



Human Resources Series

June 15-18, 2020



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Identifying Staff

June 15, 2020



YOU FOR YOUTH

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Education Specialist



YOU FOR YOUTH

Chat Facilitators



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Lead Training Specialist

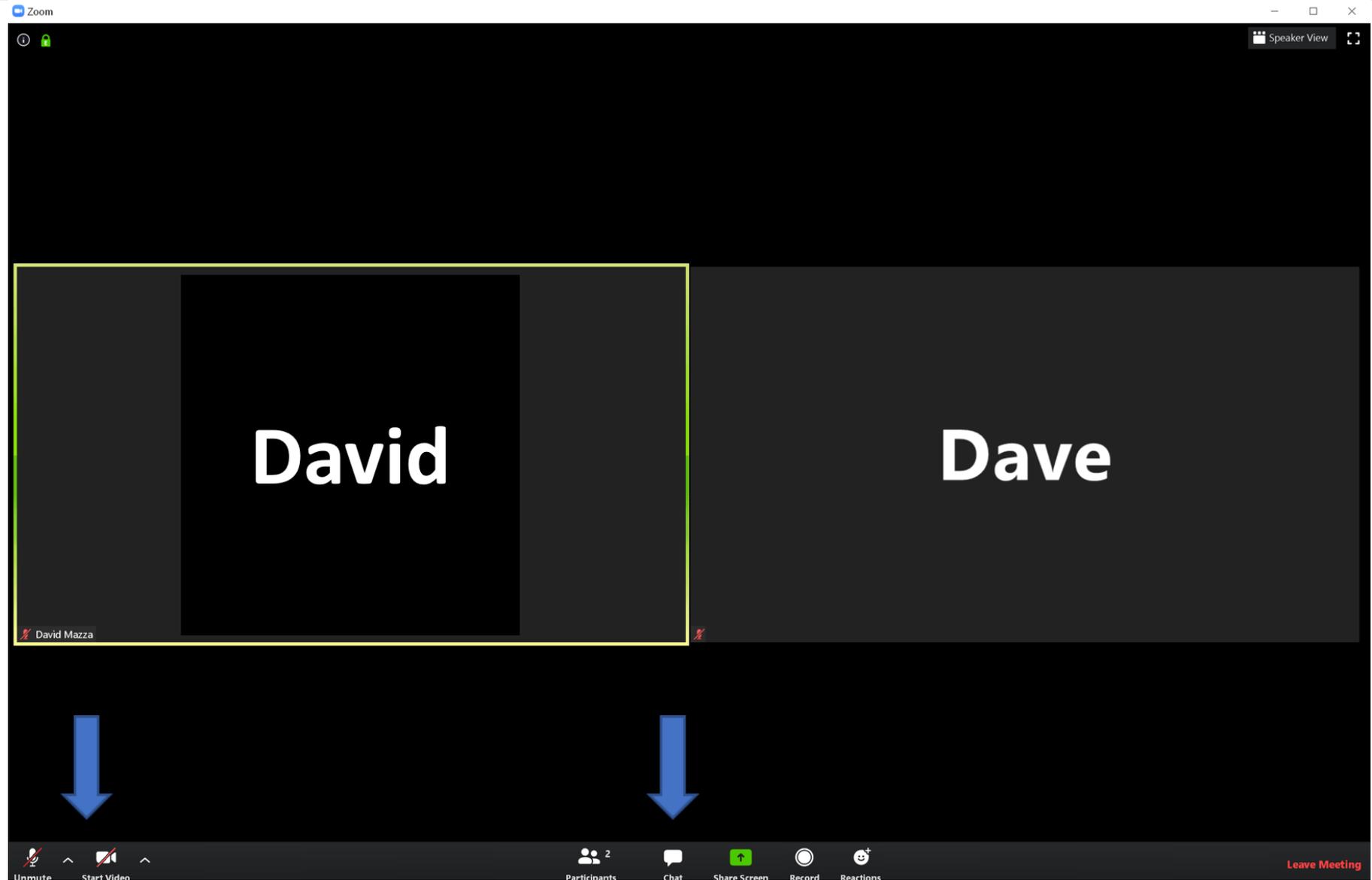


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Writing Specialist



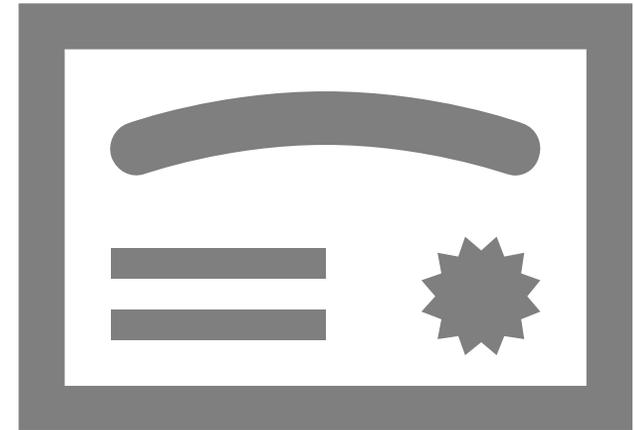
Using Zoom





Certificates

Will be provided for each day of the series and emailed to you within one week.





The Series

Identifying Talent: Monday, June 1

Recruiting and Hiring: Tuesday, June 2

Training and Developing Your Team: Wednesday, June 3

Retaining Staff: Thursday, June 4

1 p.m. ET



Today's Documents

You are here: Home → Forum Home → Discussions → Human Resources (Four-Part Series)

Human Resources (Four-Part Series)

Topic Title	Views	Replies	Latest Post Info
 Documents and Links Author: David McConnell	10	1	Posted: 1 hour, 48 minutes ago Author: David McConnell

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YOU FOR YOUTH

Objectives

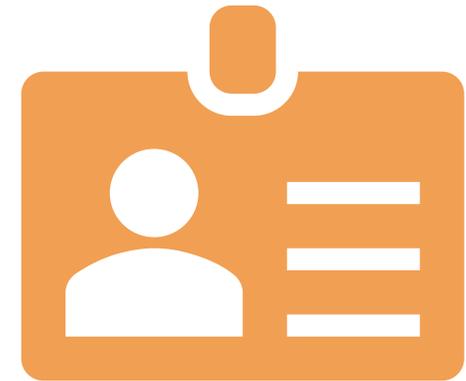
