



# Human Resources Series

June 15-18, 2020



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# Disclaimer



# Retaining Staff

June 18, 2020



YOU FOR YOUTH

# Facilitators



**Andrew Francis**

*Education Specialist*



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*Education Specialist*



YOU FOR YOUTH

# Chat Facilitators



**Dave McConnell**

*Lead Training Specialist*

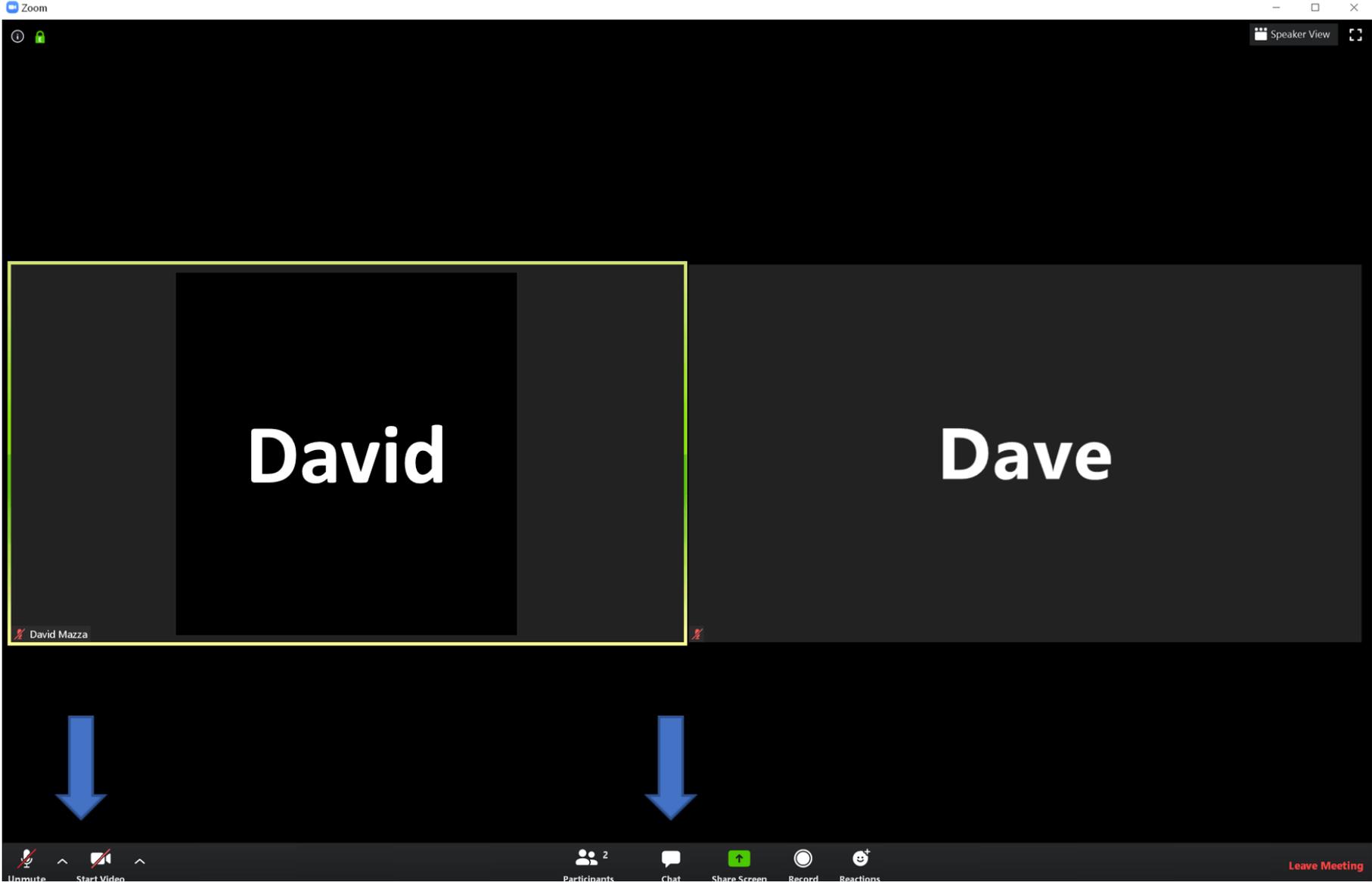


**Hershawna Turner**

*Education Specialist*



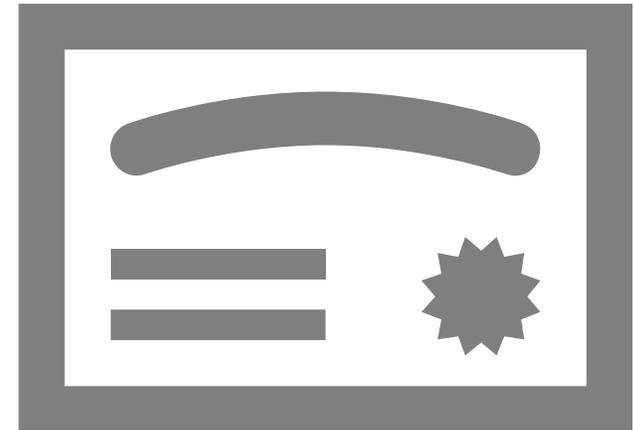
# Using Zoom





# Certificates

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





# The Series

Identifying Talent: Monday, June 15

Recruiting and Hiring: Tuesday, June 16

Training and Developing Your Team: Wednesday, June 17

Retaining Staff: Thursday, June 18

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: <a href="#">David McConnell</a>

Search this forum

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# Objectives

- Retain staff by creating a positive work environment.
- Review staff discipline policies.
- Utilize Y4Y resources to create a positive work environment and facilitate effective employee evaluations.





