or Boys/Girls Clubs)? *(Circle one)*

   - o None
   - o 1-2 years
   - o 3-5 years
   - o 6-10 years
   - o 10-20 years
   - o More than 20 years

8. What is your current age?

   - □ Please specify: _____
   - □ I prefer not to disclose

9. What is your current gender identity? (Check all that apply)

   - o Male
   - o Female
   - o Trans male/Trans man
   - o Trans female/Trans woman
   - o Genderqueer/Gender non-conforming
   - o I prefer to self-describe (please specify): _____
   - o I prefer not to disclose

10. Do you identify as Hispanic or Latino/Latina/Latinx?

- Yes
- No
- I prefer not to disclose

11. How do you self-identify? (Check all that apply)
    - Alaska Native
    - American Indian/Native American
    - Black/African American
    - Black/Caribbean American
    - East Asian/Asian American
    - South Asian/Indian American
    - Middle Eastern/Arab American
    - Native Hawaiian/Pacific Islander
    - White
    - I prefer to self-describe (please specify): _____
    - I prefer not to disclose

Work and Well-Being Survey (UWES)

The following 9 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job during in-person programming. If you have never had this feeling, select "0" (never) for that statement statement. If you have had this feeling, indicate how often you felt it by selecting the number (from 1 to 6) that best describes how frequently you feel that way.

12. At my work, I feel bursting with energy.	0 - Never	1 – Almost Never	2 - Rarely	3 – Some-times	4 - Often	5- Very Often	6 - Always
13. At my job, I feel strong and vigorous.	0 - Never	1 – Almost Never	2 - Rarely	3 – Some-times	4 - Often	5- Very Often	6 - Always
14. I am enthusiastic about my job.	0 - Never	1 – Almost Never	2 - Rarely	3 – Some-times	4 - Often	5- Very Often	6 - Always
15. My job inspires me.	0 - Never	1 – Almost Never	2 - Rarely	3 – Some-times	4 - Often	5- Very Often	6 - Always
16. When I get up in the morning, I feel like going to work.	0 - Never	1 – Almost Never	2 - Rarely	3 – Some-times	4 - Often	5- Very Often	6 - Always
17. I feel happy when I am working intensely.	0 - Never	1 – Almost Never	2 - Rarely	3 – Some-times	4 - Often	5- Very Often	6 - Always
18. I am proud of the work that I do.	0 - Never	1 – Almost Never	2 - Rarely	3 – Some-times	4 - Often	5- Very Often	6 - Always
19. I am immersed in my work.	0 - Never	1 – Almost Never	2 - Rarely	3 – Some-times	4 - Often	5- Very Often	6 - Always
20. I get carried away when I am working.	0 - Never	1 – Almost Never	2 - Rarely	3 – Some-times	4 - Often	5- Very Often	6 - Always

Peer2Peer Support, Communication, and Information Sharing

We would like to know more about how you communicate and share information with your coworkers at [redacted for confidentiality].

21. Please indicate the methods and/or opportunities you use to communicate with your coworkers at [redacted for confidentiality] (select all that apply):
    - ☐ Full program meetings
    - ☐ Full program trainings/professional development opportunities
    - ☐ Site-level meetings
    - ☐ Individual meetings with your supervisor
    - ☐ Individual meetings with other teachers
    - ☐ Casual/unplanned conversations with other teachers during after-school time
    - ☐ Casual/unplanned conversations with your supervisor during after-school time
    - ☐ Planned conversations with other teachers during after-school time
    - ☐ Planned conversations with your supervisor during after-school time
    - ☐ Texting
    - ☐ WhatsApp
    - ☐ Email
    - ☐ Phone calls
    - ☐ Facebook
    - ☐ Method not included in list (please specify:_____)

22. From the methods/opportunities you selected, rank them in order from the methods you use ***the most*** to the methods you use ***the least***.

23. For each of the methods that you selected, please indicate how often you use them to communicate with your coworkers at [redacted for confidentiality]:

    - o Daily
    - o A few times per week
    - o Weekly
    - o A couple times per month
    - o Once per month
    - o Every few months
    - o 1-2 times per year
    - o Less than 1x per year

Sociometric Interview

The following questions ask about who you go to in [redacted for confidentiality] for advice around certain topics. Please list the role and site that each person works at.

24. Who do you go to for advice or with questions around supporting youth in your program? Fill in information for as many people that you can think of.

Name	Role	Site person works at

25. Who do you go to with questions or concerns related to student mental health and promoting social emotional learning?

Name	Role	Site person works at

26. Who do you go to at your site or in your organization for support after a long day or stressful event at work?

Name	Role	Site person works at

27. Who from [redacted for confidentiality] do you socialize with outside of after-school/work hours?

Name	Role	Site person works at

Oldenburg Burnout Inventory

See Demerouti et al. 2003, 2010

Below you find a series of statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement by selecting the number that corresponds with each statement. Think specifically about your work in after-school.

28. I always find new and interesting aspects in my work.	Strongly agree	Agree	Disagree	Strongly disagree
29. There are days when I feel tired before I arrive at work.	Strongly agree	Agree	Disagree	Strongly disagree
30. It happens more and more often that I talk about my work in a negative way.	Strongly agree	Agree	Disagree	Strongly disagree
31. After work, I tend to need more time than in the past in order to relax and feel better.	Strongly agree	Agree	Disagree	Strongly disagree
32. I can tolerate the pressure of my work very well.	Strongly agree	Agree	Disagree	Strongly disagree
33. Lately, I tend to think less at work and do my job almost mechanically.	Strongly agree	Agree	Disagree	Strongly disagree
34. I find my work to be a positive challenge.	Strongly agree	Agree	Disagree	Strongly disagree
35. During my work, I often feel emotionally drained.	Strongly agree	Agree	Disagree	Strongly disagree
36. Over time, one can become disconnected from this type of work.	Strongly agree	Agree	Disagree	Strongly disagree
37. After working, I have enough energy for my leisure activities.	Strongly agree	Agree	Disagree	Strongly disagree
38. Sometimes I feel sickened by my work tasks.	Strongly agree	Agree	Disagree	Strongly disagree
39. After my work, I usually feel worn out and weary.	Strongly agree	Agree	Disagree	Strongly disagree

40. This is the only type of work that I can imagine myself doing.	Strongly agree	Agree	Disagree	Strongly disagree
41. Usually, I can manage the amount of my work well.	Strongly agree	Agree	Disagree	Strongly disagree
42. I feel more and more engaged in my work.	Strongly agree	Agree	Disagree	Strongly disagree
43. When I work, I usually feel energized.	Strongly agree	Agree	Disagree	Strongly disagree

Life Skills Activity with Peer Endorsement

CRASH LANDING

WHAT TO SAY

The final step to problem solving is choosing a solution and trying it out. Based on everything you have considered, choose the solution that you think is best to solve the problem. If the outcome is not what you hoped for, then go back to the list of solutions and try another one.

Game instructions: If you are not able to catch enough rain water, you may not survive until the rescue team arrives."

This activity was recommended by an after-school provider working in a Miami after-school program for middle-schoolers. They liked it because it targets both communication and problem solving, and the kids usually enjoy it!

WHAT TO DO

Pair teens up

Provide each pair with "wreckage" EX: cardboard, paper, pipe cleaners, tape, etc.

Instruct teens that each person and his/her partner is the crew of a new plane. The plane crashed on a tiny island with no clean, drinkable water. They survived, but one lost his/her sight and the other lost use of his/her arms. It will rain in 4 minutes, and each pair needs to build something from the plane wreckage to collect rainwater.

In each pair, one person can't look (eyes closed, blindfold, etc.) and the other can't use his/her hands (hands tied, in lap, or in pockets)

Each pair has 5 minutes to create something to collect rainwater

WHAT TO ASK

How did you approach the problem at the beginning?

Was your problem solving well organized?

What specific steps did you use to solve the problem along the way?

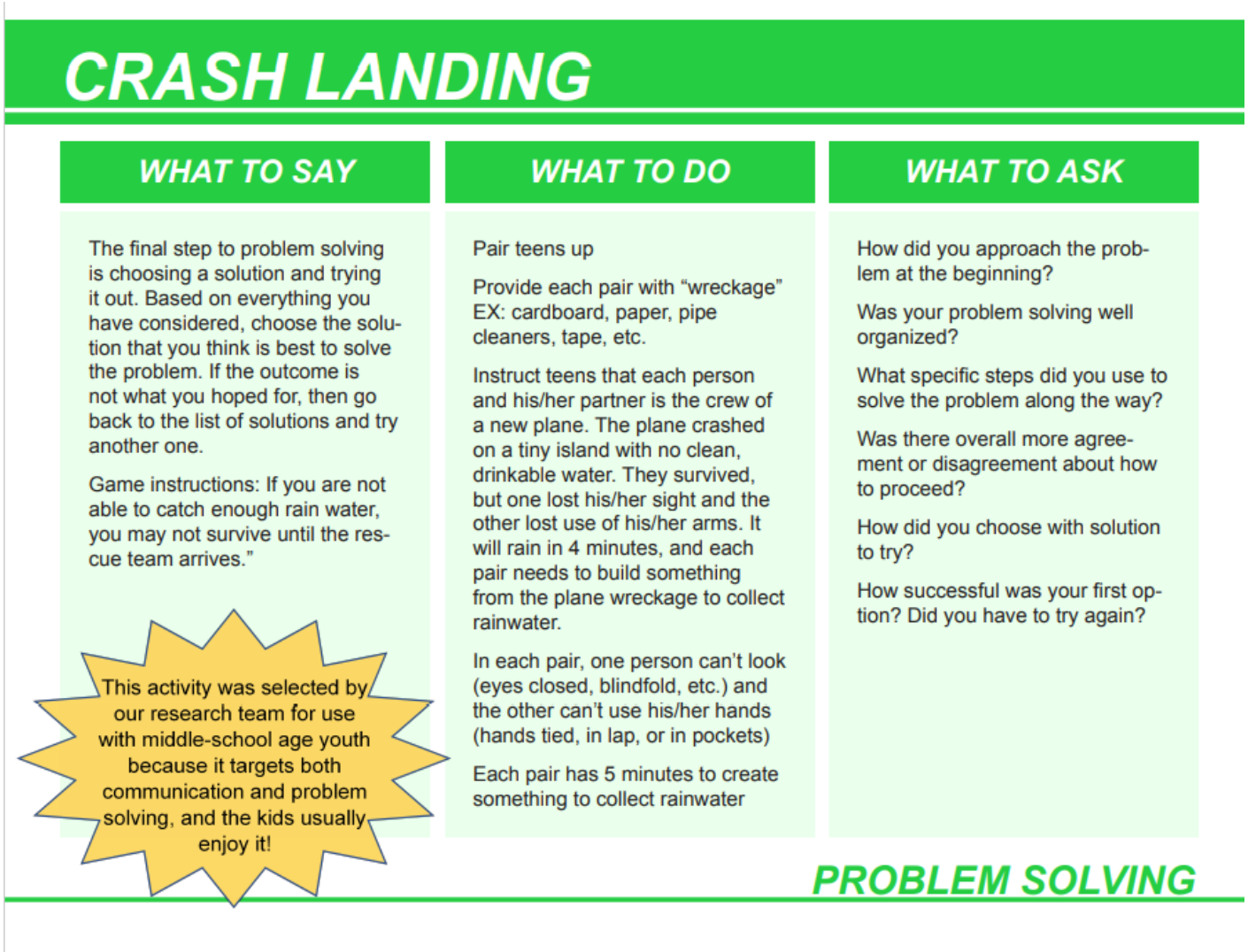
Was there overall more agreement or disagreement about how to proceed?

How did you choose with solution to try?

How successful was your first option? Did you have to try again?