- Identify the skills and competencies needed for each staff position.
- Utilize Y4Y resources to identify staffing needs and develop job descriptions.





Poll

What role do you most often need to fill?





Identifying Talent

Put Together a Recruitment Team

Budget for Staffing

Link Core Competencies to Roles

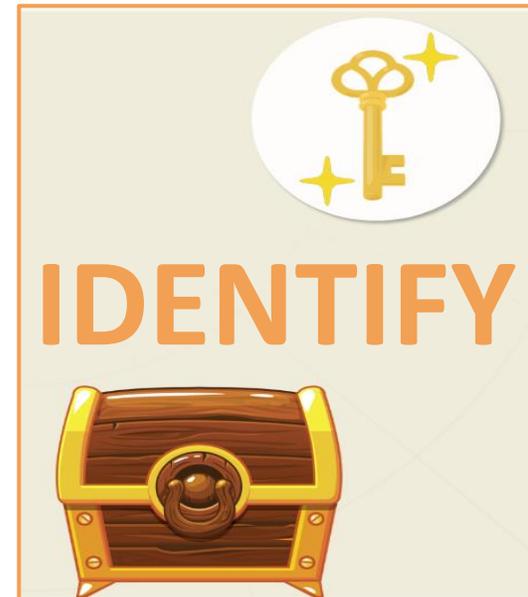
Develop a Human Resources Plan



Identify a Staff Recruitment Team

Who should be on your team and why?

What role should they play?



What best practices have you used in recruiting?



Program Team

Meet with your program team, present the idea of forming a staff recruitment team and explain the possible benefits.

Site-Led Teams

Work with your program planning team to develop guidelines and recommendations for sites to create their own recruitment teams.



Best Practices in Recruitment

Best Practice #1
Program Team

Best Practice #2
Site-Led Teams



Identifying Talent

Put Together a Recruitment Team

Budget for Staffing

Link Core Competencies to Roles

Develop a Human Resources Plan



Budget for Staff



How much funding did you request for personnel?



Were specific roles identified?



Did you budget for professional development for the staff you will hire?



