

ELEMENT 4

Staffing & Professional Development

A quality program recruits, hires, and develops diverse staff members who understand, value, and promote high-quality practices.

A QUALITY PROGRAM:

Ongoing Professional Development

1. *Is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.
2. Provides opportunities for professional growth and meaningful skill development through the provision of supports such as training, coaching, mentoring, and peer learning.
3. Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants, including participants with diverse abilities and English language learners.
4. Works with staff to achieve credentialing and accreditation where available.
5. Where appropriate, develops and supports staff to provide educational opportunities for and work with adult learners, including peer staff members and/or participants' family members.

Hiring/Onboarding Staff

6. *Recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.
7. *Implements a standard orientation including organization/program culture, mission and goals, handbook, and professional expectations.
8. *Ensures staff members have competence in instructional strategies and content specific areas where appropriate.

Programmatic Structure

9. Has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.
10. Has regular staff meetings that include sharing and reflection.

Staff Evaluation

11. Uses a transparent method for assessing staff performance.
12. Engages staff in continuous improvement based on evaluation results and stakeholder feedback.

PERFORMANCE LEVEL				PLAN TO IMPROVE		
1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR

NOTES:

Staffing & Professional Development

A quality program recruits, hires, and develops diverse staff members who understand, value, and promote high-quality practices.

A quality program employs staff who are properly equipped with the academic and experiential knowledge needed to fulfill their job requirements. Program leaders have ongoing staff recruitment and development plans to attract and retain high-quality staff. Staff should always have required credentials and licenses and meet mandatory staff-to-participant ratios. Quality programs reach beyond mandatory training requirements to provide staff with additional tools and knowledge. Professional development opportunities are frequent and offer a variety of ways for practitioners to bolster their skills, and ultimately, lead to improved program performance.

ONGOING PROFESSIONAL DEVELOPMENT:

Staffing & Professional Development, Indicator 1

* Is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.

Performance Level 1

The program director does not attend conferences, workshops, or other types of training. The director does not value professional development and does not feel that these types of events are necessary for others to attend. Therefore, the director is not able to bring information from trainings to his/her staff. The director rarely supports staff members to attend professional development events. Staff uses personal, unpaid time to attend professional development.

Performance Level 2

The program director attends conferences, workshops, or other types of training occasionally. The program director knows there is value in attending professional development events, but often has other tasks to do that are prioritized over attending these events. The program director often does not have time to share information from trainings with staff. There are limited opportunities and support for staff to attend professional development.

Performance Level 3

The program director attends conferences, workshops, or other types of training regularly, based on his/her professional development needs. The program director recognizes the value of professional development by attending and supporting staff to attend relevant professional development. The program director brings information from trainings to his/her staff when appropriate.

Performance Level 4

The program director and staff attend conferences, workshops, or other types of training regularly, based on professional development needs. The program director recognizes the value of professional development by attending and supporting staff to attend relevant professional development. The program director brings information from trainings to his/her staff when appropriate. Staff and program director share information from trainings with colleagues. Staff and program director collaboratively select training opportunities that reflect community and programmatic needs.

Staffing & Professional Development, Indicator 2

Provides opportunities for professional growth and meaningful skill development through the provision of supports such as training, coaching, mentoring, and peer learning.

Performance Level 1

Staff members are not treated like professionals; they are expected to follow the site director's instructions regarding program activities and operations. Staff members are not encouraged to seek education and training related to their jobs. Staff development opportunities are offered infrequently. Staff members do not feel that they are learning and growing as professionals.

Performance Level 2

Staff members are occasionally asked for input regarding program activities and operations. Staff development opportunities are offered throughout the year on an irregular schedule. The site director selects training and workshop topics. Staff members sometimes feel they are learning new information, but often do not feel they are growing as professionals. Some staff members are promoted into a limited number of leadership positions as they become available, but most leave the program to find higher-level jobs.

Performance Level 3

Staff development opportunities are offered regularly throughout the year. The site director selects training and workshop topics with input from individual staff members. Staff members feel they are learning new information and are growing as professionals. The site director works one-on-one with staff members to create individual staff development plans. Staff members are consistently asked for input regarding program activities and operations. Staff members are groomed to take on leadership roles.