PROBLEM SOLVING

Life Skills Activity with Researcher Endorsement



Theory of Planned Behavior Questionnaire - Life Skills Activity

44. After looking at the sample activity above, what do you think it would be like to do this activity with the students at your site during regular, in-person programming?

|----------|

Good Bad

45. How likely do you think the students at your site would enjoy this activity?

|----------|

Unlikely Likely

46. How likely do you think it is that other teachers at your after-school site would do this activity with the students in their group(s)?

|----------|

Unlikely Likely

47. To what extent do you agree with this statement: the other teachers in my program would approve of my using this activity.

|----------|

Agree Disagree

48. To what extent do you agree with this statement: my supervisor would approve of my using this activity.

|----------|

Agree Disagree

49. How easy/difficult do you think it would be for you to do this activity with your after-school students during regular, in-person programming?

|----------|

Very Easy Very Difficult

50. My decision whether to do this activity with my students during regular, in-person programming is up to me.

|----------|

Agree Disagree

51. I intend to do this activity with my after-school students once in-person programming resumes.

|----------|

Likely Unlikely

52. In the past, I have done similar types of activities with my after-school students.

|----------|

True False

Professional Quality of Life Scale (ProQOL Version 5) – Compassion Satisfaction and Compassion Fatigue (Hudnall Stamm, 2009)

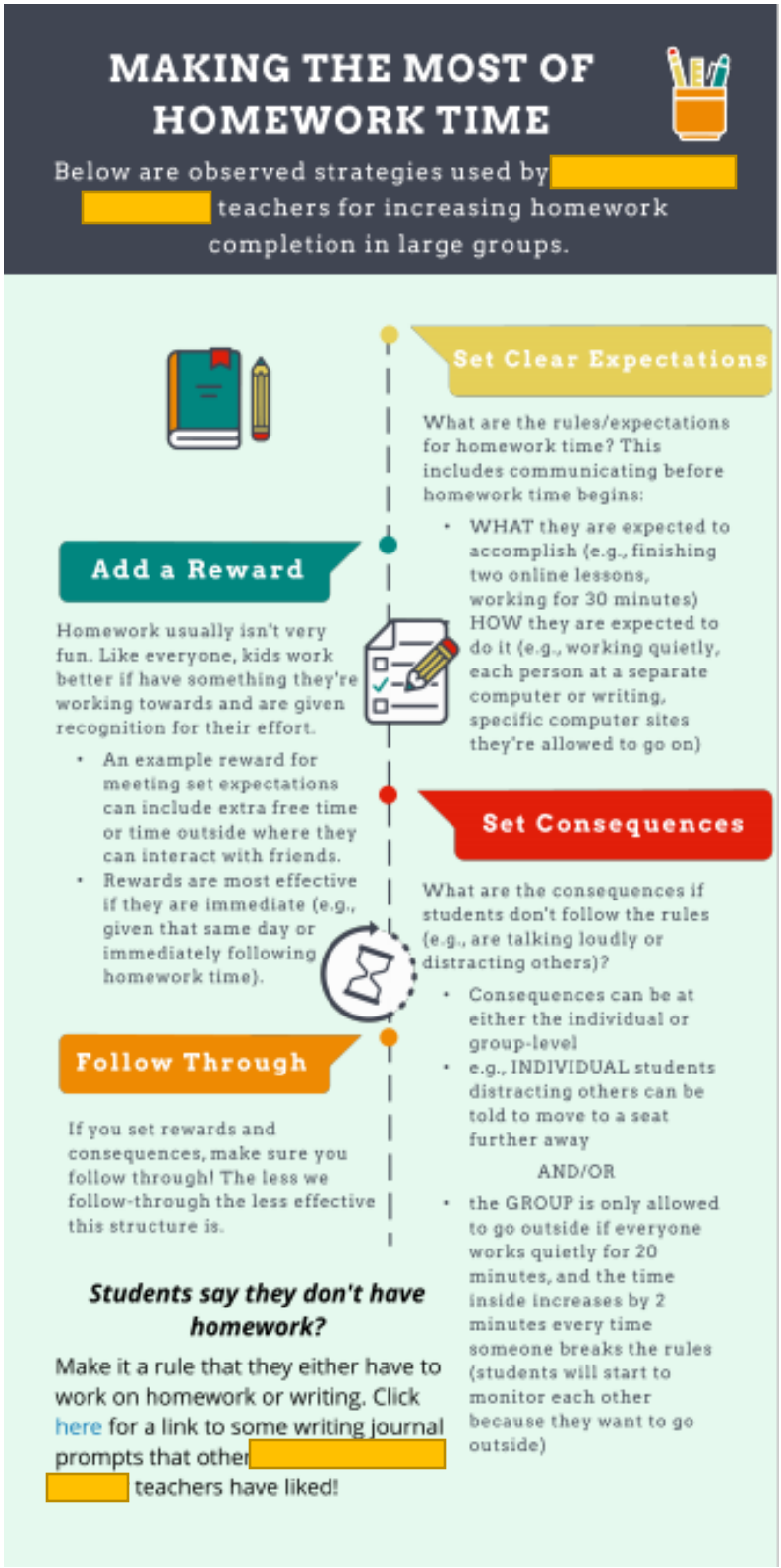
When you teach and support youth you have direct contact with their lives. As you may have found, your compassion for those you teach/support can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a teacher in after-school. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days before after-school programming was put on hold.

Never	Rarely	Sometimes	Often	Very Often
1	2	3	4	5

1. I am happy.
2. I am preoccupied with more than one student I teach/support.
3. I get satisfaction from being able to teach/support youth.
4. I feel connected to others.
5. I jump or am startled by unexpected sounds.
6. I feel invigorated after working with those I teach/support.
7. I find it difficult to separate my personal life from my life as a teacher/after-school provider.
8. I am not as productive during after-school time because I am losing sleep over traumatic experiences of a person I teach/support.
9. I think that I might have been affected by the traumatic stress of those I teach/support.
10. I feel trapped by my job as a teacher in after-school.
11. Because of my work in after-school, I have felt "on edge" about various things.
12. I like my work as a teacher in after-school.
13. I feel depressed because of the traumatic experiences of the youth I teach/support.

14. I feel as though I am experiencing the trauma of someone I have taught/supported.
15. I have beliefs that sustain me.
16. I am pleased with how I am able to keep up with teaching techniques and protocols in after-school.
17. I am the person I always wanted to be.
18. My work in after-school makes me feel satisfied.
19. I feel worn out because of my work as a teacher in after-school.
20. I have happy thoughts and feelings about those I teach/support and how I could help them.
21. I feel overwhelmed because my workload in after-school seems endless.
22. I believe I can make a difference through my work in after-school.
23. I avoid certain activities or situations because they remind me of frightening experiences of the youth I teach/support.
24. I am proud of what I can do to help youth.
25. As a result of my helping youth, I have intrusive, frightening thoughts.
26. I feel "bogged down" by the system.
27. I have thoughts that I am a "success" as a teacher in after-school.
28. I can't recall important parts of my work with youth and the sensitive topics they share.
29. I am a very caring person.
30. I am happy that I chose to do this work.

Homework Time Tips with Peer Endorsement



Homework Time Tips with Researcher Endorsement

Theory of Planned Behavior Questions for Homework Time Tips

1. After looking at the homework time tips above, what do you think it would be like to use these tips with the students at your site during regular, in-person programming?

|----------|

Good Bad

2. How likely do you think it is that these tips would make homework time more successful with your after-school students?

|----------|

Unlikely Likely

3. How likely do you think it is that other teachers at your after-school site would use these tips with their groups?

|----------|

Unlikely Likely

4. The other teachers in my program would approve of my using these tips.

|----------|

Agree Disagree

5. My supervisor would approve of my using these tips.

|----------|

Agree Disagree

6. How easy/difficult do you think it would be for you to implement these homework time tips with your students?

|----------|

Very Easy Very Difficult

7. My decision whether to do use these tips with my students during regular, in-person programming is up to me.

|----------|

Agree Disagree

8. I intend to use these tips with my after-school students once in-person programming resumes.

|----------|

Likely Unlikely

9. In the past, I have used similar strategies during homework time with my after-school students.

|----------|

True False

Dissertation Semi-Structured Interview Guide

DOCUMENT AND ANNOUNCE FOR RECORDING:
Participant ID(s):
Interviewer ID(s):
Platform: Phone call / Facetime / Zoom
Date:
START TIME:
END TIME:
TOTAL LENGTH OF TIME:

Introduction

"Hello (NAME OF PARTICIPANT),

Thank you for agreeing to be interviewed. I know you are quite busy and I appreciate you making the time to meet. My name is (Name of Interviewer) and I am (state role on project) for the project entitled ***Peer-to-Peer Support in After-School Time****.*

We are very interested in learning from after-school providers about their experiences supporting youth in after-school programs. We hope our conversation today will extend our knowledge of the role and function of after-school providers, inform us of the perceived needs and opportunities for supporting youth in your program, and capture opportunities for information-sharing across coworkers in after-school. We hope to use this information to inform how we provide trainings, tools, and recommendations for supporting both youth and providers/teachers in after-school.

As stated in the consent form, we estimate that today's interview will take between 45 and 60 minutes. I will record our interview so that I can listen carefully and spend less time writing notes while we talk. Later, this interview will be transcribed, and any identifying information will be removed. The transcripts will be maintained on a secure, password protected computer for 15 years after which time the recording will be destroyed.

We have tried to make our questions respectful and clear. You may ask for clarification at any time and choose not to answer any question that you are uncomfortable with while still participating in the study. Please feel free to ask me to explain or repeat myself at any moment while we are talking or after the interview. You are free to stop the interview and change your mind about participating at any time. We'd like you to know that what we speak about today will remain private; your supervisors and program leadership will not know whether you participated or your answers to any questions; only our FIU project staff will know that you were interviewed and what you shared.

What questions do you have before we get started?"

(Only mention the following if you are interviewing during COVID-19) "Before we begin, I want to let you know that most questions will ask about your typical work as an after-school provider and the support you provide to youth. We know the shift to remote/online programming due to COVID-19 has impacted your work, and we'll ask you about that as well. However, for most questions, please think about your work before COVID-19."

PART A: JOURNEY TO AFTER SCHOOL

"To begin, I'd love to hear a little bit about your journey to after-school."

- How did you come to work in after-school? *Probe for:*
    - Motivations for career choice
        - e.g., "Why did you pursue work in after-school?"
        - e.g., "How does your work in after-school relate to your short and long-term career goals?"
    - Length of time in profession
        - e.g., "How long have you worked in after-school?"
        - e.g., "Have you always worked with the same program or have worked in multiple programs? For how long did you work for each program?"
- Did you do something similar before or was this a big shift from a previous job?
- What school or training experiences prepared you for this work?
- How long do envision continuing to work in after-school?
    - What would contribute to your decision to stay or leave after-school?

PART B: PROGRAMMING, STRUCTURE, AND ROUTINES

"*Thank you for sharing about your journey as an after-school provider. Now I'm hoping to get a better understanding of what your afternoons look like in after-school. For now, I'd like you to think about what afternoons looked like before the transition to remote learning."*

- What does your typical afternoon look like with the kids? *Probe for:*
    - Routines/schedule
    - Program components (e.g., homework/academic time, recreation/enrichment activities, snack/meals)
    - Amount of time spent on each component
    - What components are you responsible for facilitating?

- What job responsibilities do you have beyond supporting and working directly with the kids? *Probe for:*
    - Specific job responsibilities (e.g., paperwork, taking attendance, recruitment)
    - Amount of time required for additional job responsibilities
    - Level of comfortable with these additional job responsibilities

- What has your job responsibilities and routines looked like since switching over to remote/online programming?

"*Do you also work as part of the summer camps?"*

If ***YES***:

- What does the typical day look like during the summer? *Probe for:*
    - Routines/schedule
    - Program components (e.g., homework/academic time, recreation/enrichment activities, snack/meals)
    - Amount of time spent on each component

If ***NO***:

- Great! Thank you for letting me know. I think we're ready to move on to the next section.