**How much funding did you
request for personnel?**





Were specific roles identified in the budget?





Did you budget for professional development for the staff you will hire?



Current Program Staff



Sample Organizational Chart

Directions: Modify this chart to reflect your program's organization and staffing by inserting staff names and titles.





YOU FOR YOUTH

Tools & Resources



You for Youth | **Managing Your 21st CCLC Program**

Sample 21st CCLC Budget Workbook

21st CCLC Budget Tracking Workbook: 2018-19 Program Year



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Identifying Talent

Put Together a Recruitment Team

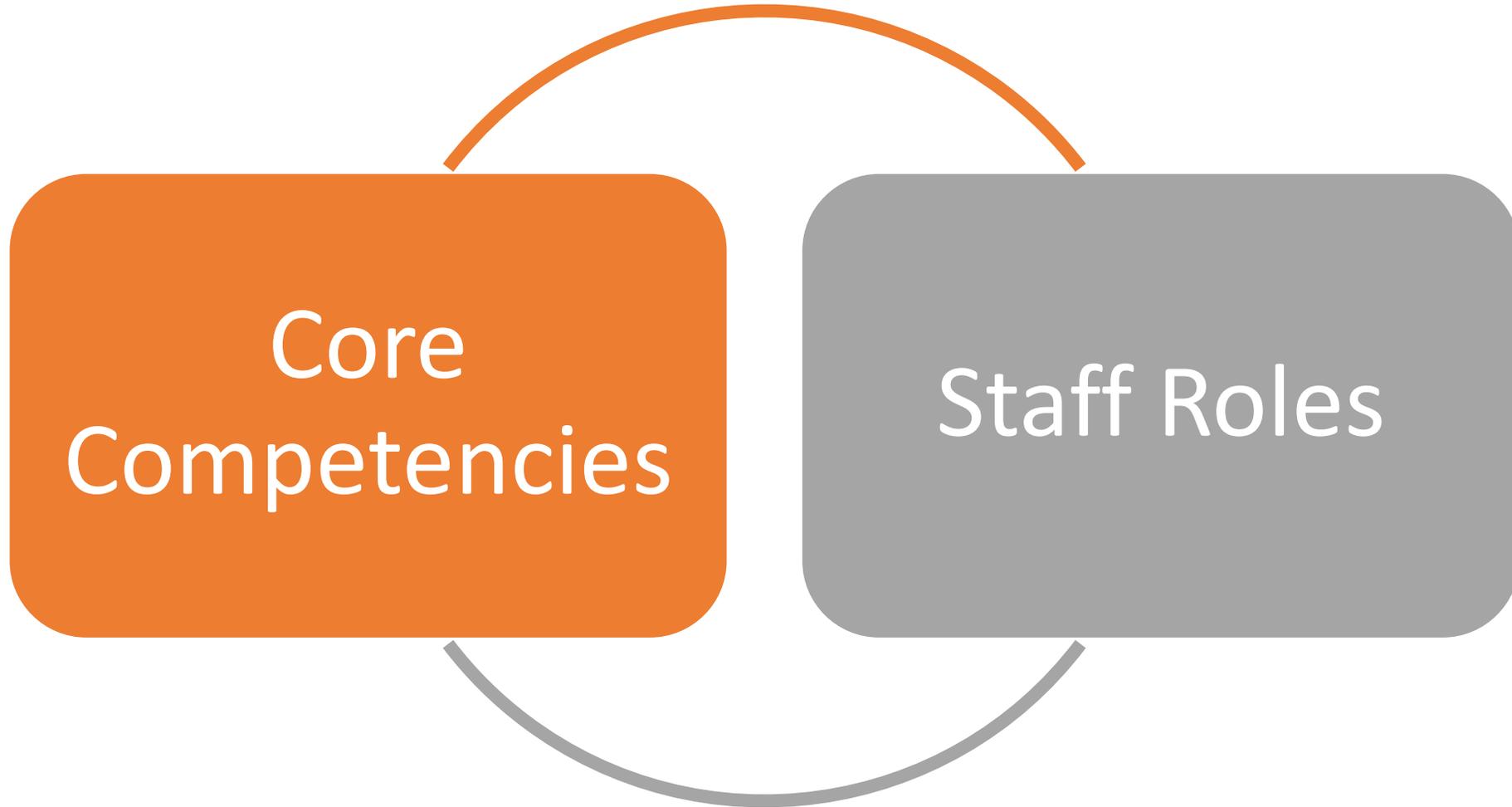
Budget for Staffing

Link Core Competencies to Roles

Develop a Human Resources Plan

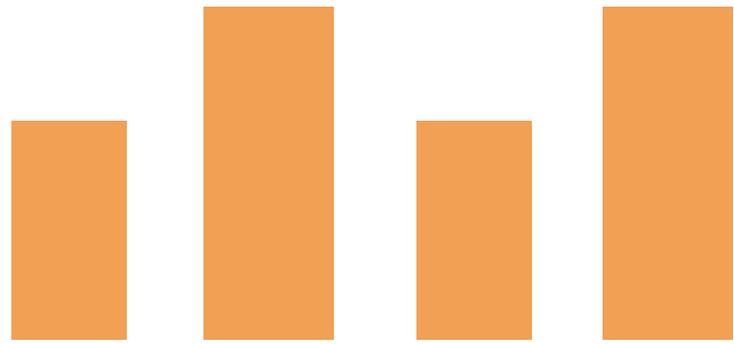


Link Core Competencies to Staff Roles



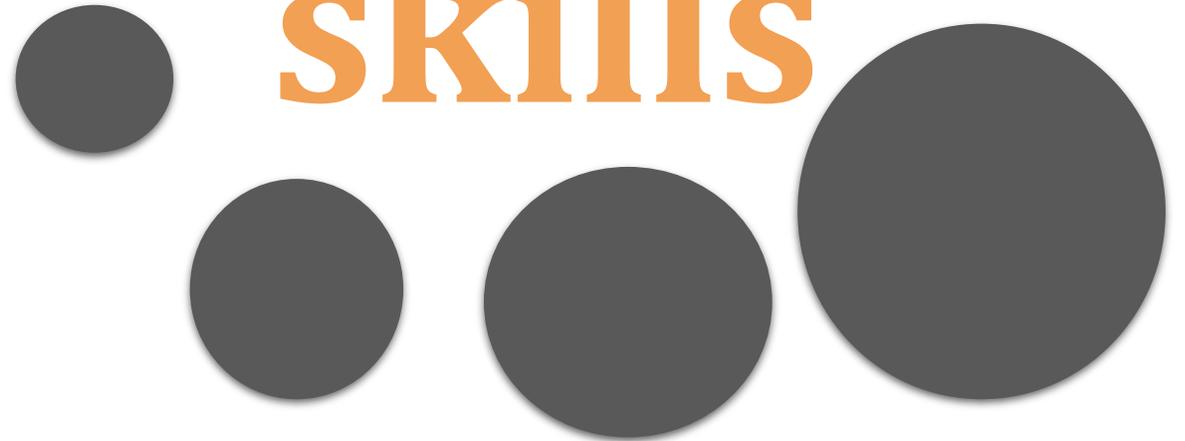


Core Competencies: Hard and Soft Skills