Performance Level 4

There is opportunity for career progression. Staff development opportunities are offered regularly throughout the year. The site director and staff members meet to select training and workshop topics together. Trainings and workshops are sequenced and build upon one another. Staff members feel they are learning new information and are growing as professionals. The site director creates a staff-wide development plan that addresses the needs of the entire staff as well as the needs of individual staff members. Staff members are supported to obtain advanced degrees and the site director promotes learning by holding trainings for staff, distributing information about other educational opportunities, and assisting to secure grants and scholarships to expand access to professional development.

Staffing & Professional Development, Indicator 3

Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants, including participants with diverse abilities and English language learners.

Performance Level 1

Staff members are expected to plan suitable activities for participants, but do not receive training in this area. The site director does not monitor activity plans, and does not know if activities correspond to the developmental needs of participants. No professional development plan is offered for staff.

Performance Level 2

Staff members are expected to plan suitable activities for participants, and have access to printed information about youth

developmental stages. The site director occasionally monitors activity plans, and sometimes talks to staff members if their activities do not correspond to the developmental needs of participants. Limited training on youth development is offered.

Performance Level 3

Staff members are expected to plan suitable activities for participants, and receive printed information about youth developmental stages during staff orientation. Trainings on youth development and activity planning are held throughout the year. The site director always monitors activity plans, and works with staff members who need assistance with running activities that correspond to the developmental needs of participants.

Performance Level 4

Staff members are expected to plan suitable activities for participants, and receive printed information about youth developmental stages during staff orientation. Staff members participate in a series of sequenced trainings prior to the start of the program year. The series of trainings cover youth developmental stages, age appropriate activities, academic learning standards, afterschool curricula use, and lesson planning. The site director always monitors activity plans, and works with staff members who need assistance with running activities that correspond to the developmental needs of participants.

Staffing & Professional Development, Indicator 4

Works with staff to achieve credentialing and accreditation where available.

Performance Level 1

No program support is available for staff members who wish to earn a professional credential. The site director is not aware of accreditation opportunities. No information is shared with staff about credentialing or accreditation.

Performance Level 2

Limited program support is available for staff members who wish to earn a professional credential. The site director tells staff members about the School-Age Care Credential and directs them to more information on how to obtain it. The site director is aware of accreditation opportunities but does not pursue them or discuss them with staff members.

Performance Level 3

The site director encourages staff members to earn a professional credential when applicable, and staff members are directed to information about the School-Age Care Credential. The site director is aware of accreditation opportunities, and discusses them with staff members and other stakeholders to decide if or when it is appropriate to pursue them.

Performance Level 4

The site director encourages staff members to earn a professional credential when applicable, and staff members are directed to information about the School-Age Care Credential. Staff trainings are aligned with a professional credential to assist the staff members pursuing it. The site director is aware of accreditation opportunities, and discusses them with staff members and other stakeholders to decide when it is appropriate to pursue them. The program works toward accreditation under the site director's leadership.

Staffing & Professional Development, Indicator 5

Where appropriate, develops and supports staff to provide educational opportunities for and work with adult learners, including peer staff members and/or participants' family members.

Performance Level 1

The program does not develop or support staff to provide educational opportunities for or to work with adult learners.

Performance Level 2

The program occasionally requires staff to provide educational opportunities for adult learners, including family members and/or community leaders. However, the staff only receives support for working with adult learners on an ad hoc basis, dependent on when events and activities for adults are taking place. Some staff members may not receive support for working with adult learners, though they are sometimes asked to work with adults anyway.

Performance Level 3

The program occasionally requires staff to provide educational opportunities for adult learners, including family members and/or community leaders. The staff receives support for working with adult learners during staff orientation. Only those staff members who receive training during orientation are asked to lead events and activities for adults.

Performance Level 4

The program occasionally requires staff to provide educational opportunities for adult learners, including family members and/or community leaders. The staff receives support for working with adult learners during staff orientation, and regularly revisits the topic during professional development opportunities throughout the year. Therefore, all staff members are exposed to adult learning theory concepts and promising practices in working with adults.