PART C: NEEDS AND OPPORTUNITIES IN AFTER-SCHOOL

"*Now I'd like to learn a bit more about the kids that you support and what opportunities you see for them to develop new skills."*

- Tell me about your kids in the program. *Probe for:*
    - Ages/grades of the youth
    - Contextual/environmental information about the communities/neighborhoods most of the youth live in
- In the survey that you completed before this, you indicated that [_____], [_____], and [_____] are the most important skills that you think the youth at your site should develop. Tell me more about why you chose those skills. *Probe for:*
    - Reasons for choosing those skills over others
    - Perceptions of whether students already demonstrate these skills
    - Perceived benefits of having these skills for short and long-term outcomes
- What opportunities do you currently see at your program for youth to develop these skills (both in-person and via remote learning)?
- What opportunities would you like to see more of in after-school? *Probe for:*
    - Potential barriers to making these opportunities happen
- We often hear that youth bring up sensitive topics with after-school providers because they trust them. Without revealing any identifiable information, what types of topics have youth brought up to you?
    - What is your response typically when this happens?
    - What strategies have you found helpful/effective and not-helpful?

PART D: PERCEPTIONS OF SHARED RESOURCES (life skills activity and homework tips)

"*Thank you for sharing that information with me about the youth that you serve. Now I'd like to get your feedback on the two resources we shared as part of the survey. Before we start talking about the two resources, I want to emphasize that we highly value your honest opinions and appreciate feedback of all kinds, and so we hope that you'll feel comfortable speaking freely about your reactions."*

Questions regarding life skills activity:

- As part of the survey, we shared an activity called "Crash Landing". Would you like a brief verbal summary of the activity as a refresher before we go on?
    - If yes – offer verbal summary highlighting language introducing problem solving, rules of the activity, and an example discussion question following the activity.
- What were your first reactions to the activity?
- What do you see as the advantages or benefits to doing an activity like this one with your students in after-school, either in-person or virtually?
- What do you see as the disadvantages to doing an activity like this one with your students, either in-person or virtually?
- How do you think others at your site would feel about doing an activity like this one?
    - How would they feel about you facilitating an activity like this?
    - How do you think they would feel about implementing an activity like this themselves?
- What barriers do you think might make it difficult for you to facilitate an activity like this one, either in-person or virtually?
- Is there anything that you think would make it easier to facilitate an activity like this, either in-person or virtually?
- Any other thoughts about the activity that you would like to share?

Questions regarding "homework time tips":

- As part of the survey, we also shared a document with "homework time tips". Would you like a brief verbal summary of these tips as a refresher before we go on?
- What are your first reactions to these tips?
- What do you see as the advantages or benefits to using these tips when structuring homework time with your after-school students?
- What do you see as the disadvantages to using these tips during homework time with your after-school students?
- How do you think others at your site would feel about applying these tips during homework time with their groups?
    - How would they feel about you using a structure like this one?
    - How do you think they would feel about using these tips themselves?
- What barriers do you think might make it difficult for you to apply these tips?
- Is there anything that you think would make it easier to use these tips?
- Any other thoughts about these homework time strategies before we move on?

PART E: COMMUNICATION / IDEA SHARING OPPORTUNITIES

"Thank you for sharing your thoughts and reactions to both of the resources. Now I'd like to switch the topic a little and learn a bit more about where you go for information and support around your work in after-school."

- In your survey, you indicated that you use [_____], [_____], and [_____] most often to communicate with your coworkers in after-school. *Probe for:*
  - Use / benefits / limitations of different platforms within site vs. across site
  - Accessibility (e.g., access to internet, have phone with required apps)
  - Differences in use during in-person programming vs. virtual programming
- When communicating with your coworkers, what kinds of topics do you usually talk about? *Probe for:*
  - Are topics usually work-related or more about life outside of work?
  - Common topics discussed on different platforms
- How often do you talk to colleagues when something stressful or unexpected happens at work? *Probe for:*
  - Frequency
  - Who they go to, including:
    - People at the same site
    - People from other sites in the same program
    - People outside of the program
  - Method for communication (e.g., text vs. in-person)
- How often would you say you share ideas or brainstorm with colleagues? *Probe for:*
  - Frequency
  - Common topics discussed
  - Who they brainstorm with, including:
    - People at the same site
    - People from other sites in the same program
    - People outside of the program
  - Method for communication (e.g., text vs. in-person)
- If you had the opportunity to come together with other teachers and after-school providers, what topics would you want to talk about?

Summary

I know we've been talking for a while, and I want to say again how much I appreciate you spending so much time with me. I've really enjoyed learning more from you about the important work you do supporting youth in after-school.

"What did I miss? What more would you like to share?"
"What questions do you have for me?"

Closing

"This ends our interview for today. Thank you again for your time and for sharing your thoughts and feedback with me. Your perspective will help us better support after-school programs and the youth that they serve."

Appendix B: Additional Data Tables

Supplemental Table 1. Comprehensive Qualitative Data Table

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Motivating Factors	Connecting with Students	Enjoyment of after-school time due to increased opportunities to connect and interact with youth	n = 10 (91%)	"Honestly, it's just interacting with the kids. Having that interaction with them. I don't care if they want to sit there for the whole two hours and we have a conversation. As long as we're interacting […]"	10
Work-Related Well-Being	Motivating Factors	Close Adult-Youth Relationships	Provider engagement and enjoyment due to having positive and strong relationships with youth in the program	n = 8 (73%)	"That really makes me feel wonderful that these kids really need someone to talk with […] and for them to come to me, talk to me, that really tells me the trust."	6
Work-Related Well-Being	Motivating Factors	Youth Engagement	When students enjoy and see the value in the program. When they want to be there and are engaged in program activities.	n = 8 (73%)	"Most of [the kids] would get involved and be interested in doing the activities that we had going on. And that was, that was more fun for me too."	7
Work-Related Well-Being	Motivating Factors	Perceived Benefits	When providers see the value and benefit in what the program has to offer youth	n = 8 (73%)	"You have some kids that want to be there. You have the kids that need to be there [...] You could feel like there's a sense of need in that child […] The kids at the end of the day, they need somewhere to stay."	5

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Motivating Factors	Financial Incentives	Additional source of income	n = 6 (55%)	"Well, at the time, you know, I wanted extra income."	8
Work-Related Well-Being	Motivating Factors	Satisfaction from Supporting Youth	Satisfaction from emotionally supporting youth, particularly during sensitive or difficult times.	n = 4 (36%)	"I found that, for some reason, kids have a tendency to share and disclose information with me. And sometimes I serve a purpose just by being a listening ear. And I get gratitude in that."	11
Work-Related Well-Being	Motivating Factors	Self-Efficacy as a Motivator	Self-perceived effectiveness, perceived impact on youth, and ability to make the most out of the job as a motivator	n = 4 (36%)	"I may be able to present something to you in a way that you didn't see before. And I get gratification in that, because sometimes seeing those kids have that aha moment […] gives me gratification."	11
Work-Related Well-Being	Motivating Factors	Bidirectional Learning	The bidirectional learning between youth and providers	n = 4 (36%)	"I'm learning from them, they're learning from me. I love that interchange. Even though they're little people, we think they may not have a lot, but their environment begs to differ. So we can actually learn a lot from them."	3

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Motivating Factors	Flexibility of After-School	The increased flexibility of after-school time, especially in comparison with the school day.	n = 3 (27%)	"When you're in after school […] since it's not a classroom setting where they're going to be tested on what we're discussing, what we're learning, the activity that we're doing, you get to have your guard down a little bit more."	9
Work-Related Well-Being	Motivating Factors	Variety	Exposure to new and/or a variety of opportunities and experiences as part of the job	n = 3 (27%)	"I find that as a big motivator for me as well, is that I'm learning something new and I can teach the kids something new. It is exciting for me."	10
Work-Related Well-Being	Motivating Factors	Fun	When the providers have fun on the job and with the youth	n = 3 (27%)	"It just it honestly, it was just fun."	1
Work-Related Well-Being	Motivating Factors	School Day Benefits	Perceived improvements in student behaviors and academic outcomes during the school day due to participation in after-school	n = 3 (27%)	"And started affecting more into the classroom in a good way. Where they're behaving better […]"	1
Work-Related Well-Being	Motivating Factors	Structure in After-School	Having a plan and/or routine for the afternoon, or use of specific structured activities	n = 2 (18%)	"So that was kind of nice because it was structured and we were still laughing and having a good time and sharing."	2
Work-Related Well-Being	Motivating Factors	Out-of-Work Motivators	Findings motivators outside of work	n = 1 (9%)	"My work life balance. I have projects going on on the	3

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
					outside. So this actually does keep me motivated."	
Work-Related Well-Being	Motivating Factors	Shared Interests	Identifying mutual interests between providers and students	n = 1 (9%)	"I think the most that I enjoy with them are when we have discussions and topics that they are interested in that that I could relate to or I could engage with them."	4
Work-Related Well-Being	Stressors	Difficulties Effectively Supporting / Engaging Youth	Collective difficulties engaging or supporting youth in after-school	n = 7 (64%)	"For me, the difficult part is keeping them, their minds active. I would say, keeping their minds and body active, getting them to play, to put down everything for the day and relax, enjoy."	10
Work-Related Well-Being	Stressors	Difficulties with Engagement	Self-perceived effectiveness/difficulties maximizing youth engagement in programming during in-person programming	n = 4 (36%)	"And then you got to plan again like how are you going to keep these kids attentive, entertained. You know? So you keep them grasping all the time. It's like, oh my gosh."	4
Work-Related Well-Being	Stressors	Difficulties Supporting Youth	Difficulties emotionally supporting youth during in-person programming	n = 2 (18%)	"And I wasn't able to pick up on that. With my own personal experiences, I felt that I should have. But at that point she didn't feel, you know, the need to open up to me."	11

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Stressors	Difficulties Addressing Problem Behavior	Stress related to addressing disruptive or problematic behaviors during in-person programming, including addressing peer conflicts between youth	n = 6 (55%)	"Trying to keep some order which is, which you know is very hard with the group that I was working with. And I just want, I just wanted them to enjoy being in the program […]"	7
Work-Related Well-Being	Stressors	Difficulties with Homework Support	Difficulties effectively supporting youth in completing their homework	n = 2 (18%)	"A lot of the time they say that they don't have homework, which I know is a lie […] So, it's kind of hard because again, these aren't kids. You can't say, let me get your bookbag, let me take your homework out."	4
Work-Related Well-Being	Stressors	Lack of Connectedness or Problematic Coworker Behaviors	Stress due to a lack of social support or behaviors that coworkers do that providers find stressful	n = 6 (55%)	"I felt like I had to be doing the job of two people by myself […] And, you know, being left alone all the time, that wasn't working for me."	7
Work-Related Well-Being	Stressors	Concerns about Youth Safety and Stress Due to Emotionally Supporting Youth	Stress from supporting youth around sensitive or emotionally-salient topics and concerns around youth safety	n = 5 (45%)	"I took it very emotionally because I felt that I might have been the first person to identify a trigger […] I felt a little guilty at times when she had clearly said she was OK and everything was fine, but it was not."	11

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Stressors	Low Perceived Value of Program by Others	When others, including day school teachers, parents, and youth don't see the value in the program	n = 5 (45%)	"The kids are also, some of the kids, especially after school, they don't care. They have nothing to lose, you know. And then you hear it from the parents also. You can't get parents to support you."	6
Work-Related Well-Being	Stressors	Job Demands	When job demands contribute to perceived stress, including excessive, constantly changing, or conflicting demands	n = 5 (45%)	"Oh, you're supposed to supervise them to do the homework, but you can still do your paperwork. No, I can't. If I'm doing my paperwork, it's going to take me an hour to get my paper done because a child is asking for help."	10
Work-Related Well-Being	Stressors	Paperwork	Paperwork and documentation as a source of stress	n = 3 (27%)	"What's the most difficult ? Paperwork."	5
Work-Related Well-Being	Stressors	Provider Disagreements with Caregivers/Parents	When providers have disagreements with caregivers/parents	n = 3 (27%)	"What's stressful to me is, a lot of parents [...] All they want is the kids out of their hair. And I don't care what their kid do, their kid need to be right. That's what to me most stressful of all, is the parents."	5
Work-Related Well-Being	Stressors	Outdoors	Having to facilitate physical activities outdoors	n = 2 (18%)	"PE. It's like a sauna, whew, jeez. I can't take it."	4