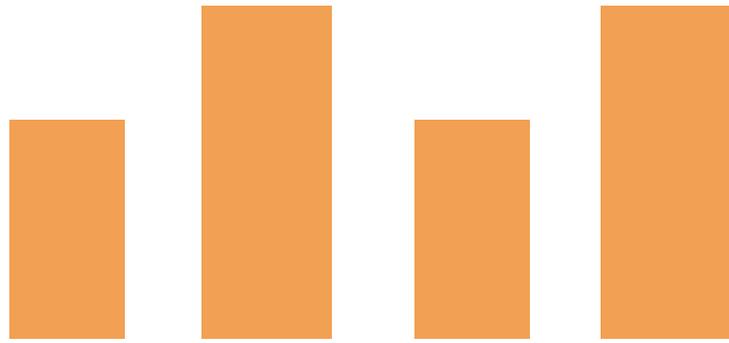
**Hard
skills**

**Soft
skills**





Core Competencies: Hard Skills



Hard skills

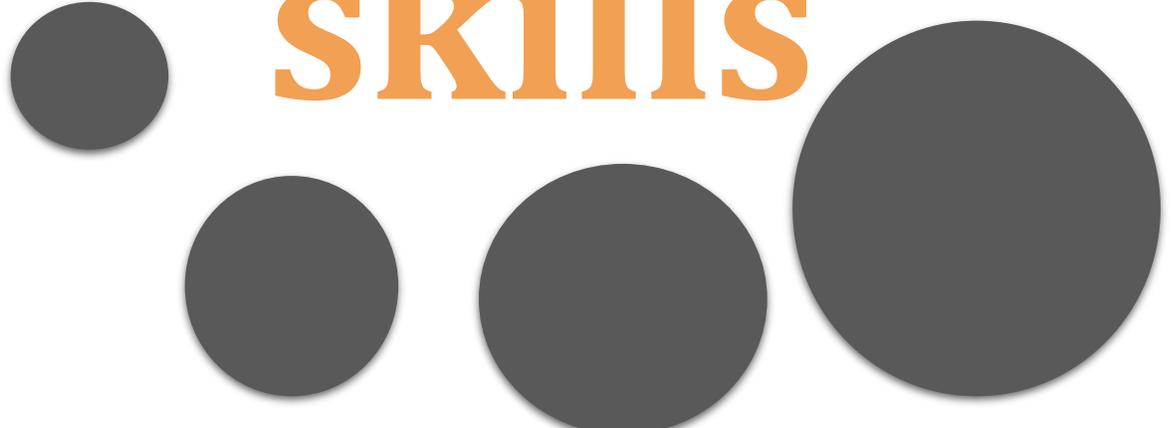
- Can be defined and measured
- Examples: science instruction, budgeting and writing
- Need at every level



Core Competencies: Soft Skills

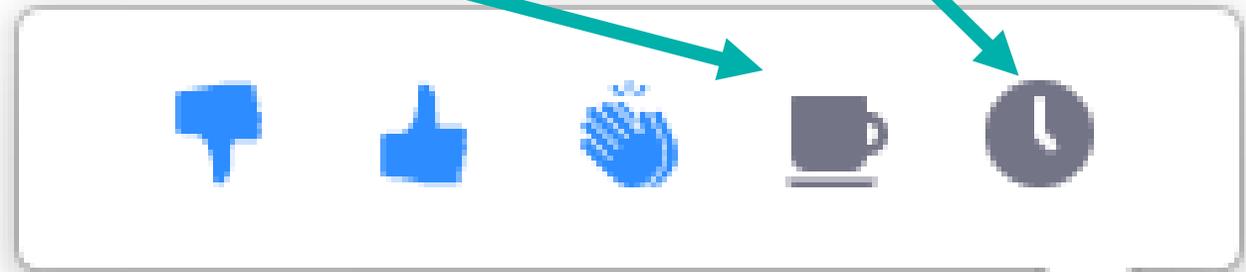
- Less tangible and not easy to measure
- Examples: creativity and empathy
- Need at every level