HIRING/ONBOARDING STAFF:

Staffing & Professional Development, Indicator 6

*Recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.

Performance Level 1

Staff members are recruited and hired without consideration of the diversity and cultures of the community.

Performance Level 2

Staff members are recruited and hired from the community and surrounding areas. Therefore, they tend to reflect the diversity and cultures of the community.

Performance Level 3

Staff members are recruited and hired with consideration of the diversity and cultures of the community; recruitment efforts target local professionals. The site director develops a staff representing a variety of ages, races, ethnicities, academic backgrounds, etc. Several staff members can speak the native languages spoken by non-English speaking participants and/or families.

Performance Level 4

Staff members are recruited and hired with careful consideration of the diversity and cultures of the community; recruitment efforts target professionals from local schools and organizations, as well as parents, high school students, and volunteers from the community. The site director develops a staff representing a variety of ages, races, ethnicities, academic backgrounds, etc. Several staff members can speak the native languages spoken by non-English speaking participants and/or families.

Staffing & Professional Development, Indicator 7

* Implements a standard orientation including organization/program culture, mission and goals, handbook, and professional expectations.

Performance Level 1

There is no handbook or training to provide consistent onboarding for new staff. Staff members are not aware of the program's mission and goals or disagree with them.

Performance Level 2

The program utilizes and distributes a program handbook that outlines organization/program culture, mission and goals, and staff expectations but offers no formal orientation training to ensure consistency and understanding.

Performance Level 3

The program utilizes and distributes a handbook and has defined practices for onboarding, which includes a training for new staffers inclusive of a youth development framework and positive behavior management protocols. Professional development, supervisor support, and employee performance goals are clearly communicated and linked to the program's mission and goals.

Performance Level 4

The program provides comprehensive onboarding to staff including providing a handbook, foundational training/orientation, and ongoing capacity building to ensure clear understanding of program's mission, goals, and staff expectations. Staff members are expected to incorporate the mission and goals into their work, through daily performance, planned activities, and communications with participants, families, staff members, and supervisors. Staff members are asked to give feedback on the mission and goals and share related best practices on a regular basis.

Staffing & Professional Development, Indicator 8

* Ensures staff members have competence in instructional strategies and content specific areas where appropriate.

Performance Level 1

Potential staff members are assessed only on academic experience, not additional relevant skills for working with participants. The academic assets of staff members are not used to enhance program offerings. There are limited professional development opportunities for staff to build academic competencies to share with participants.

Performance Level 2

Potential staff members provide information about their academic and professional experience when hired. The site director utilizes staff strengths and talents to support program development and activities. There are ongoing professional development opportunities for staff to build academic competencies to share with participants.

Performance Level 3

Potential staff members provide information about their academic and professional experience when hired. The site director utilizes staff strengths and talents to support program development and activities. There are ongoing professional development opportunities for staff to build academic competencies to share with participants. The site director assigns staff members to tasks and activities based on their knowledge and experience. During staff observations and formative evaluations, staff members are given tools to increase competency in content specific areas and core youth development principles.

Performance Level 4

Potential staff members provide information about their academic and professional experience when hired. The site director utilizes staff strengths and talents to support program development and activities. There are ongoing professional development opportunities for staff to build academic competencies to share with participants. The site director assigns staff members to tasks and activities based on their knowledge and experience. During staff observations and formative evaluations, staff members are given tools to increase competency in content specific areas and core youth development principals. Experienced staff take on coaching and mentoring roles to build the capacity of colleagues.

PROGRAMMATIC STRUCTURE:

Staffing & Professional Development, Indicator 9

Has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.

Performance Level 1

The organization does not have clear expectations for staff performance. Staff members are often reprimanded and are not acknowledged for accomplishments and contributions. Job descriptions are unavailable.

Performance Level 2

There is little awareness of expectations. Issues of concern are discussed, but there is no follow through or planned solutions. Written job descriptions exist but are not shared with staff members.