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Stressors (COVID)	COVID Difficulties Effectively Supporting / Engaging Youth	Collective difficulties engaging or supporting youth in after-school during COVID	n = 5 (45%)	"And so you have to think of different things to just to get them to stay entertained and and making sure you're hitting all of the different learning styles […] So I'm like, oh, God, how are we going to pull this off?"	1
Work-Related Well-Being	Stressors (COVID)	COVID Difficulties with Engagement	Difficulties with engaging youth during remote programming, including engagement during programming, attendance, and recruitment	n = 3 (27%)	"What's stressful is not being able to reach the ones at home, meaning like you really don't know what they're doing."	8
Work-Related Well-Being	Stressors (COVID)	COVID Difficulties Supporting Youth	Increased difficulties emotionally supporting youth during COVID	n = 3 (27%)	"You know, you miss the kids . You want to know where they are. Like, hey, I haven't heard from so-and-so in such a long time[...] So, that's definitely stressful, not being able to physically check in with your students."	2
Work-Related Well-Being	Stressors (COVID)	COVID Concerns about Youth Safety and Stress Due to Emotionally Supporting Youth	Emotional strain from hearing about students' struggles during the pandemic, including concerns about youth safety and well-being	n = 3 (27%)	"And that's why I said I'm exhausted, because I'm monitoring these kids that are not in a space where they, some of them shouldn't even be in that space."	10

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Stressors (COVID)	COVID Loss of Opportunities for Youth	Decreases in the number and quality of opportunities youth receive in after-school due to COVID restrictions	n = 4 (36%)	"I think the biggest thing that these kids are going to lack is when it comes to learning styles, everyone has a different learning style, whether you're auditory, visual, kinesthetic, tactile, which is hands on, those kids who are hands on learners, they're going to be missing out. And that's what was my biggest fear."	1
Work-Related Well-Being	Stressors (COVID)	COVID Resource Limitations	Limitations in resources needed to engage in specific activities or program components with youth	n = 3 (27%)	"We don't want our service to get tanked because of funding, because of supplies that we can't get […] It literally takes six to seven months to get me supplies?"	3
Work-Related Well-Being	Stressors (COVID)	COVID Decreases in Motivating Factors	Decreases in engaging/motivating factors for the provider as a stressor	n = 3 (27%)	"Things that kept me interested in what I was doing? I think, yeah, like I was the [REMOVED FOR CONFIDENTIALITY] teacher. I mean, you can't really teach that online."	2
Work-Related Well-Being	Stressors (COVID)	COVID Remote Paperwork	Difficulties completing paperwork/documentation remotely	n = 2 (18%)	"Getting parents to sign something and uploading it to the computer, that was hard. And then just manipulating	2

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
					zoom in general, having them get their kids online."	
Work-Related Well-Being	Stressors (COVID)	COVID Youth and Caregiver Access to and Comfort with Technology	Parent or youth struggles implementing or accessing necessary technology for remote programming	n = 2 (18%)	"You're not guaranteed that these kids are coming back on the next day or the fact that they have the greatest technology to begin with because they're […] in a terrible area where their Internet might not be that great."	1
Work-Related Well-Being	Stressors (COVID)	COVID Adjusting to Sudden and Ongoing Job Changes	Quick and ongoing changes in job demands due to COVID, including having to change plans quickly.	n = 2 (18%)	"Things would change immediately with COVID […] it became a little bit harder once COVID happened. I was like, oh, I have to change everything."	1
Work-Related Well-Being	Stressors (COVID)	COVID Remote Activities	Difficulty finding engaging and effective remote/virtual activities	n = 2 (18%)	"I'm limited as to what I can do with them. I mean, again, you can think outside the box and there's different things, but you definitely are limited by it."	2
Work-Related Well-Being	Stressors (COVID)	COVID External Stressors	Provider's own external stressors (e.g., personal impacts of the pandemic) influencing after-school time.	n = 2 (18%)	"That's when I started to realize, it's like, even these kids feel the same way as adults. Like, there's so much news, like it's getting it gets tiring."	1

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Stressors (COVID)	COVID Health Guidelines	Reinforcing health guidelines, including physical/social distancing among the kids	n = 2 (18%)	"I think one thing for sure is students, they […] just really want to be able to play with each other and be with each other without having to social distance [...] So that's been a challenge to be telling them, "hey, I know you want to do that, but you can't."	9
Work-Related Well-Being	Stressors (COVID)	COVID Lack of Connectedness	Stress, distress, or emotional impacts from decreases in opportunities to connect with colleagues	n = 1 (9%)	"I'm more someone who wants to be around people […] Like I want to be around these people, but I can't. And that, it was very hard."	1
Work-Related Well-Being	Individual Coping Factors	Action-Based Coping	Using action-based and problem solving strategies to directly address the problem/stressor	n = 5 (45%)	"If you're inside of the stress, quickly use your resources […] Get something that the kids can be active in, draw them in quickly and execute."	3
Work-Related Well-Being	Individual Coping Factors	Cognitive Restructuring	Using specific thoughts, including alternative thoughts and coping thoughts, to mitigate stress	n = 5 (45%)	"What I've been doing is, to alleviate the stress, is just to say, OK, this is part of it. Let me get it done before I have to interact with the kids."	10
Work-Related Well-Being	Individual Coping Factors	Persistence	Pushing through or focusing on what's next	n = 4 (36%)	"I would really have to think about that because I feel like I've had such a "keep going" mentality."	9

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Individual Coping Factors	Self-Care	Taking time for what providers need during off-work hours	n = 3 (27%)	"After work, I just need some me time. No noise, no nothing. Just silence."	8
Work-Related Well-Being	Individual Coping Factors	Removal	Avoiding or removing themselves from the stressful situation	n = 3 (27%)	"Sometimes it's easy to walk away because at the end of the day, you might lose your job. So I guess for peace of mind, for your sake, although you might be dead right, sometimes it's easy to say, you know, walk away."	4
Work-Related Well-Being	Individual Coping Factors	Boundaries	Creating boundaries with the youth, including boundaries around what providers are comfortable hearing or doing	n = 2 (18%)	"[…] you the counselor , you the this and you the that, so you got to understand where you draw the line, you know, how close you get, how, you know, you got to be mentally, physically, emotionally strong […]"	5
Work-Related Well-Being	Individual Coping Factors	Emotional Awareness	Using emotional awareness of themselves and the students to empathize with the youth and change their own behaviors to better support the youth	n = 2 (18%)	"You kind of have to go full circle. OK, this person is this age. What is going on in his or her life? What is it that I'm not understanding? OK, if I were that person, you know, I would be responding the same way."	2

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Individual Coping Factors	Coping with Others	Using coping strategies with others, including youth and/or coworkers, to calm down/cope together	n = 2 (18%)	"OK, let's just, five minutes, say it, stop what you're doing, and breathe for five minutes. And you know, doing it together, even with my other teacher partner there with me, we all do it together. We just stop and just do it together."	10
Work-Related Well-Being	Individual Coping Factors	Mindfulness	Using mindfulness/relaxation strategies (e.g., deep breathing, paying attention to surroundings) to cope with stress	n = 2 (18%)	"For me, sitting down and taking a breather. I've always done that. When things become stressful, just give me a moment. I just need a moment. Let me destress, breathe deep."	10
Work-Related Well-Being	Social Support Factors	Instrumental Support	Direct support given by coworkers towards meeting job demands	n = 6 (55%)	"Or sometimes we call the manager, and our manager is very helpful. And once we call them, they come in and they assist you. [They say] OK, let me handle this. Let me do this, OK?"	6
Work-Related Well-Being	Social Support Factors	Emotional Support	Emotional support provided by coworkers, including encouragement, "a listening ear", and reassurance	n = 6 (55%)	"For me, it's talking to someone about it. I feel that, you know, keeping it pent up or keeping it within, it's not helping whatever the situation is and is not helping you."	11

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Social Support Factors	Informational Support	Receiving information or resources from others to increase provider's effectiveness	n = 5 (45%)	"And they help me look at it in a different, through a different pair of lens. There's times I even come to them and say, listen, I have a biased approach because my environment, where I've come from, is different. Help me find a different approach."	3
Work-Related Well-Being	Social Support Factors	Collective Problem Solving	Going to a colleague to problem solve together. Includes specifically engaging in bidirectional sharing of ideas to address a specific problem.	n = 3 (27%)	"It's, and listen to each other and say why, and how we feel and why we feel that way, and listen to each other and then we all come up with a solution."	10
Work-Related Well-Being	Social Support Factors	Clear Communication	Communicating effectively and frequently with colleagues to make sure that everyone's on the same page	n = 3 (27%)	"I think just having that relationship where you can actually talk to your peers and be like, hey, look, this is what's going on and you're checking in with them and you're kind of all on the same page […] definitely having that dialogue and making sure that we're communicating effectively [...]"	2

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Social Support Factors	Collective Impact	Working with others to find ways to meet student needs as a team	n = 3 (27%)	"What I like that we do in the stressful moments at our school, we kind of pick up and identify those students that might be having, let's say, financial difficulties at home [...] They may make 20 baskets and raffle it off and give it to those kids the teachers have collectively identified."	11
Work-Related Well-Being	Social Support Factors	Solidarity	Presenting a united front to parents and youth, including supporting a universal message to parents and youth	n = 2 (18%)	"[…] maybe that teacher may have spoken with that child or, maybe in front of me, to let that child know that we're all on the same team."	8
Work-Related Well-Being	Social Support Factors	Consistent Relationships	Having someone consistent to go to when needed	n = 2 (18%)	"I still have all of the teachers' numbers and I can still stick with the [same] group and figure out what's going on [...] especially with the new platforms […] we can probably help each other out with it."	1
Work-Related Well-Being	Evidence Positive Well-Being	Evidence Provider Engagement	Evidence of engagement/motivation, including statements about enjoying, being committed to, and passionate about the work. Includes statements	Average Frequency = 5.1	"I love the kids. I want to stay right there and interact with them, and I think that's my thing."	10

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
			about plans to remain working in aftercare and seeing the value in the work.			
Work-Related Well-Being	Evidence Positive Well-Being	Evidence Compassion Satisfaction	Evidence of compassion satisfaction, including well-being resulting from interactions with youth	Average Frequency = .6	"She didn't tell anyone else. She came straight to me and I was like, oh wow. It felt cool. It's like, it was so different, but I didn't expect it."	1
Work-Related Well-Being	Evidence Positive Well-Being (COVID)	COVID Evidence Provider Engagement	Evidence of engagement/motivation during COVID, including statements about enjoying, being committed to, and passionate about the work. Includes statements about plans to remain working in aftercare and seeing the value in the work.	Average Frequency = 1.29	"My attitude has not changed […] my attitude is not going to change […] because COVID. I'm not gonna, I'm not going to talk to them or I'm not going to help them when they need."	6
Work-Related Well-Being	Evidence Positive Well-Being (COVID)	COVID Evidence Compassion Satisfaction	Evidence of compassion satisfaction during COVID, including well-being resulting from interactions with youth	Average Frequency = 0	N/A	N/A
Work-Related Well-Being	Evidence Lack of Well-Being	Evidence of Strain	Evidence of stress/burnout, including statements about something being "stressful", "overwhelming", or "exhausting".	Average Frequency = 5.4	"By February , March , [the kids are] exhausting ."	5