Soft
skills



HARD SKILLS

SOFT SKILLS




Raise Hand


yes


no


go slower

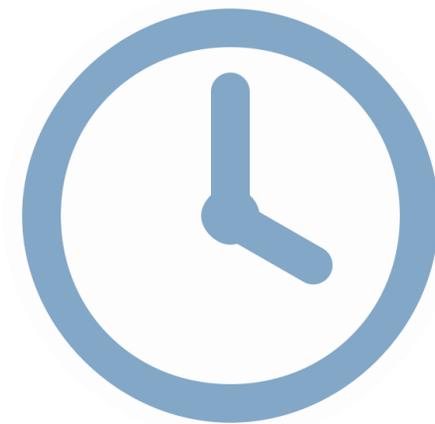

go faster


more

BUDGETING



Soft Skill

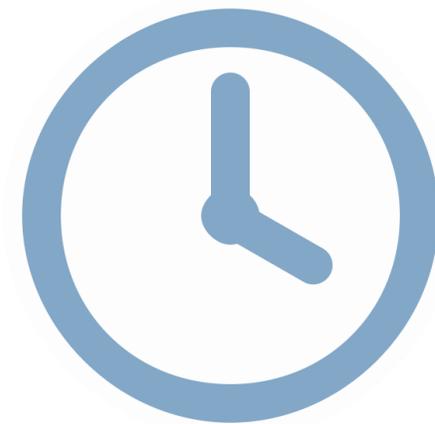


Hard Skill

STRONG WORK ETHIC



Soft Skill

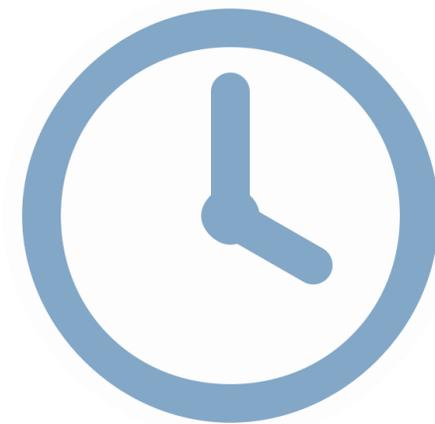


Hard Skill

TEAM BUILDING



Soft Skill



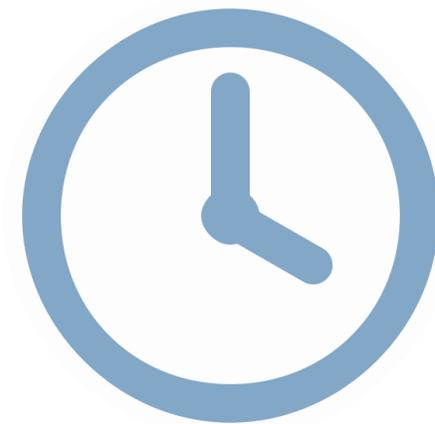
Hard Skill



COLLECTING AND REPORTING DATA



Soft Skill



Hard Skill



Link Core Competencies to Staff Roles

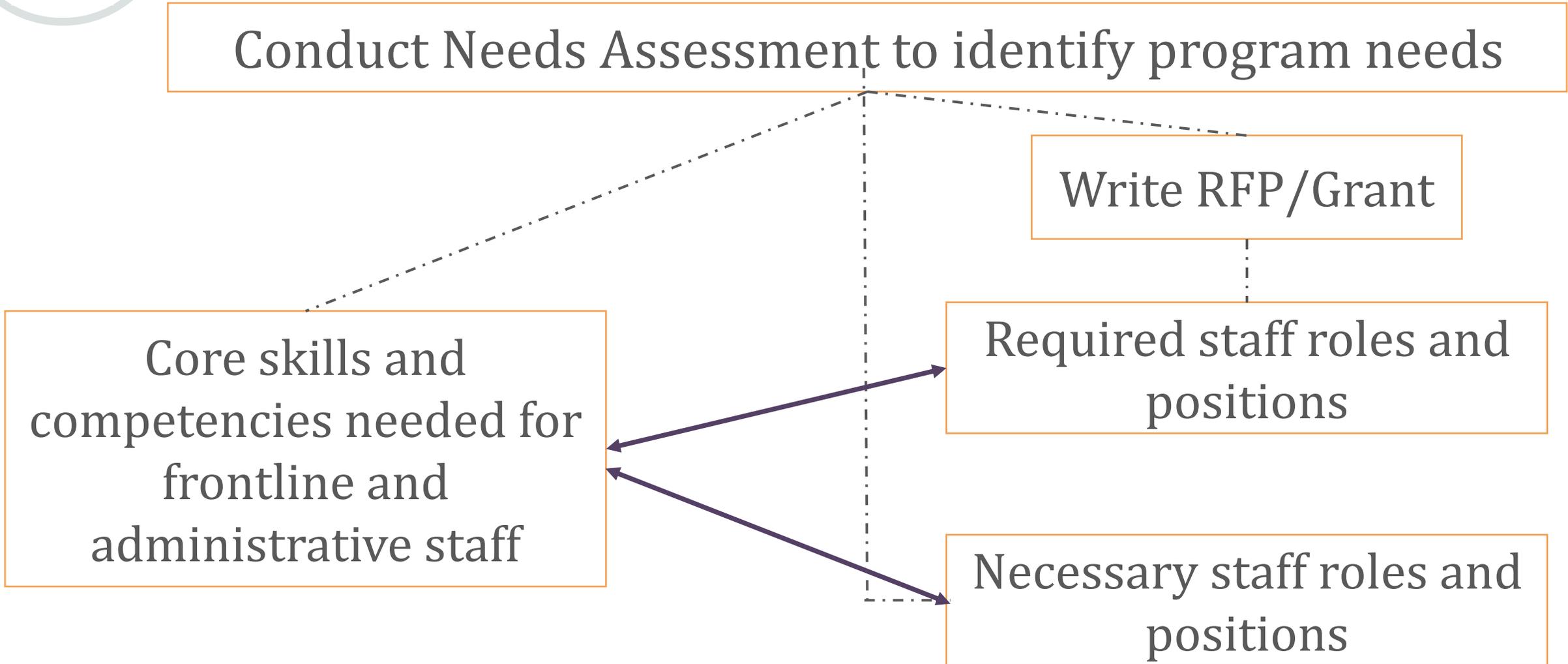
Conduct Needs Assessment to identify program needs