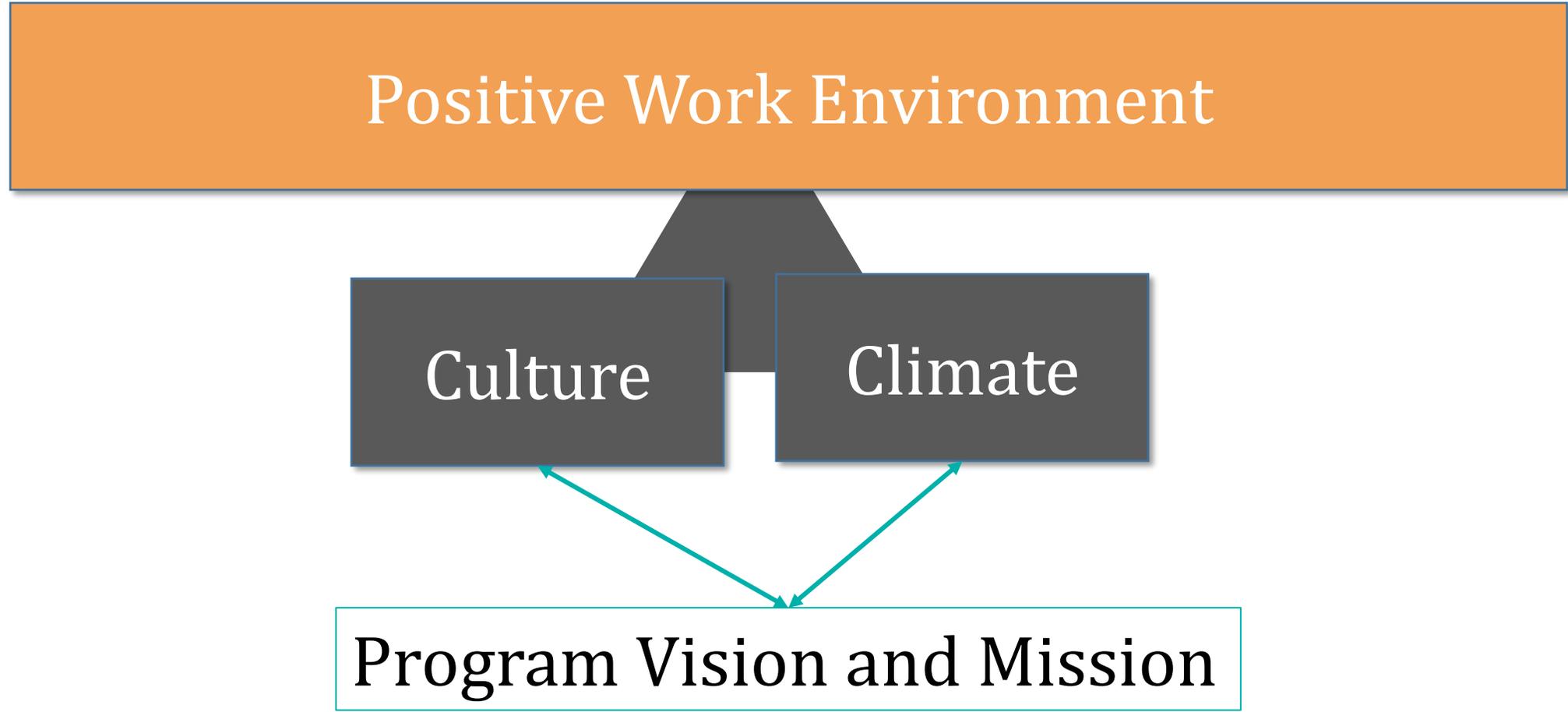
# Build a Positive Work Environment

Positive Work Environment

Culture

Climate

Program Vision and Mission





# Building A Positive Work Environment

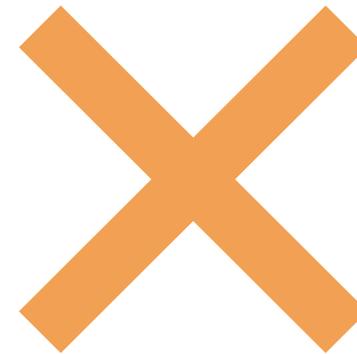
- Do your staff members feel safe, supported and valued at work?
- Do they have a voice in decisions that affect their work?
- Do they have opportunities for personal and professional growth?
- Is there a sense of collegiality and shared purpose?
- Is there a climate of respect and caring among staff, and between staff and students?



**Do your staff members feel safe, supported and valued at work?**



**Yes**



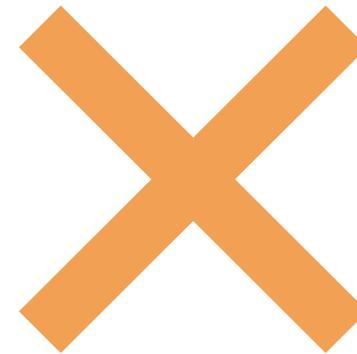
**No**



**Do they have a voice in decisions that affect their work?**



**Yes**



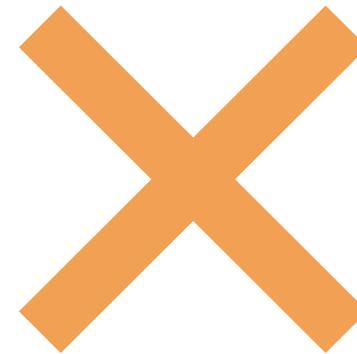
**No**



**Do they have opportunities for personal and professional growth?**



**Yes**

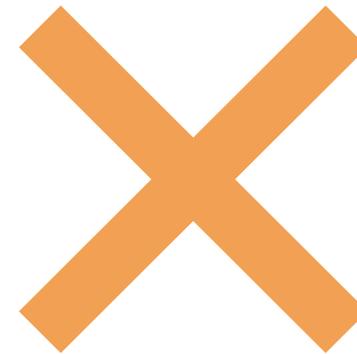


**No**

**Is there a sense of collegiality and shared purpose?**



**Yes**

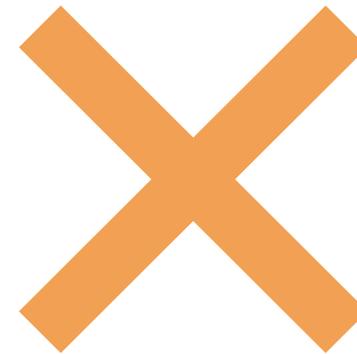


**No**

**Is there a climate of respect and caring among staff and students?**



**Yes**



**No**



## Written descriptions of values

- ✓ Our behavior needs to match our values
- ✓ Staff and students should know and act on our culture and climate statements



# Culture and Climate Statements

## Example

We value open and honest communication.

## Practice 1

Hold weekly team meetings where staff share concerns, challenges and celebrations.



Example

We value open and honest communication.

Practice





# Culture and Climate Statements

## Example

We value open and honest communication.

## Practice 2

Bright ideas box



# Culture and Climate Statements

## Example

We value open and honest communication.