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Work-Related Well-Being	Evidence Lack of Well-Being	Evidence of Low Engagement	Evidence of low engagement, including statements about planning to leave soon or questioning decision to stay in after-school.	Average Frequency = .7	"The money is good. But, you know, I didn't realize how tedious it was because it is, it takes a lot. You know?"	4
Work-Related Well-Being	Evidence Lack of Well-Being	Evidence Compassion Fatigue	Evidence of compassion fatigue, including stress and exhaustion from supporting youth, especially when they share traumatic or sensitive topics.	Average Frequency = .8	"But at that time I was crying because the [student] was [in the hospital]. So I was all emotional and spoke to the counselor, started telling her how I spoke to [the student]."	11
Work-Related Well-Being	Evidence Lack of Well-Being (COVID)	COVID Evidence of Strain	Evidence of stress/burnout, including statements about something being "stressful", "overwhelming", or "exhausting" specifically during COVID and/or remote programming.	Average Frequency = 2	"COVID was a little different. We had a, we really are like on the fly. And I was like, man, I don't know how us teachers do it, but we do it. We were really like worked on the fly."	1
Work-Related Well-Being	Evidence Lack of Well-Being (COVID)	COVID Evidence of Low Engagement	Evidence of low engagement, specifically during COVID and/or remote programming.	Average Frequency = .4	"[…] you could do everything on the computer . So I was in one spot . Which got a little boring at times […]"	2
Work-Related Well-Being	Evidence Lack of Well-Being (COVID)	COVID Evidence Compassion Fatigue	Evidence of compassion fatigue, including stress and exhaustion from supporting youth, especially when they share traumatic or sensitive topics specifically during	Average Frequency = .3	"What I would say post COVID, it is just dealing with and engaging in discussions that students have had from their own personal	11

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
			COVID and/or remote programming.		experiences as a result of COVID."	
Effectiveness	Identified Effective	Positive Adult-Youth Relationships	Building positive and strong adult-youth relationships	n = 6 (55%)	"[My supervisor] said to me one day, she's like, you have good rapport with the majority of kids here, do you want to work after-school with me?"	10
Effectiveness	Identified Effective	Youth Engagement	Effective at increasing/maximizing youth engagement in after-school programming	n = 5 (45%)	"I love to see the excitement because I bring it out in them."	4
Effectiveness	Identified Effective	Homework Support	Effectiveness providing academic tutoring and/or facilitating successful homework completion during after-school time	n = 4 (36%)	"I would say providing the educational tutoring component, I'm sure I'm extremely effective at that."	11
Effectiveness	Identified Effective	Behavior Management	Addressing and decreasing unwanted behaviors	n = 3 (27%)	"[…] working aftercare at a young age, helped me to work with groups. It helped me to understand how to manage behaviors at a very young age."	2

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Identified Effective	Structure	Effectiveness creating structure for youth in after-school	n = 3 (27%)	"[…] we had a plan, we talked the day before, we had the teachers rotate and we're like, all right, here's our plan. We got this going on today. And it worked."	1
Effectiveness	Identified Effective	Identifying Concerns	Identifying students who may be experiencing mental health or safety concerns	n = 2 (18%)	"I would also like to say that I'm effective at sensing that a student might have an issue or might have a need."	11
Effectiveness	Identified Effective	Technology	Effective use of technology during remote programming	n = 1 (9%)	"I'll say, I feel like I've mastered Zoom at this point."	1
Effectiveness	Identified Difficult	Youth Mental Health	Difficulty supporting youth mental health, including identifying concerns and corresponding resources	n = 7 (64%)	"I would say just trying to give support where they really don't want the support. You know? I think that was probably the hardest part."	7
Effectiveness	Identified Difficult	Youth Engagement	Difficulty keeping youth engaged during in-person programming	n = 7 (64%)	"The kids are also, some of the kids, especially after school, the you know, kids, they don't care."	6

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Identified Difficult	Problem Behaviors	Difficulty addressing problem behaviors from youth	n = 4 (36%)	"[…] when the kids get to the point where you really can't control them, then that gets stressful."	7
Effectiveness	Identified Difficult	Engaging Parents	Interacting with parents/caregivers, including expressed conflicts with parents or difficulty getting parents to see the value in the program	n = 4 (36%)	"[…] you hear it from the parents also. You can't get parents to support you."	6
Effectiveness	Identified Difficult	Demands	Includes excessive job demands and navigating multiple roles, including providing both academic and moral support	n = 3 (27%)	"You the counselor, you the this and you the that and, so you got to understand where you draw the line [...] you got to be mentally, physically, emotionally strong."	5
Effectiveness	Identified Difficult	Youth Sensitive Conversations	Expressed uncertainty about how to handle sensitive conversations with youth	n = 2 (18%)	"I didn't know what to do [...] I asked a question about her family, if she really needed help, to talk to a counselor. I was doing the teacher check mark in my head […] making sure I'm doing everything right."	1
Effectiveness	Identified Difficult	Physical Activity	Facilitating physical activities outdoors with the youth	n = 2 (18%)	"PE. It's like a sauna, whew, jeez. I can't take it."	4

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Identified Difficult	Paperwork	Reported difficulty completing required paperwork	n = 2 (18%)	"I guess just sometimes keeping up with the paperwork is stressful, because sometimes it can be, it can get a bit much at times."	7
Effectiveness	Identified Difficult	Homework Support	Difficulty facilitating homework completion (during in-person programming)	n = 1 (9%)	"[…] you have these kids at the schools, a lot of the time they say that they don't have homework, which I know is a lie."	4
Effectiveness	Identified Difficult	Changes	Difficulty navigating sudden or constant changes (during in-person programming)	n = 1 (9%)	"[…] the rules, it changes a lot and the curriculum changes a lot."	6
Effectiveness	Identified Difficult (COVID)	Youth Engagement COVID	Difficulty keeping youth engaged during remote programming	n = 6 (55%)	"I feel like we were kind of limited at times, even in person, with getting the kids to attend the program […] But now that we just don't have that access, phone calls, using technology, it's just kind of like they disappear."	2
Effectiveness	Identified Difficult (COVID)	Social Opportunities COVID	Difficulty finding opportunities for youth to interact and socialize with each other	n = 4 (36%)	"You want them to still be able to talk and play and interact with one another. But with social distancing, you really can't do much."	8

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Identified Difficult (COVID)	Youth Safety COVID	Difficulty assessing for and addressing youth safety during remote programming	n = 2 (18%)	"You just have to look a little bit more, be more creative in what you're seeing and and notice things a little bit, just a little bit more. Because it's, seeing them face-to-face, you can see everything. But virtually you can't."	10
Effectiveness	Identified Difficult (COVID)	Technology COVID	Difficulty navigating technology during remote programming, including access to necessary technology	n = 2 (18%)	"A lot of our parents I noticed also that they aren't, they weren't as tech savvy. So emailing them, they didn't get the email or they couldn't do documentation that way."	2
Effectiveness	Identified Difficult (COVID)	Engaging Parents COVID	Interacting with parents/caregivers, including expressed conflicts with parents or difficulty getting parents to see the value in the program	n = 2 (18%)	"Now since COVID , we're struggling and I can understand parents' concern […] parents are like, no, you've been on the computer all day for school."	10
Effectiveness	Identified Difficult (COVID)	Homework Support COVID	Difficulty facilitating homework completion remotely	n = 1 (9%)	"At first when it came to the after school, we tried to do like the homework hour thing. But the the thing is that a lot of these kids they, they'll tell us that they did it, and we ask to see it. Nothing. That part was hard."	1

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Identified Difficult (COVID)	Learning Styles COVID	Difficulty adjusting to different learning styles during remote programming	n = 1 (9%)	"I think the biggest thing that these kids are going to lack [during COVID] is like when it comes to learning styles […] those kids who are hands on learners, they're going to be missing out."	1
Effectiveness	Identified Difficult (COVID)	Paperwork COVID	Reported difficulty completing required paperwork remotely	n = 1 (9%)	"I think it was just documentation. It was really just uploading, getting parents to sign something and uploading it to the computer, that was hard."	2
Effectiveness	Identified Difficult (COVID)	Changes COVID	Difficulty navigating sudden or constant changes during COVID/remote programming	n = 1 (9%)	"That was the struggle for I think like the teachers really, was like, how can we even adjust? And I feel like we're still trying to adjust."	1
Effectiveness	Identified Difficult (COVID)	Health Guidelines COVID	Reinforcing health guidelines, including physical/social distancing among the kids	n = 1 (9%)	"They just really want to be able to play with each other and be with each other without having to social distance […] So that's been a challenge to be telling them, “hey, I know you want to do that, but you can't.”	9
Effectiveness	Facilitators of Effectiveness	Previous Experience	Previous experience working with kids in similar settings, either in school, after-school, or as a parent	n = 8 (73%)	"By being a day school educator, I think that helps a lot."	4

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Facilitators of Effectiveness	Openness and Flexibility	Openness to learning new things, the ability to shift quickly / "go with the flow", and ability to problem solve on the spot as needed	n = 8 (73%)	"There are the perfectionists and the go-with-the-flowists. How comfortable do you want the kids to be? How do you want them to feel? If you're a perfectionist, I don't think after-school hours is for you [...] after-school is a chill space for the kids."	10
Effectiveness	Facilitators of Effectiveness	Finding Learning Opportunities	The ability to find and capitalize on learning opportunities and "teachable moments"		"You know, we teach as we go, so you always find a teachable moment in something […] you always find ways to incorporate teaching them something about whatever it is that's going on."	8
Effectiveness	Facilitators of Effectiveness	Resilience	Having their own strategies for promoting their own well-being and longevity in the work	n = 5 (45%)	"When you have too much it could, I had to pull myself up […] we have to cope with it."	6
Effectiveness	Facilitators of Effectiveness	Boundaries	Establishing boundaries, including how close they're willing to get to youth and what parts of the job they are and aren't willing to do	n = 4 (36%)	"We're told what and what not to do. And I believe as an individual, if you know your boundaries, you can respect them. But, at the same time, you can respect your students."	10

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Facilitators of Effectiveness	Specific Training	Training, support, and/or resources around facilitating particular program components	n = 4 (36%)	"Teach me. If you have to teach me how to do it, then teach me. If you have to bring someone else in, then bring someone else in."	10
Effectiveness	Facilitators of Effectiveness	Structure	Having a plan, including a set schedule or planned activities for the day	n = 3 (27%)	"As humans, I feel if we built in or model some form of structure, it can set them up."	3
Effectiveness	Facilitators of Effectiveness	Available Resources	Having access to necessary resources	n = 3 (27%)	"If a particular group did an activity, you know that stuff was already accessible. So we wouldn't have to go searching for stuff."	7
Effectiveness	Facilitators of Effectiveness	Commitment	Commitment to supporting youth and getting them the support they need	n = 3 (27%)	"I am not going to say, oh, I don't know, and leave it at that. No. Let's find something on YouTube […] I don't try to push them aside and say, oh, ask someone else to help you because I don't know anything about it. We're going to find out together."	10
Effectiveness	Facilitators of Effectiveness	Personal Interests	Capitalizing on their own interests and skills, or things they can bring to the youth	n = 3 (27%)	"I still play games [...] when it comes to [superheros], I'm obsessed with all of it. And that's what starts to make me relate to them because I know what they like and how I can build off of that."	1

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Facilitators of Effectiveness	Previous Education	Previous educational or training experiences that increased understanding of youth (e.g., child development) and effective practices	n = 2 (18%)	"We have to take some child development classes and different things like that. So, just understanding where kids were developmentally and how they develop helped as well as I was working with them […]"	2
Effectiveness	Facilitators of Effectiveness	Small Groups	Increased effectiveness by working one-on-one with youth or in small groups	n = 2 (18%)	"If I have a class of 35 and all 20 or 25 want to connect virtually, creating sub team or team leaders to manage those groups."	3
Effectiveness	Facilitators of Effectiveness	Patience	Having patience when working with the youth	n = 2 (18%)	"Just to be open minded. Be calm, you know, don't let things get to you so easily. And be very patient, because, I mean, the patience is going to get you through it."	7
Effectiveness	Facilitators of Effectiveness	Confidence	Presenting themselves with confidence when working with youth	n = 1 (9%)	"I guess to add, be confident. You got to be, like, I go back to the kids that we teach, you got to be mentally, mentally strong. Mentally strong. Prepared."	5