Performance Level 3

Staff members are engaged when discussing issues and brainstorming solutions regarding the program. Staff members are familiar with the standards to which they are held. Program leadership is accessible and follow-up happens often. The site director coaches staff members regularly. Staff and leadership demonstrate mutual respect. Written job descriptions are shared with staff members.

Performance Level 4

The site director coaches staff members regularly. He/she meets with each staff member to discuss performance and to set individual professional development goals. There is a clear professional development plan for each staff member. Staff members attend trainings regularly and have opportunities to share strategies learned. Staff members seek out trainings that build skills beyond regulatory requirements and basic topics. Supervisory staff members, including the site director, participate in management training to develop skills to support other staff members' work. Interactions between staff members and leadership demonstrate mutual respect. Written job descriptions are shared with staff members.

Staffing & Professional Development, Indicator 10

Has regular staff meetings that include sharing and reflection.

Performance Level 1

The program does not have regular staff meetings. Staff members must raise concerns or ask questions on an ad hoc basis.

Performance Level 2

The program has staff meetings when an issue arises. Staff meetings are led by the site director and all staff members are invited to participate.

Performance Level 3

The program has staff meetings on a regular basis. Staff meetings are led by the site director and all staff members are required to participate. Staff members receive advance notice of meetings to ensure their ability to participate.

Performance Level 4

The program has staff meetings on a regular basis. Staff meetings are led by the site director and all staff are required to participate. Staff members are asked to contribute to meeting agendas and are encouraged to share their successes and challenges at meetings for discussion. Staff members receive advance notice of meetings to ensure their ability to participate.

STAFF EVALUATION:**Staffing & Professional Development, Indicator 11**

Uses a transparent method for assessing staff performance.

Performance Level 1

The site director occasionally observes staff members' performance and gives them verbal feedback.

Performance Level 2

The site director has an internal method for assessing staff performance. The method uses a one-way assessment (i.e. observation) and is implemented irregularly. The site director does not share the information collected with the staff members observed. Sometimes the information is used to inform modifications in program management and operations.

Performance Level 3

The site director, with input from staff members, uses an internal method for assessing staff performance. The method uses both one-way assessment (i.e. external observation) and two-way assessment (i.e. self-assessment) and is implemented regularly. The site director shares the information collected with staff members observed. The information is used to inform staff members' goals for the coming year and to collect suggestions to create professional development opportunities.

Performance Level 4

The site director, in collaboration with other staff and program stakeholders, uses an internal method for assessing staff performance. The method uses several types of assessment (i.e. observation, self-assessment, etc.) and is implemented regularly. The site director shares the information collected with staff members and asks them to reflect on their own performance. The information is used to inform staff members' goals for the coming year and to collect suggestions to create professional development opportunities. If a staff member receives a negative review, a corrective action plan is developed. All information collected is stored in paper and electronic files to enable the site director to review program progress over time.

Staffing & Professional Development, Indicator 12

Engages staff in continuous improvement based on evaluation results and stakeholder feedback.

Performance Level 1

The program does not use a distinct set of quality standards, evaluation frameworks, and/or program improvement strategies. Staff members, families, and participants do not have a clear understanding of the program's strengths and challenges.

Performance Level 2

The program uses an established set of quality standards, evaluation frameworks, and/or program improvement strategies. Staff members are mostly aware of the program's strengths and challenges, but they are not communicated well to families and participants. Families and participants are unclear of what they can expect from the program and how well it is achieving its goals.

Performance Level 3

The program uses an established set of quality standards, evaluation frameworks, and program improvement strategies based on research and evidence-based models. All staff members are aware of program strengths and areas for improvement, and they are regularly communicated to families and participants. Families and participants have a clear understanding of what they can expect from the program and how well it is achieving its goals.

Performance Level 4

The program uses an established set of quality standards, evaluation frameworks, and program improvement strategies based on research, evidence-based models, and what has historically been successful in the program and community. All staff members are aware of and believe in the program's philosophy on quality, and families and participants have regular opportunities to learn about it and offer input on what quality means and should look like. Families and participants have a clear understanding of what they can expect from the program and how well it is achieving its goals. Program leaders frequently reference quality standards and promising practices when making decisions about the program.

