

Staff Recruitment and Retention

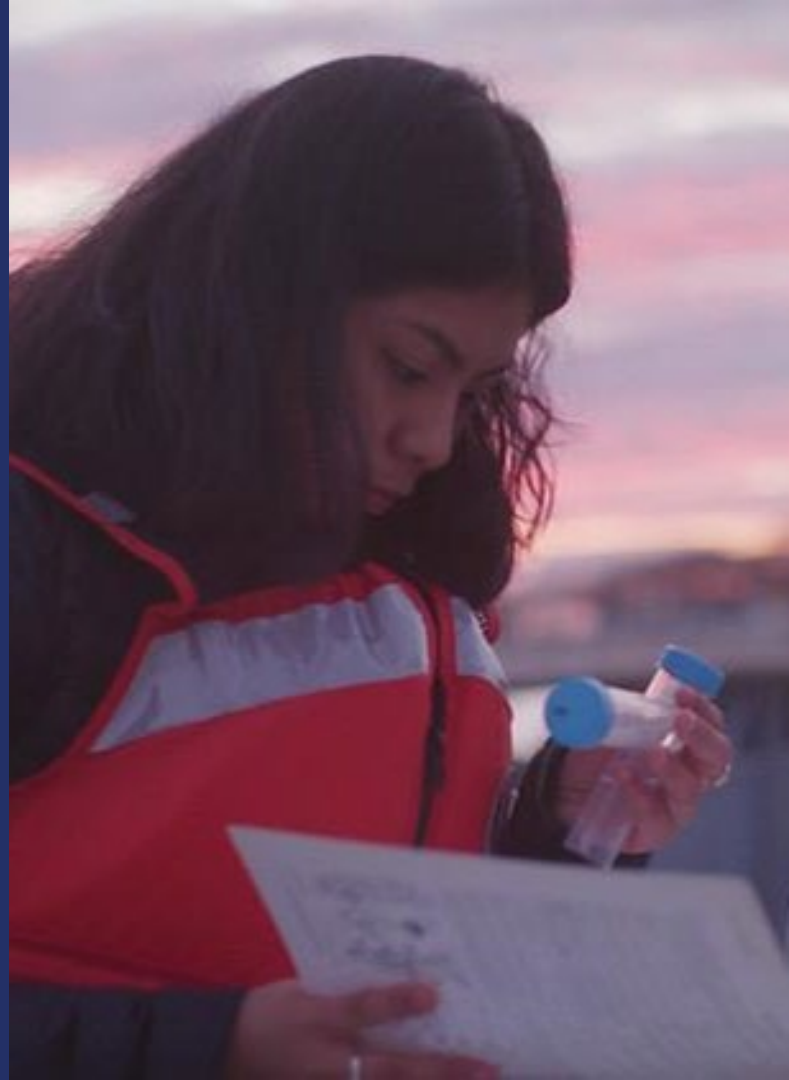


Dr. Sheronda Witter Fleming

U.S. Department of Education



**Engage Every Student is
a bold call to action to
provide high-quality
out-of-school time
learning opportunities
for every child who
wants to participate.**



The **U.S. Department of Education** is proud to be collaborating with a group of diverse stakeholders to Engage Every Student.

- ❑ AASA, the School Superintendents Association
- ❑ Afterschool Alliance
- ❑ National League of Cities
- ❑ National Summer Learning Association
- ❑ National Comprehensive Center at Westat



Join Us!



Become an **ALLY** of
Engage Every Student.



Make a **PLEDGE** to work
toward Afterschool and
Summer for all.

www.engageeverystudent.org



School-Community Partnerships

The School Community Partnerships Webinar will feature the Community Schools Approach as a strategy that transforms a school into a place where educators, local community members, families, and students work together to coordinate in- and out-of-school resources, supports, and opportunities so that young people thrive. Additionally, the webinar will spotlight examples of strong school community partnerships with a panel of district and community organization leaders. Space is limited.

June 22, 2023

2:00 pm – 3:15 pm ET



Engage Every Student Office Hours

Starting June 2, Engage Every Student will host Office Hours, which will take place monthly on the first Friday. Office Hours will provide an opportunity for attendees to receive technical assistance related to expanding access to afterschool and summer learning programs from the initiative partner organizations.