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Facilitators of Effectiveness - Effectiveness via Connectedness	Effectiveness via Connectedness - Informational Support	Effectiveness via Connectedness - Informational Support	n = 7 (64%)	"And they help me look at it in a different, through a different pair of lens. There's times I even come to them and say, listen, I have a biased approach because my environment, where I've come from, is different. Help me find a different approach."	3
Effectiveness	Facilitators of Effectiveness - Effectiveness via Connectedness	Effectiveness via Connectedness - Instrumental Support	Having people who can step in and offer direct support	n = 5 (45%)	"Or sometimes we call the manager, and our manager is very helpful. And once we call them, they come in and, you know, they assist you. OK, let me handle this. Let me do this."	6
Effectiveness	Facilitators of Effectiveness - Effectiveness via Connectedness	Effectiveness via Connectedness - Group Problem Solving	Having opportunities to problem solve with others in order to better serve the youth	n = 5 (45%)	"It's, and listen to each other and say why, and how we feel and why we feel that way, and listen to each other and then we all come up with a solution."	10
Effectiveness	Facilitators of Effectiveness - Effectiveness via Connectedness	Effectiveness via Connectedness - Communication	Having adequate communication across colleagues to ensure everyone is on the same page	n = 4 (36%)	"I think just having that relationship where you can actually talk to your peers and be like, hey, look, this is what's going on and you're checking in with them and you're kind of all on the same page […] definitely having	2

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
					that dialogue and making sure that we're communicating effectively [...]"	
Effectiveness	Facilitators of Effectiveness - Effectiveness via Connectedness	Effectiveness via Connectedness - Consistency	Having a consistent person or group of people that they go to or rely on	n = 2 (18%)	"I still have all of the teachers' numbers and I can still stick with the [same] group and figure out what's going on [...] especially with the new platforms […] we can probably help each other out with it."	1
Effectiveness	Facilitators of Effectiveness - Effectiveness via Connectedness	Effectiveness via Connectedness - Autonomy	Having a supervisor who gives providers power/autonomy in making work decisions	n = 2 (18%)	"That's the best thing about my [supervisor], my [supervisor] will come to us and ask us, what do you want to do? […] and we're like, listen, um, we'll get back to you in a minute. And we ask the kids […]"	10
Effectiveness	Facilitators of Effectiveness - Effectiveness via Connectedness	Effectiveness via Connectedness - Collective Effectiveness	Having a shared commitment across colleagues towards supporting the youth	n = 1 (9%)	"[….] maybe that teacher may have spoken with that child or, you know, maybe in front of me, to let that child know that we're all on the same team."	8

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Process for Engaging and Supporting Youth	Process Adult-Youth Relationships – Get to Know	Getting to know the youth by observing, asking questions, and taking time to learn about youth	n = 10 (91%)	"First of all, I try to get to know my students. And then getting to know them, you would find out what their interests are, inside and outside of the classroom."	11
Effectiveness	Process for Engaging and Supporting Youth	Process Adult-Youth Relationships – Caring	Showing and telling the youth that they care and are there for them	n = 5 (45%)	"How do you get them, how you get the students to open up? You know? I mean, you have to show that, the students that you [have a] big heart."	6
Effectiveness	Process for Engaging and Supporting Youth	Process Adult-Youth Relationships – Individualization	Changes approach with different youth based on each child's preferences	n = 4 (36%)	"I kind of like to observe them and just listen to them and how they interact and how they respond to other people. And then you kind of approach them based off of what was a positive response from their peer."	2
Effectiveness	Process for Engaging and Supporting Youth	Process Adult-Youth Relationships – Matching	Matching the youth's energy or way of speaking/interacting with others	n = 4 (36%)	"I like to, for them to talk first […] So they act stupid and crazy, then I know how to react to them. Act stupid and crazy back with them."	5

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Process for Engaging and Supporting Youth	Process Adult-Youth Relationships – Parallel Play	Engaging in activities alongside youth and/or sitting with them during breaks	n = 3 (27%)	"I'll play basketball with them, even, and they'll even just talk to me while we're like shooting hoops or whatever […]"	1
Effectiveness	Process for Engaging and Supporting Youth	Process Adult-Youth Relationships – High Expectations	Having high expectations for youth and a belief in their ability to succeed	n = 3 (27%)	"I'm very high on expectations [...] I set the bar high for them. I don't think we should just be mediocre, even if it's in the classroom or after school. I don't think so. I, listen, you have more potential than you think you have. Rise to the occasion."	10
Effectiveness	Process for Engaging and Supporting Youth	Process Adult-Youth Relationships – Respect	Respecting the youth and "giving respect to receive respect"	n = 2 (18%)	"I'm not going to command respect because I'm older than you That's not how it works for me. I'm a human being. You're a human being. I'm going to respect you. You're going to respect me. I'm going to give you the respect so I can get the respect […]"	2
Effectiveness	Process for Engaging and Supporting Youth	Process Adult-Youth Relationships – Trust	Building a sense of trust with youth, including a sense of privacy as well as consistency	n = 2 (18%)	"I see teachers being really, oh ,don't come near me. I don't want to hear your problems. You're just a face in front of me for me to do my job. And I don't think	10

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
					that's what we should be doing, especially in the kind of schools that I've worked at, where these kids need someone that they can trust and they can rely on."	
Effectiveness	Process for Engaging and Supporting Youth	Process Adult-Youth Relationships – Transparency	Being transparent about their own life, struggles, or mistakes to show youth that the providers themselves also aren't perfect	n = 2 (18%)	"I learned from being a mom. If I wasn't open […] they would think I was a robot. Listen, I'm not perfect […] just try to be honest and authentic."	3
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Checking In	Checking in on how youth are doing, particularly when there are concerns.	n = 5 (45%)	"I try my best to watch to see what they do on a day-to-day basis. And if there is a deviation from that, then I'll say, what's going on? What's up? And try to figure out what is going on."	10
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Identification	Observing youth to identify concerns or changes in behavior that might prompt a conversation	n = 4 (36%)	"You know, sometimes you hear in a child's voice, you know, they're having a good day or a bad day . So we'll speak about that type of thing. So it's just, how you gauge in with the kids […]"	8

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Active Listening	Using common active listening strategies	n = 4 (36%)	"I was like, oh, have you told your parents? What is your thoughts? You know, I try to stay as neutral as possible. I was like, you know, if you need someone to talk to the counselor's there and so forth."	1
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Resources	Helping youth connect to helpful resources, including other sources of support such as the school counselor or youth's parents	n = 4 (36%)	"There are things that I tell them, listen, I'm not the person for this because I'm not your parent or I'm not a counselor. So let's go to the counselor. They don't go to the counselor by themselves. They will say, if I'm going to the counselor by myself, I'm not going. So they want me there."	10
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Space	Giving youth time/space to themselves when they're having a tough day	n = 3 (27%)	"So, I try not to bother them. I try not to be too hard on them because I don't know what they going through. I don't want to know what they going through because […] I'll be crying all night long."	4

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Collective Experiences	Having youth share their experiences with each other via group discussions	n = 3 (27%)	"[…] or just have discussions and with their peers and realize that they may not necessarily be, you know, the only one going through certain issues at home."	11
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Safety	Checking in about youth's safety (both emotional and physical) in that moment	n = 2 (18%)	"[I ask them] You want to offload anything to me? Just know that if there's self-harm, harm to others, harm to, those three things I have to report. And be comfortable to tell me, you know, yeah it is self-harm. OK. And I'm going to get you help."	3
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Youth led	Letting youth lead the conversation	n = 2 (18%)	"I like to, for them to talk first, and why I say that is because I don't want to give my opinion and what I feel or think, I want them to do it."	5
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Own Experiences	Using own experiences to help connect with youth during difficult moments	n = 2 (18%)	"Personal experiences that I've, you know, I may have went through and underwent as a child. And I guess those experiences, some not happy, probably facilitated a change in me […] where I could be sympathetic and understanding."	11

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Honesty	Being honest in response and feedback. Not “sugar coating” their response.	n = 2 (18%)	"The kids don't really want to hear you sugarcoat anything to them. [They say] I come to you with a problem. Can you help me? […] I'm honest with them.”	10
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Emotion Labeling	Having youth identify how they’re currently feeling to increase awareness	n = 1 (9%)	"[…] being aware where you are. Happy, sad, good, bad, angry, fearful. Having the kids be able to identify what's going on in their head."	3
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Company	Keeping the youth company but not necessarily asking or forcing them to talk about anything	n = 1 (9%)	"Sometimes if you have a kid just to sit beside you […] You don't have to even talk, you know, wherever you walk, they'll walk with you. And somehow, whatever was on their mind, walk it off."	4
Effectiveness	Process for Engaging and Supporting Youth	Process Sensitive Conversations – Distraction	Finding ways to distract youth or encourage them to think about something else	n = 1 (9%)	"And, after a while, they mentally will forget what they were thinking about. But redirect them in another way. Not to question them. But just let them be themselves, so that they could redirect their minds somewhere else."	4

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement – Interactive	Use of interactive activities, including discussion or play-based activities where youth can interact with each other	n = 10 (91%)	"[…] any game really that we played was a huge success. The affirmation questions were huge and art for sure."	1
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement – Fun	Keeping things fun and relaxed to increase enjoyment and make it feel less like school	n = 7 (64%)	"I look for things that are going to be fun, you know? I mean, because we want them to have fun […] And, you know, it gets them up and up a little."	7
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement - Feedback	Gathering youth feedback, input, and/or interests to inform programming	n = 7 (64%)	"[…] let's just hash out, what do we do well? What could we have done better? They love that. They feel as if they're, they have a stake in this."	3
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement - Variety	Regularly changing programming or adding new activities to keep things interesting and the youth engaged	n = 6 (55%)	"I love bringing different... I love exposing the kids to different kinds of things."	9
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement – Shared Interests	Finding and building on interests or experiences that providers share with youth	n = 5 (45%)	"I think the most that I enjoy with them are when we have discussions and topics that they are interested in that that I could relate to or I could engage with them."	4

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement – Competition	Strategic use of competition to increase youth engagement in specific activities	n = 5 (45%)	"My big thing is to get buy-in and I've noticed with the middle schoolers is, oh, I tried this activity with this group and they were not successful […] They're like oh, OK, OK, we can do it. We can do it."	2
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement - Rewards	Use of rewards and incentives to increase desired behaviors or outcomes	n = 4 (36%)	"I think that's the biggest part of it, because I mean, if you have a bunch of unruly kids, you're not going to get much done […] maybe the incentives, there could've been more incentives I guess."	7
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement – Shared Participation	Participating in activities with youth to increase youth engagement	n = 4 (36%)	"And you know, doing it together, even with my other teacher partner there with me, we all do it together [...] And I think once they're involved in whatever it is and they see that we are doing the same thing as them, then they're willing to participate […]"	10
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement – Positive Energy	Bringing positive energy to interactions with the youth to bring out a similar response in return	n = 4 (36%)	"I try to greet them and go a little crazy for them, like "hi!", you know, just to cheer them up, and like "what's going on?!" and whatnot."	1

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement - Responsibility	Giving youth responsibility for specific tasks or increased power within the program	n = 3 (27%)	"When they get to do what they want to do. When they get to do what applies to their mind, that they the boss […] they want to figure it out themselves, instead of you tell them what to do."	4
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement – Timing	Keeping activities short, particularly activities that require sitting or sustained attention	n = 1 (9%)	"I'll be honest with you, if you increase this time, the kids, then the kids will lose interest. You know? They will lose interest in it because they sit so many times […] They're tired."	6
Effectiveness	Process for Engaging and Supporting Youth	Process Youth Engagement – Outside School	Applying after-school curriculum to life outside of school	n = 1 (9%)	"I try to imagine stuff that that they can apply themselves in. I try not to make it schoolwork like. So, I try to make it out-of-school, like home base and around […]"	4
Effectiveness	Process for Engaging and Supporting Youth	Process Behavior Management – Empathy	Trying to understand the youth's point of view and potential source of disruptive behaviors	n = 4 (36%)	"You kind of have to go full circle. OK, this person is this age. What is going on in his or her life? What is it that I'm not understanding? OK, if I were that person, you know, I would be responding the same way. And I think we	2