Write RFP/Grant

Core skills and competencies needed for frontline and administrative staff

Required staff roles and positions

Necessary staff roles and positions





Needs Assessment: Data Types

School-Level Data

- Big picture
- School report cards, Improvement plan, Attendance and Behavior

Student-Level Data

- Program student-specific
- Reveals skill gaps
- Progress monitoring, benchmarks

Student Voice Data

- Students' interests
- Increasing engagement
- Surveys, Focus groups



Data Examples

School-Level Data

On the state science assessment, 60 percent of fifth-grade students met standards.

Student-Level Data

Fifth-grade students did not demonstrate mastery when asked to apply the scientific process.

Student Voice Data

Students reported they're interested in martial arts and dance.



Connecting Needs to Skills and Competencies



Write Needs Assessment Statements.



Identify specific subject-matter knowledge and skills.



Identify those that are most essential for your program to meet student needs.



Needs Statements

School Level Needs

On the state science assessment, 60% of fifth-grade students met standards.

Student Level Needs

Fifth-grade students did not demonstrate mastery of the scientific process.

Student Voice

Students reported they're interested in martial arts and dance.



Needs

- ❖ On the state science assessment , 60% met standards.
- ❖ Fifth-grade students did not master the scientific process.
- ❖ Students are interested in martial arts and dance.

What skills does an Academic Intervention Facilitator need to have?



What are the most important skills for a successful Academic Intervention Facilitator to have?



Identifying Talent

Put Together a Recruitment Team

Budget for Staffing

Link Core Competencies to Roles

Develop a Human Resources Plan



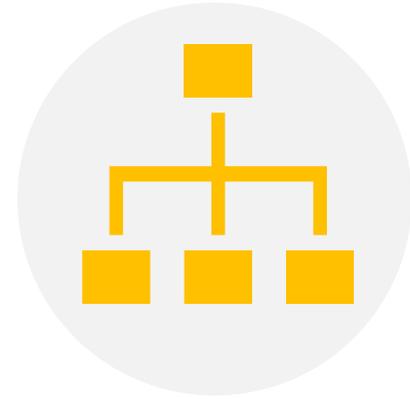
Develop a Human Resources Plan



Identify Staff
Roles



Write Job
Descriptions



Create Human
Resources
Policies and
Procedures



Write Job Descriptions

- Heading
- Statement of Purpose
- Qualifications
- Major Responsibilities
- Other Duties and Demands



Human Resourcing Packet

Sample Job Descriptions Program Director

Job Title: 21st Century Community Learning Centers Program Director

Wage/Hour Status: XX

Reports to: Executive Director of Community Services

Pay Grade: XX

Dept./School: Community Services

Date Revised: 06/20XX

Primary Purpose

Direct and manage the extended-day, extended-year afterschool educational program (21st CCLC). Ensure delivery of quality, aligned academic curriculum and tutoring and quality recreational opportunities in afterschool sites in accordance with funding priorities.