## Practice 3

Staff Socials



# Special Guest



**Felisa Sanders**  
**Site Coordinator**



**How do staff  
members know  
they're doing a good  
job?**



# Evaluation and Feedback



Provide ongoing communication and coaching



Conduct annual performance evaluations



Manage staff day-to-day and provide effective feedback



# Ongoing Communication

- Regular staff meetings
- Brief meetings before or after programming



# Evaluation Tips

- ✓ Train Evaluators
- ✓ Be honest and open – no surprises
- ✓ Leverage the positive
- ✓ Be a partner, not a judge



# Tools & Resources



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## Human Resourcing Packet

### Employee Evaluation

Employee Name: \_\_\_\_\_ Evaluation Year: \_\_\_\_\_  
 Position: \_\_\_\_\_ Department: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_  
 Evaluator Position/Title: \_\_\_\_\_

Previous Evaluation \_\_\_\_\_



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## Human Resourcing Packet

### Part I - Evaluation Scoring Sheet General Responsibilities and Expectations

**Instructions:** For each indicator, rate the employee's performance on a scale of 1 (*Unsatisfactory*) to 5 (*Clearly Outstanding*) by applying the rating scale provided on page 1 of this form.

- 4.6 - 5 ~ Clearly Outstanding
- 4 - 4.5 ~ Exceeding Expectations
- 3 - 3.9 ~ Meets Expectations
- 2 - 2.9 ~ Below Expectations
- 1 - 1.9 ~ Unsatisfactory

Indicator of General Responsibilities and Expectations	Appraiser Rating (1-5)	Appraiser Comments
1. Has a positive attitude and presents a positive role model for students and the community that supports the mission of the program. Maintains positive school and community relations.		
2. Is cooperative and works effectively with others.		
3. Reports to work on time and is reliable for regular and overtime work as needed. Is absent only with good cause.		
4. Exhibits good judgment in decision making and problem solving.		
5. Shows initiative and participates in recognizing the needs of the job, and suggests ways to improve efficiency and productivity.		
6. Complies with policies and procedures.		
7. Accepts supervision and responds positively		



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## Human Resourcing Packet

### Part II - Major Responsibilities

**Instructions:** For each indicator, rate the employee's performance on a scale of 1 (*Unsatisfactory*) to 5 (*Clearly Outstanding*) by applying the rating scale provided on page 1 of this form. The number of major responsibilities and duties from the job description used in this application is \_\_\_\_\_.

Indicator of Major Responsibilities and Duties From Job Description	Appraiser Rating (1-5)	Appraiser Comments
1. Assists and supervises children during all activities.		
2. Counsels children when social, academic or adjustment problems arise.		
3. Develops, plans and prepares instructional aids and materials for activities.		
4. Ensures that site appearance, cleanliness and safe environment are appropriately maintained.		
5. Assists children with meal/snack time and clean-up.		
6. Completes all site paperwork, such as daily notes, student accident reports and attendance		



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## Human Resourcing Packet

Evaluation Summary Sheet for \_\_\_\_\_

Position: \_\_\_\_\_ Department: \_\_\_\_\_

### Summary Performance Rating:

Total Score for Part I: \_\_\_\_\_  
 Total Score for Part II: \_\_\_\_\_

Total points from Part I and Part II: \_\_\_\_\_

**Directions:** To determine the overall rating, divide the total points scored for all performance indicators on both Part I and Part II by the total number of performance indicators (the 10 general indicators in Part I plus the number of position-specific indicators in Part II).

Total points scored in Part I & II = (\_\_\_\_\_) ÷ Total number of performance indicators (\_\_\_\_\_) = Overall Summary Performance Rating \_\_\_\_\_

- Clearly Outstanding (4.6 - 5)
- Exceeding Expectations (4 - 4.5)
- Meets Expectations (3 - 3.9)
- Below Expectations (2 - 2.9)
- Unsatisfactory (1 - 1.9)

Summary comments by the Evaluator: \_\_\_\_\_



# Staff Discipline Policy

- Steps to be taken if a staff member is not performing as expected.
- Zero-tolerance infractions: drug use, carrying a weapon onto the premises.
- Check with parent organization about policies for addressing nonperformance.



# Progressive Discipline

This is a process whereby discipline of a staff member who's not performing as expected becomes stricter at each step if the staff member's job performance or behavior does not improve.