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
					kind of forget that they're people."	
Effectiveness	Process for Engaging and Supporting Youth	Process Behavior Management - Conversations	Pulling youth aside to have a conversation about their behaviors	n = 3 (27%)	"If there's an altercation […] it's like, alright, they're fighting, I'm going to take them aside. I'm going to have this conversation. I'm going to try to figure out what's going on."	2
Effectiveness	Process for Engaging and Supporting Youth	Process Behavior Management – Relationships	Trying to decrease unwanted behaviors by building stronger/more positive relationships with youth	n = 3 (27%)	"I think if you have a good relationship with the children, they are more likely to, you know, not have that rebellious behavior towards you."	7
Effectiveness	Process for Engaging and Supporting Youth	Process Behavior Management – Addressing the Source	Addressing the source of problematic behaviors (e.g., trauma)	n = 3 (27%)	"If it's something dealing with a parent, then I say […] I'm going to call your mom or your grown up and talk to them […] And usually it's not a problem because they want to solve whatever is going on."	10
Effectiveness	Process for Engaging and Supporting Youth	Process Behavior Management – Life Skills	Trying to decrease unwanted behaviors by teaching youth alternative coping and/or life skills they can use as an alternative	n = 3 (27%)	"I think we have more time to address those issues and to teach them appropriate coping skills and how to solve that problem moving forward […]"	2

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Process for Engaging and Supporting Youth	Process Behavior Management – Letting Kids be Kids	Letting the kids let out their energy and do what they want to do before trying to redirect them	n = 2 (18%)	"[...] just go with it, just let it happen. Just have fun [...] if they get wild and crazy, let them get wild and crazy […] eventually they'll calm down. And then that's when you, things just go back on track again."	1
Effectiveness	Process for Engaging and Supporting Youth	Process Behavior Management – Modeling	When providers model what behaviors they want the students to do	n = 2 (18%)	"Kids behave the way they see the grown-ups in their neighborhoods behave because that's all they know. So teaching them that there is a different way of doing things."	10
Effectiveness	Process for Engaging and Supporting Youth	Process Behavior Management - Consequences	Use of consequences and discipline to minimize unwanted behaviors	n = 2 (18%)	"Because you say [to the other teachers], you know, [STUDENT] is so rude! You know what he called me? Yeah, I had him for third period. You know what? I might pull [STUDENT] out."	4
Effectiveness	Process for Engaging and Supporting Youth	Process Behavior Management - Control	Asserting control over the youth/classroom	n = 2 (18%)	"So, you know, you got stronger attitudes, I should say. So you got to be stronger than them, you know, to control them, because they feel like they grown."	4

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Process for Engaging and Supporting Youth	Process Behavior Management – Perspective Taking	When providers respond to youth how the youth respond to them, prompting them to reflect on how it felt	n = 1	"I show them what they have done wrong by doing exactly what they did. You approach me this way. I'm going to approach to the same way. Did you like it? That's my next question. After we're done playing tit-for-tat, did you like the conversation we just had?"	10
Effectiveness	Barriers to Effectiveness	Effectiveness via Connectedness – Lack of Instrumental Support	Having a lack of people who can step in and offer direct support towards meeting job demands and supporting youth effectively	n = 3 (27%)	"[My coworker] would leave me alone sometimes almost the whole time that we were there with them. So, I mean that made it really hard for me because I felt like I had to be doing the job of two people by myself."	7
Effectiveness	Barriers to Effectiveness	Effectiveness via Connectedness – Ineffective Communication	Not having adequate or effective communication across colleagues to ensure that everyone is on the same page	n = 3 (27%)	"I think it was a little frustrating because some people kind of, I was like okay, alright, we went off on this tangent, like let's get back to work."	2
Effectiveness	Barriers to Effectiveness	Lack of Training	Lack of training or need for increased training in specific aspects of the job	n = 2 (18%)	"So yes, mental health for our young people is very important and we need to be sensitive and be aware of it. We as adults or as us	3

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
					teachers, we could be all fast trained […]"	
Effectiveness	Barriers to Effectiveness	Effectiveness via Connectedness – Lack of Collective Effectiveness	Indicated variable commitment or effectiveness across colleagues towards supporting youth	n = 1 (9%)	"When you're, when you're teammate's not fully executing the vision. That is a challenge."	3
Effectiveness	Barriers to Effectiveness	Large Groups	Difficulty related to having large group sizes	n = 1 (9%)	"[…] and we have such a large group, you know? I mean, it really takes two people to be able to make things work."	7
Effectiveness	Barriers to Effectiveness (COVID)	Lack of Engaging Activities COVID	Difficulty finding engaging activities that can be done remotely or with social distancing	n = 4 (36%)	"I was hitting like, I don't know what else to do anymore."	1
Effectiveness	Barriers to Effectiveness (COVID)	Lack of Physical Proximity COVID	Decreased effectiveness due to lack of physical proximity to youth during remote programming	n = 4 (36%)	"I think that we're really limited on what we can do. The kids are home and even the kids that's in-school, you know, how much interaction can they really do with one another?"	8
Effectiveness	Barriers to Effectiveness (COVID)	Lack of Available Resources COVID	Not having access to necessary resources specifically during remote programming	n = 4 (36%)	"[…] during COVID I didn't have that, like they didn't have, a lot of them didn't have the materials they needed to do anything."	2

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Barriers to Effectiveness (COVID)	Lack of Structure COVID	A lack of plan or set schedule, particularly during COVID and remote programming	n = 1 (9%)	"What happens after that homework hour [during COVID] was always like a huge question […] It wasn't really until like the summer camps did we really start having a serious plan put together."	1
Effectiveness	Evidence of Effectiveness	Evidence Youth Engagement	Evidence of positive youth engagement in programming	Average Frequency = 3.1	"I feel like when kids get to after school, they really enjoy it and their, you know, like their mood just gets better."	9
Effectiveness	Evidence of Effectiveness	Evidence Positive Adult-Youth Relationships	Evidence of positive and close relationships with youth	Average Frequency = 3.1	"I found that, for some reason, you know, kids have a tendency to share and disclose information with me."	11
Effectiveness	Evidence of Effectiveness	Evidence of Effectiveness General	Evidence of effectiveness not captured by "youth engagement" and "positive adult-youth relationships"	Average Frequency = .7	"At first, I didn't really understand how it would work, but now that I'm in it, I understand, it is working […]"	8
Effectiveness	Evidence of Effectiveness (COVID)	Evidence Youth Engagement COVID	Evidence of positive youth engagement in remote programming	Average Frequency = 1.9	"And usually it's teachers versus the kids and they love that. So, we find different things to keep them engaged."	10

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Evidence of Effectiveness (COVID)	Evidence Positive Adult-Youth Relationships COVID	Evidence of positive and close relationships with youth during remote programming	Average Frequency = .6	"Someone will just say, I want, can I talk to you? I'll put them in the breakout room and we have a conversation. So that mental space is still there."	10
Effectiveness	Evidence of Effectiveness (COVID)	Evidence of Effectiveness General COVID	Evidence of effectiveness during remote programming not captured by "youth engagement" and "positive adult-youth relationships"	Average Frequency = .3	"Then especially after the whole COVID situation , she was like really leaning on me more."	1
Effectiveness	Evidence of Lack of Effectiveness	Lack Evidence Youth Engagement	Evidence received from others (e.g., reported student behaviors and feedback) of difficulties effectively engaging youth in programming	Average Frequency = 1.7	"They don't want to do nothing educational. Nothing."	4
Effectiveness	Evidence of Lack of Effectiveness	Evidence Adult-Youth Conflict	Evidence received from others (e.g., reported student behaviors and feedback) of conflict and difficulties effectively developing positive and close relationships with youth	Average Frequency = .8	"They don't want to have to come and sit with me. They don't want to hear my mouth."	5

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Effectiveness	Evidence of Lack of Effectiveness (COVID)	Lack Evidence Youth Engagement COVID	Evidence received from others (e.g., reported student behaviors and feedback) of difficulties effectively engaging youth in remote programming	Average Frequency = 1.29	"Because we had more kids that said that they would be interested, but they didn't really come online […] not consistently, it would just be different kids sporadically showing up."	7
Connectedness	Bridging Social Capital - Positive	Other Sites Helpful	Anytime providers mention connecting with providers at other after-school sites to increase their own capacity to meet student needs	n = 2 (18%)	"What was helpful about those was, you know, the other schools were [...] they would tell us how it works in their schools and it would give us some insight as to […] how it was for their kids."	7
Connectedness	Bridging Social Capital - Positive	External Consultant Helpful	Anytime providers mention helpful support from outside consultants/trainers to increase their own capacity to meet student needs	n = 2 (18%)	"So they'll have individuals from those organizations who are providing the materials , educational sources […] And we will get trained on those courses and guidelines as it relates to the program."	11
Connectedness	Bridging Social Capital - Positive	School Day Teachers Helpful	Connecting with or going to day school teachers to increase provider's capacity to support students in after-school	n = 2 (18%)	"We tried to do like the homework hour thing […] That part was hard […] And then I would randomly start asking the other teachers, what did they have."	1

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Connectedness	Bridging Social Capital - Positive	School Day Staff Helpful	Connecting with or going to day school staff (e.g., counselor, assistant principal) to increase capacity to support students in after-school	n = 1 (9%)	"We have counselors at the school, and plenty of times I might come and say, 'hey, can I have a side bar with you for a second?'"	11
Connectedness	Bridging Social Capital - Negative	School Day Teachers Unhelpful	Missed opportunities or unhelpful behaviors from day school teachers in relation to after-school	n = 3 (27%)	"I think that that definitely was frustrating at times, was just explaining the program and teachers understanding the value of it and not taking it away from the students because they did something."	2
Connectedness	Bridging Social Capital - Negative	School Day Staff Unhelpful	Missed opportunities or unhelpful behaviors from other day school staff (e.g., school counselor, assistant principal)	n = 1 (9%)	"I mean, a counselor is not available during our time. You're going to tell me to call a number, 800 number for a child that's going through crisis, or to wait until the next day to see a counselor. It's not, it's not feasible."	10
Connectedness	Bridging Social Capital - Negative	External Consultant Unhelpful	Unhelpful or insufficient support from outside consultants/trainers to increase their own capacity to support students in after-school	n = 1 (9%)	"I know [ORGANIZATION] has given us little programs, little trainings here and there. But to me, that's not enough."	10
Connectedness	Bonding Social Capital - Positive	Respect/Trust Presence	A positive sense of respect or trust among colleagues	n = 7 (64%)	"But those were like my go to [people]. Like, no matter what, I had their back."	1

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Connectedness	Bonding Social Capital - Positive	Values/Goals Alignment	Alignment in goals, approach, or values with colleagues	n = 5 (45%)	"You're kind of all on the same page, I think that definitely helps."	2
Connectedness	Bonding Social Capital - Negative	Values/Goals Lack of Alignment	Lack of alignment in goals, approach, or values with colleagues	n = 3 (27%)	"When members of the team aren't on the same page […] when you're teammate's not fully executing the vision."	3
Connectedness	Bonding Social Capital - Negative	Respect/Trust Absence	Lack of respect or trust among colleagues	n = 1 (9%)	"[They] left me alone too much, you know, with the children there […] I felt like I had to be doing the job of two people by myself."	7
Connectedness	Supervisor Support - Positive	Supervisor Instrumental Support	Direct (hands on) support by supervisors in meeting job demands, or assigning additional help by others to meet demands.	n = 5 (45%)	"[…] if it's something that is constantly, a constant bother, then to get into it and try and speak with my [supervisor], say, listen, so-and-so has been off for a couple of days. Can you get in touch with the parent?"	10
Connectedness	Supervisor Support - Positive	Supervisor Emotional Support	Emotional support (e.g., listening and reassurance) provided by supervisors	n = 4 (36%)	"I definitely think it helps that [the supervisor] is kind of an open person [...] she listens to what we have to say. She'll be like […] we have sub teachers. You're having a stressful week. Just take the next two days."	2