June 2, 2023
1:00 – 2:00 pm ET

Angelica Portillo
National Afterschool Association



National AfterSchool Association

The National Afterschool Association is the professional membership association for people who work with and for youth during Out-of-School time.

NAA fosters positive youth outcomes by supporting, developing, and advocating for afterschool professionals and leaders.

The AfterSchool Profession

Code of Ethics

**Core Knowledge Skills
and Competencies**

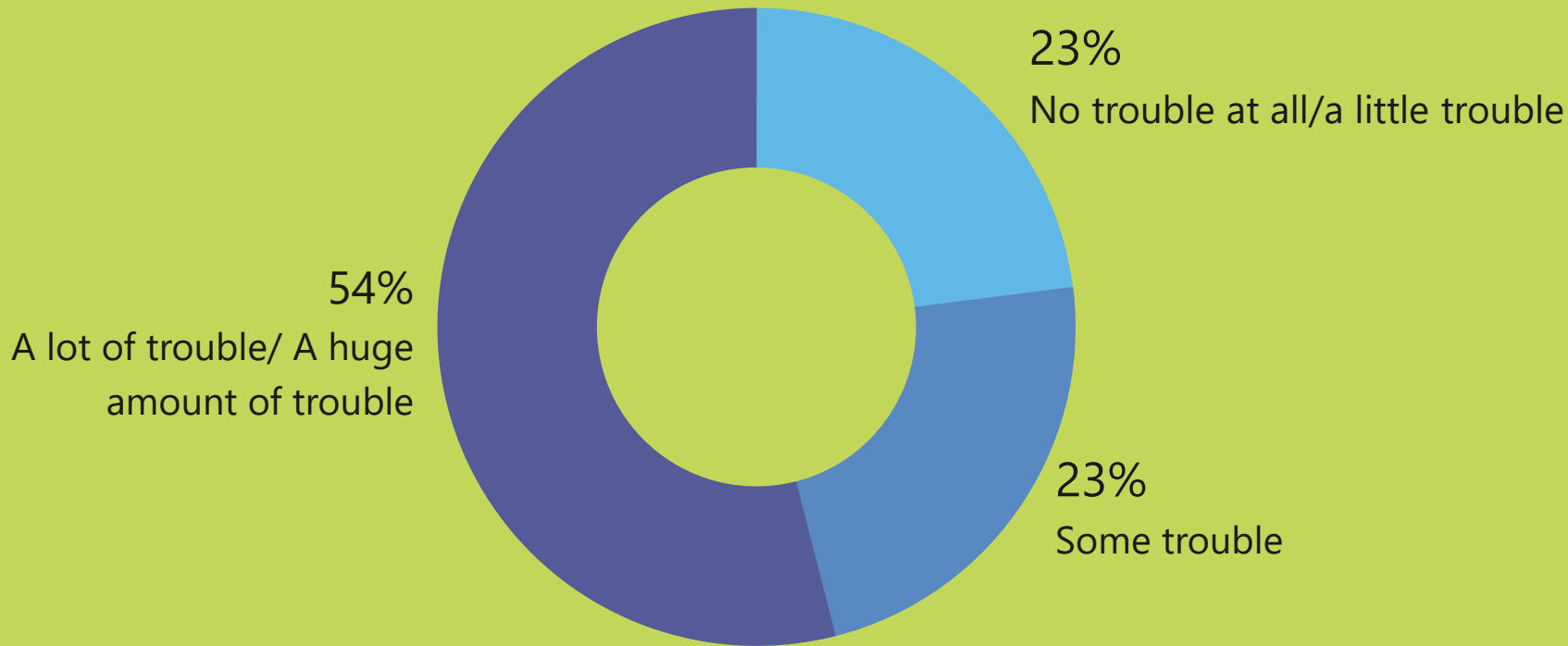
Proclamation on the Profession



NAA and the OST Workforce

- Most Influential Awards
- [Next Generation of Afterschool Leaders Awards](#)
- PLCs for Emerging Leaders of Color
- [NAA Code of Ethics](#)
- [Core Knowledge and Competencies for Afterschool and Youth Development Professionals and CKCs Assessment Tools](#)
- Credentialing System
- [The Afterschool Leadership Landscape: Supporting and Strengthening Racial Equity Report](#)
- [The Out-of-School Time \(OST\) Leader's Guide to Equitable Hiring and Staff Development Practices](#)

How much trouble are after-school programs in your community having to recruit and retain staff members?