# Progressive Discipline

Counsel or  
verbal  
warning

Written  
reprimand  
and warning

Specific  
warning of  
dismissal

Dismissal



## Scenario:

*an instructor came to work  
intoxicated*



## Scenario:

*a site coordinator yelled at an instructor, using profanity*



**You are the program director for a site. You receive a call from Emily, a new site coordinator at one of your sites, who is having trouble with Ian, a youth facilitator.**

Ian:

- Has been a staff member for two years and never had any issues with the previous site coordinator.
- Seems to be popular with the students.

Emily:

- Says Ian has been disengaged and not paying attention to the students. “I even went to observe one of his activities and he was in the corner trying to make music on the computer while the kids were drawing.”



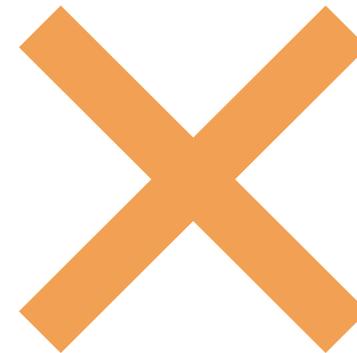
**A few weeks after the meeting between Emily and Ian, you receive another call from Emily.**

- Emily says Ian “does not listen” to her.
- Emily documented that Ian started showing up between 3 and 17 minutes late each day for three weeks.
- Ian ignored Emily when confronted about showing up late to work. Instead of acknowledging the issue, he went straight into the gym.

**Would you develop a written warning/reprimand?**



**Yes**

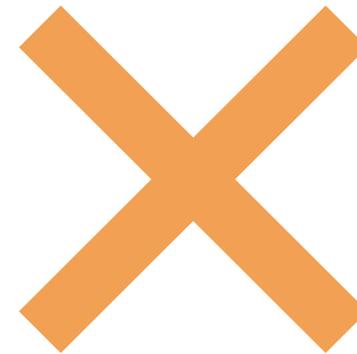


**No**

## Would you dismiss Ian?



**Yes**



**No**



- After the phone call, Ian had an issue with a student who apparently took Ian's sunglasses. Ian did not know which student took them, and no one spoke up when asked about it.
- Ian turned off the fans in the gym as punishment for none of the students owning up to taking his sunglasses. The gym got very warm afterward, and children complained to their parents.

# Employee Corrective Action Form



## Human Resourcing Packet

### Employee Corrective Action Form

Employee Name:		Date:	
Job Title:		Supervisor:	
<b>Level of Corrective Action</b>			
<input type="checkbox"/> Verbal Warning/Counseling <input type="checkbox"/> Written Warning/Reprimand <input type="checkbox"/> Suspension <input type="checkbox"/> Termination			
Facts:			
Objective:			
Solution(s):			

Action Taken:			
Comments:			
Re-evaluation meeting scheduled for			
Employee signature		Date	
Supervisor signature		Date	
Director of HR signature		Date	
A copy of this Corrective Action form will be placed in your personnel file for reference.			

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# Special Guest





# Next Steps

- Review the Y4Y course on human resources.
- Meet with your program team to review current human resources policies, procedures and related handbooks.
- Complete necessary revisions and implement a comprehensive human resources strategy for your program.