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Connectedness	Supervisor Support - Positive	Supervisor Informational Support	Sharing of ideas and information by supervisors to help meet job demands	n = 3 (27%)	"I'd say our site leader, I call [them] very often just to know how we're doing, what we need, what we should improve on."	9
Connectedness	Supervisor Support - Negative	Lack Supervisor Instrumental Support	Indicated dissatisfaction with direct (hands on) support by supervisors in meeting job demands	n = 4 (36%)	"It's like it's OK for the moment and then it's over the minute they're gone. You know? So, we still had to deal with it pretty much on our own."	7
Connectedness	Supervisor Support - Negative	Lack Supervisor Informational Support	Indicated dissatisfaction with sharing of ideas and information by supervisors	n = 0	N/A	
Connectedness	Supervisor Support - Negative	Lack Supervisor Emotional Support	Indicated dissatisfaction with emotional support provided by supervisors	n = 0	N/A	
Connectedness	Coworker Support - Positive	Coworker Informational Support	Sharing of ideas and information by coworkers to help meet job demands	n = 7 (64%)	"There would also be times when we would be sharing ideas with each other about different things that we had to do, that would make it less complicated to get going."	7

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Connectedness	Coworker Support - Positive	Coworker Emotional Support	Emotional support (e.g., listening and reassurance) provided by coworkers	n = 7 (64%)	"Sometimes we just need to talk, you know, we just need to talk and then we'll feel better."	10
Connectedness	Coworker Support - Positive	Coworker Instrumental Support	Direct (hands on) support by coworkers in meeting job demands	n = 3 (27%)	"I think just having that conversation and checking in with your peers and like, OK, what's going on ? How are you feeling? Well, today I can't do this with so-and-so. So if it happens, you deal with so-and-so."	2
Connectedness	Coworker Support - Negative	Lack Coworker Instrumental Support	Dissatisfaction with direct (hands on) support by coworkers in meeting job demands	n = 2 (18%)	"I mean, it really takes two people to, you know, to be able to make things work. And, you know, being left alone all the time, that wasn't working for me."	7
Connectedness	Coworker Support - Negative	Lack Coworker Emotional Support	Dissatisfaction with emotional support (e.g., listening and reassurance) provided by coworkers	n = 0	N/A	
Connectedness	Coworker Support - Negative	Lack Coworker Informational Support	Dissatisfaction with sharing of ideas and information by coworkers to help meet job demands	n = 0	N/A	

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Connectedness	Connectedness Opportunities	Connection with Day School	Connecting the after-school to day school, to facilitate increased effectiveness meeting youth needs	n = 2 (18%)	"I always thought about . You […] never have homework? How? […] I wish that I could find out how do we relate it back to day schools. How do you get them to work together?"	4
Connectedness	Connectedness Opportunities	On-Site Mental Health Support	Having on-site counselors available to assist youth as needed	n = 1 (9%)	"I think that part is missing from the after school program part, having a hands-on counselor for the after school sites."	10
Connectedness	Connectedness Opportunities	Sharing Activity Ideas – General	Sharing activities generally, to identify new ideas for their own site (no specific types of activities mentioned)	n = 1 (9%)	"I would love to talk about their different activities. I love exposing the kids to different kinds of things […]"	9
Connectedness	Connectedness Opportunities	Sharing Activity Ideas – Student Preferred	Hearing about activities that students have enjoyed at other sites	n = 1 (9%)	"Just to hear their perspective on how it was for their kids and you know, how their kids reacted to those different types of programs […]."	7
Connectedness	Connectedness Opportunities	Sharing Activity Ideas – Remote	Sharing activities specifically for remote programming during pandemic	n = 1 (9%)	"I would be interested in seeing and just seeing how it went with other people's programs and how the kids felt […] how to get that social piece there where they're getting that quality engagement and it's	2

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
					structured to a certain degree."	
Connectedness	Connectedness Opportunities	Sharing Best Practices – Engagement Remote	Strategies for keeping students engaged during remote programming	n = 2 (18%)	"How are you keeping your kids engaged? Like, what are you doing here, just so you can piggyback off each other to see if you can improve, or see if you guys are all doing the same thing. So that's always a good question to ask."	8
Connectedness	Connectedness Opportunities	Sharing Best Practices – Engagement In-person	Strategies for keeping students engaged during in-person programming	n = 1 (9%)	"What's maybe some activities that they like to have fun with. Stuff like that. But it's more focused on meeting the needs of the students."	11
Connectedness	Connectedness Opportunities	Sharing Best Practices – Social Opportunities	Strategies for promoting social connectedness (particularly structured opportunities) among the students during remote programming	n = 1 (9%)	"I think another thing is as far as the social piece, I think a lot of the kids really miss each other and just kind of how to get them to interact online socially instead of it being just kind of an open forum."	2

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Connectedness	Connectedness Opportunities	Sharing Best Practices – Large Groups	Strategies for working with large groups	n = 1 (9%)	"A lot of schools didn't have as many, so they might be more inclined to offer more in terms of what they can do with the small population. So we share ideas about what to be expected for a school that services a large amount of students."	11
Connectedness	Connectedness Opportunities	Sharing Best Practices – Youth Mental Health	Strategies for promoting youth mental health in after-school	n = 1 (9%)	"I would like to come together to have that conversation. What are the things that we all are doing to make our kids keep their mental health and to keep our own mental health as well?"	10
Connectedness	Connectedness Opportunities	Sharing Best Practices – Teacher Mental Health	Strategies for promoting teacher mental health in after-school	n = 1 (9%)	"I would like to come together to have that conversation. What are the things that we all are doing to make our kids keep their mental health and to keep our own mental health as well?"	10
Connectedness	Connectedness Opportunities	Sharing Best Practices – Day School Support	Strategies for increasing support and communication with day school staff	n = 1 (9%)	"I want to know how is the moral support from day schools? Like what, what kind of support do you get?"	

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Connectedness	Connectedness Barriers	Lack of Physical Proximity	Barriers to providing support, particularly instrumental support, due to coworker or supervisor not being physically nearby	n = 5 (45%)	"[…] but most of the time we sneak in and out, kind of, because everybody has their own room. Everyone has different schedules and different classes."	6
Connectedness	Connectedness Barriers COVID	Distraction COVID	More distraction during remote meetings	n = 1 (9%)	"I think there was more distraction because I think that when you're on Zoom you're looking at the background […] I think you kind of get distracted."	2
Connectedness	Connectedness Barriers COVID	Lack of Transparency COVID	Lack of communication / transparency between coworkers or between supervisor and provider, compromising service provision and/or being on the same page	n = 1 (9%)	"I feel that they still try to maintain, when I get it, you get it, mentality. Versus a more transparency […] You have to be transparent. Top, down, left, right, you have to be. Or else the person will feel as if they're in this alone."	3
Connectedness	Connectedness Satisfaction	Evidence Connectedness Satisfaction	Indicated satisfaction with level of support (and/or results of support) received from coworkers/supervisors	Average Frequency = 1.5	"So she's like, you can always come to me. I was like, oh thank God. But she's awesome."	1

Concept	*Category*	*Code*	*Definition*	*Frequency and % reported*	*Example Quote*	*Int #*
Connectedness	Connectedness Satisfaction	Evidence Connectedness Satisfaction COVID	Indicated satisfaction with level of support received from coworkers/supervisors during COVID	Average Frequency = .1	"We'll have our conversations as well about, you know, how our day is and how it's going with that online learning as well. So there's always communication going on."	8
Connectedness	Connectedness Dissatisfaction	Evidence Connectedness Dissatisfaction	Indicated dissatisfaction with level of support received from coworkers/supervisors	Average Frequency = 1.4	"Being left alone all the time, that wasn't working for me."	7
Connectedness	Connectedness Dissatisfaction	Evidence Connectedness Dissatisfaction COVID	Indicated dissatisfaction with level of support received from coworkers/supervisors during COVID	Average Frequency = .9	"It was just different, I mean, in a way that honestly I didn't like it. I'd rather, I'm more someone who wants to be around people."	1

Additional Regression Tables

List of Tables

Supplemental Table 2. *Multiple Regression with SEL Comfort Regressed on OLBI Disengagement.*

Variable	F= 8.207, R^2 = .247, p = .034			
	Step 1			
	b	S.E.	*t*	CI for *b*
Constant	2.775	.440	6.303	1.910 to 3.639
SEL comfort	-.237	.111*	-2.125	-.456 to -.018

* p <.05

Supplemental Table 3. *Multiple Regression with SEL Comfort Regressed on OLBI Exhaustion.*

Variable	F= 10.968, R^2 = .305, p = .003			
	Step 1			
	b	S.E.	*t*	CI for *b*
Constant	3.318	.519	6.395	2.300 to 4.336
SEL comfort	-.360	.131**	-2.751	-.616 to -.103

**p <.01

Supplemental Table 4. *Multiple Regression with STRS Conflict Regressed on OLBI Exhaustion.*

Variable	F= 5.006, R^2 = .135, p = .032			
	Step 1			
	b	S.E.	*t*	CI for *b*
Constant	1.369	.251	5.457	.877 to 1.861
STRS conflict	.295	.132*	2.237	.037 to .553

* p <.05

Supplemental Table 5. *Multiple Regression with SEL Comfort Regressed on ProQOL Compassion Satisfaction.*

Variable	F= 9.091, R^2 = .283, p = .006			
	Step 1			
	b	S.E.	*t*	CI for *b*
Constant	34.481	4.282	8.053	26.071 to 42.891
SEL comfort	2.608	1.063*	2.452	.520 to 4.695

* p <.05

Supplemental Table 6. *Multiple Regression with STRS Closeness Regressed on ProQOL Compassion Satisfaction, Controlling for Race and Hours Worked Per Week.*

Variable	F= 8.207, R^2 = .247, p = .034				F= 4.117, R^2 = .219, p = .012			
	Step 1				Step 2			
	b	S.E.	*t*	CI for *b*	*b*	S.E.	*t*	CI for *b*
Constant	46.853	2.557	18.325	41.84 to 51.87	31.768	7.405	4.290	17.25 to 46.29
Race	-.194	.218	-.888	-.622 to .234	.016	.227	.071	-.430 to .462
Hours per week	-0.20	.042	-.477	-.103 to .063	.026	.046	.569	-.064 to .115
STRS closeness					2.703	1.252*	2.159	.249 to 5.157

* p <.05

Supplemental Table 7. *Multiple Regression with Communication Opportunities Regressed on ProQOL Secondary Traumatic Stress.*

Variable	F= 6.173, R^2 = .212, p = .021			
	Step 1			
	b	S.E.	*t*	CI for *b*
Constant	13.277	1.458	9.103	10.418 to 16.136
Comm Opp	.497	.212*	2.348	.082 to .911

* p <.05

Supplemental Table 8. *Multiple Regression with Advice Network Density Regressed on OLBI Disengagement.*

Variable	F= 11.605, R^2 = .345, p = .003			
	Step 1			
	b	S.E.	*t*	CI for *b*
Constant	1.607	.090	17.828	1.431 to 1.784
Advice Density	.007	.002***	3.407	.003 to .012

***p =.001

Supplemental Table 9. *Multiple Regression with Advice Network Density Regressed on OLBI Exhaustion.*

Variable	F= 6.379, R^2 = .225, p = .019			
	Step 1			
	b	S.E.	*t*	CI for *b*
Constant	1.664	.117	14.220	1.421 to 1.907
Advice Density	.007	.003*	2.526	.001 to .013

* p <.05

Supplemental Table 10. *Multiple regression with Communication Opportunities regressed on STRS Closeness, Controlling for Gender, Race, and Hours Worked Per Week.*

Variable	F= 5.071, R^2 = .344, p = .006				F= 5.605, R^2 = .445, p = .002			
	Step 1				Step 2			
	b	S.E.	*t*	CI for *b*	*b*	S.E.	*t*	CI for *b*
Constant	5.484	.370	14.828	4.759 to 6.209	4.887	.436	11.206	4.033 to 5.742
Race	-.083	.030**	-2.724	-.142 to -.023	-.077	.029**	-2.686	-.133 to -.021
Gender	.056	.073	.759	-.088 to .199	.055	.069	.797	-.080 to .189
Hours per week	-.017	.006**	-2.948	-.028 to -.006	-.016	.005**	-3.053	-.027 to -.006
Comm Opp					.084	.037*	2.252	.011 to .157

**p <.01, * p <.05

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