Qualifications

Minimum Education/Certification

- Bachelor's degree
- Experience in education, social services and at-risk populations
- Licensed or eligible for Child Care Administrator license
- Supervisory experience preferred

Special Knowledge/Skills

- Knowledge of budget and personnel management
- Strong organizational, communication, public relations and interpersonal skills
- Working knowledge of federal and state program requirements, grant development experience, program evaluation
- Knowledge of academic policies and procedures
- Knowledge of state department of education rules, regulations and procedures
- Knowledge of acceptable human resource/supervisory practices and principles
- Knowledge/skills in computer applications
- Must have basic knowledge of recreational and child care activities, including theories and principles of supervised programs, appropriate usage of recreational facilities and equipment
- Ability to make presentations and facilitate meetings with people of various skill levels and diverse backgrounds
- Knowledge of national standards recommended for out-of-school time programs

Minimum Experience

- Three (3) years of program management and/or related work experience
- Supervised staff with various skill levels and diverse backgrounds
- Managed multisite out-of-school time operations



Write Job Descriptions



You for Youth | Managing Your 21st CCLC Program

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Human Resourcing Packet

Sample Job Descriptions Program Director

Job Title: 21st Century Community Learning Centers Program Director

Wage/Hour Status: XX

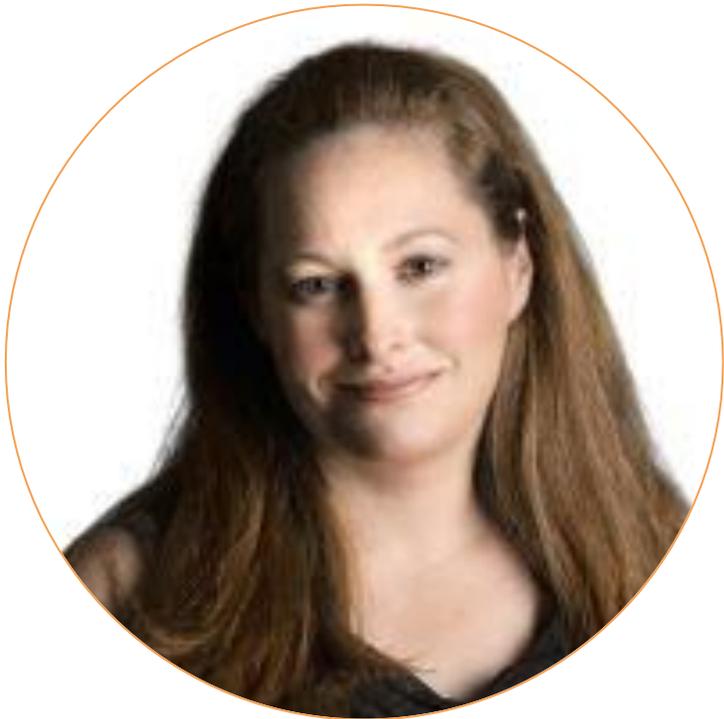
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Special Guest



Kate DeValerio

Director of Human Resources



Needs Statements

- On the state science assessment, 60 percent of fifth-grade students met standards
- Fifth-graders did not demonstrate mastery when applying the scientific process
- Students requested martial arts and dance

What hard skills are needed?

What soft skills are needed?

What competencies should be included?



Needs Statements

- On the state science assessment, 60 percent of fifth-grade students met standards
- Fifth-graders did not demonstrate mastery when applying the scientific process
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What hard skills are needed?

What soft skills are needed?

What competencies should be included?



Tools & Resources

Job Description Template

Job Title: _____

Availability Requirements: _____

Pay Scale: \$ ____./_____/____ to \$ ____./_____/____ commensurate with experience.

Description of Organization/Program: _____

Summary of Specific Role: _____

Responsibilities: _____

Ideal Candidate: _____

Directions to Apply: _____



Human Resources Planning Checklist



You for Youth | Human Resources

2

Planning Checklist

Use this checklist to record ideas and track your human resources planning process as you apply the strategies listed below.

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Questions





Share one new strategy or practice
that you'll implement in your
program.



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You for Youth Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers

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Human Resources

Implementation Strategies →

 Whether you are developing or improving your human resources plan, the nine strategies outlined in this section will provide you with the depth and breadth to build a strong staff, prepare them for their roles, and retain them as the cornerstone to your healthy 21st CCLC program.

Coaching My Staff →

 Use these training tips and tools to orient site coordinators and other mid-level professionals to the basics of human resources, with particular focus on the importance of effective communication in 21st CCLC program development and administration.

Tools →

 Find ready-to-use, customizable tools that can help you optimize and streamline your human resources efforts in building and retaining quality staff.

My Notebook

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Glossary

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