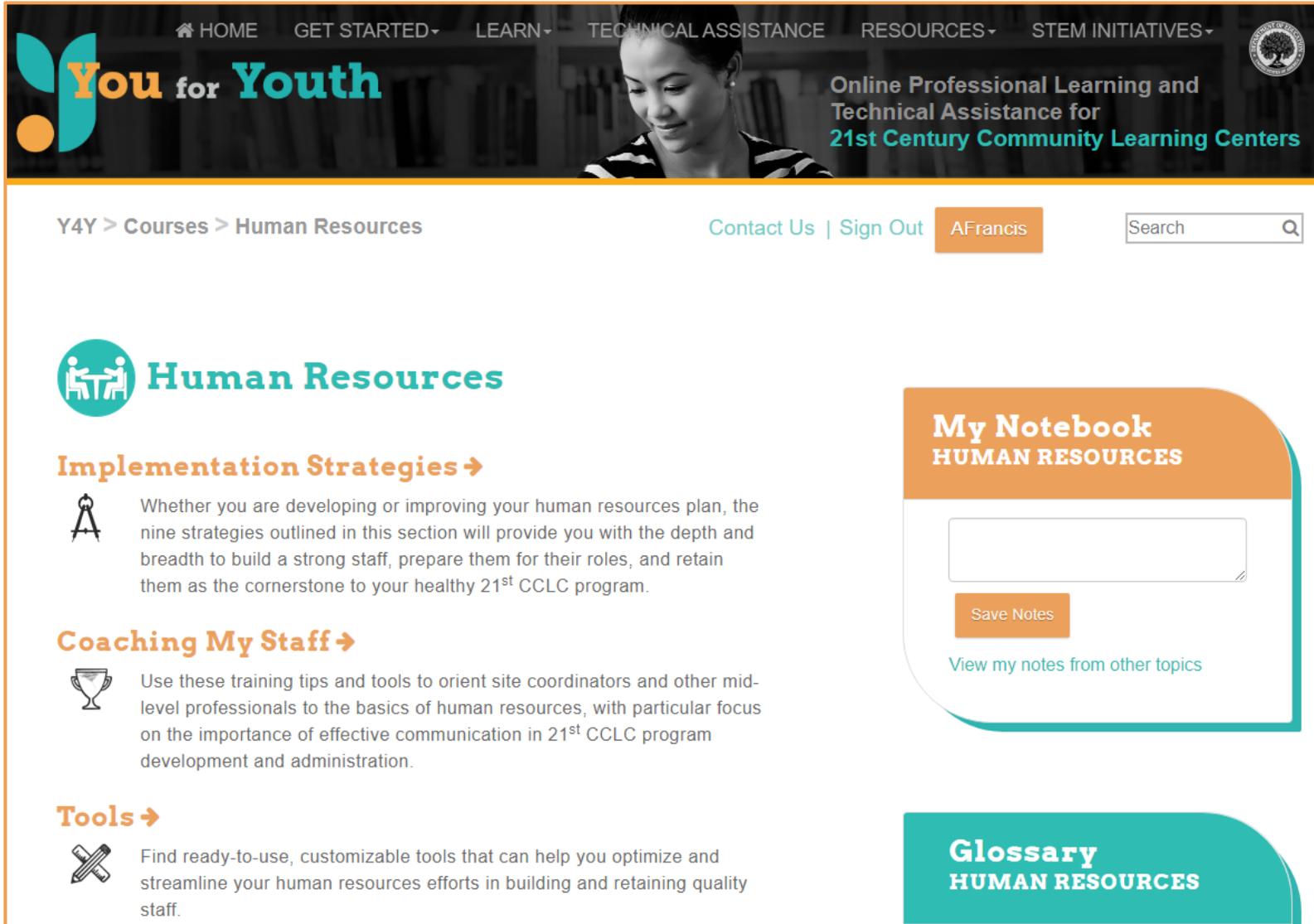
YOU FOR YOUTH

# Trainings to Go





<https://y4y.ed.gov/>



The screenshot shows the 'You for Youth' website interface. At the top, there is a navigation bar with links for HOME, GET STARTED, LEARN, TECHNICAL ASSISTANCE, RESOURCES, and STEM INITIATIVES. The main header features the 'You for Youth' logo and the text 'Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers'. Below the header, the breadcrumb trail reads 'Y4Y > Courses > Human Resources'. There are links for 'Contact Us', 'Sign Out', and a user profile 'AFrancis'. A search bar is also present. The main content area is titled 'Human Resources' and includes three sections: 'Implementation Strategies', 'Coaching My Staff', and 'Tools'. On the right side, there are two call-to-action boxes: 'My Notebook HUMAN RESOURCES' with a 'Save Notes' button and a link to 'View my notes from other topics', and 'Glossary HUMAN RESOURCES'.

HOME GET STARTED- LEARN- TECHNICAL ASSISTANCE RESOURCES- STEM INITIATIVES-

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

Y4Y > Courses > Human Resources [Contact Us](#) | [Sign Out](#) [AFrancis](#)

## 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 21<sup>st</sup> 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 21<sup>st</sup> 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 HUMAN RESOURCES

[Save Notes](#)

[View my notes from other topics](#)

### Glossary HUMAN RESOURCES



# Contact

Visit [y4y.ed.gov](http://y4y.ed.gov)

[y4ywebinars@seiservices.com](mailto:y4ywebinars@seiservices.com)



# Series Objectives

- Identify the skills and competencies needed for each staff position.
- Develop an effective interview and selection process to recruit qualified and competent candidates.
- Train and manage staff to enhance performance and achieve program success.
- Retain staff by creating a positive work environment.



# Was This Series Beneficial?



**Yes**



**No**



# Questions