OST Quality Connection



Job Quality



Workforce
Stability

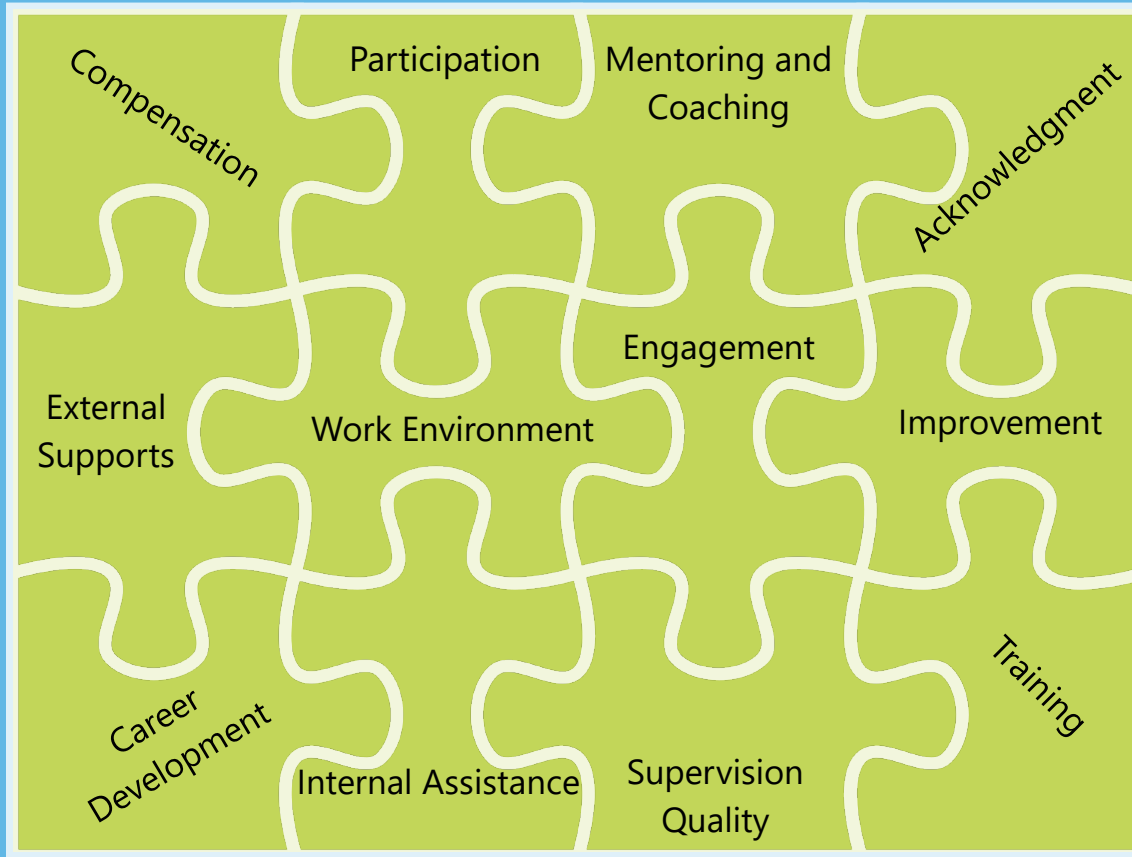


High Program
Quality



Positive Youth
Outcomes

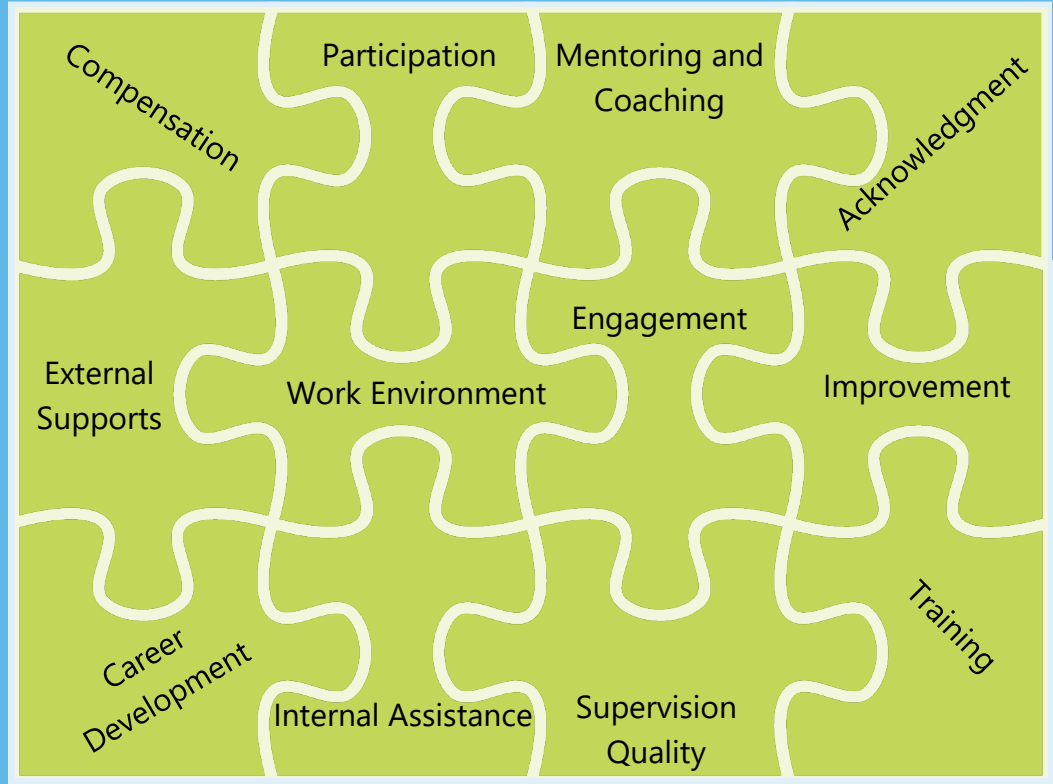
PIECES FOR A THRIVING OST WORKFORCE



*This framework was originally developed by Steven Dawson, a senior advisor to the National Fund for Workforce Solutions. An earlier version appears in *Now or Never: Heeding the Call of Labor Market Demand* by the Pinkerton Foundation.

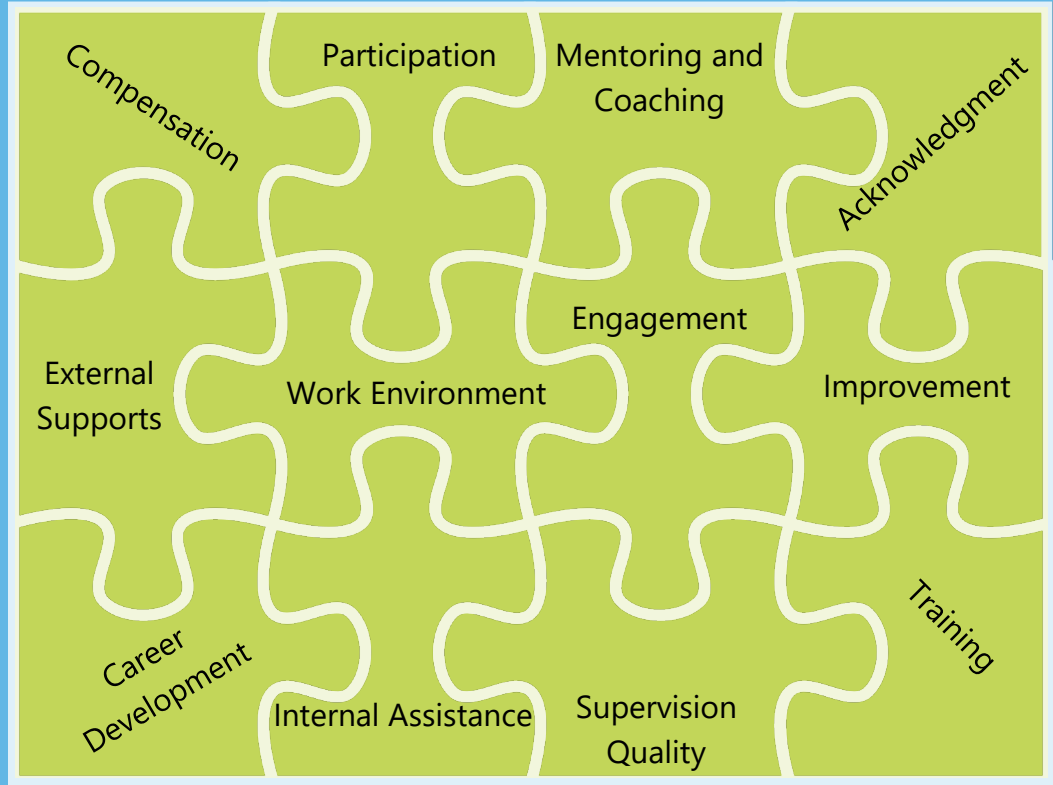
PIECES FOR A THRIVING OST WORKFORCE

Compensation
Work Environment
Supervision Quality



PIECES FOR A THRIVING OST WORKFORCE

Compensation
Work Environment
Supervision Quality
Training
Internal Assistance
External Supports



PIECES FOR A THRIVING OST WORKFORCE

Compensation

Work Environment

Supervision Quality

Training

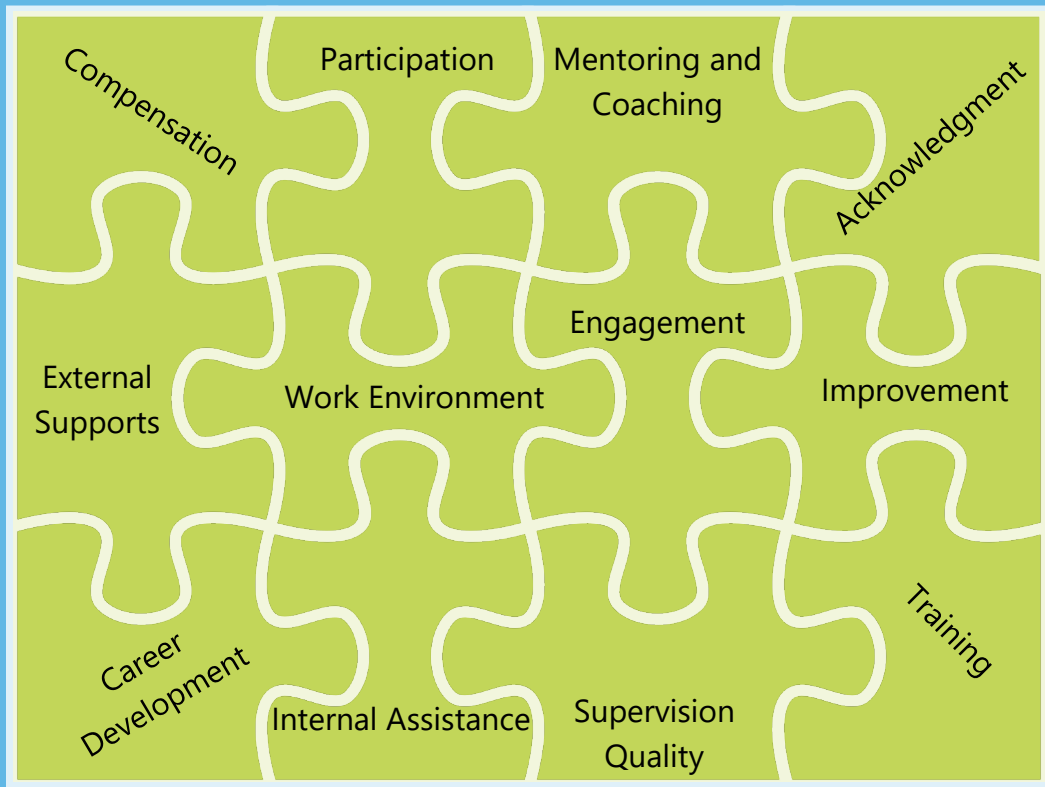
Internal Assistance

External Supports

Career Development

Mentoring and Coaching

Acknowledgment



PIECES FOR A THRIVING OST WORKFORCE

Compensation

Work Environment

Supervision Quality

Training

Internal Assistance

External Supports

Career Development

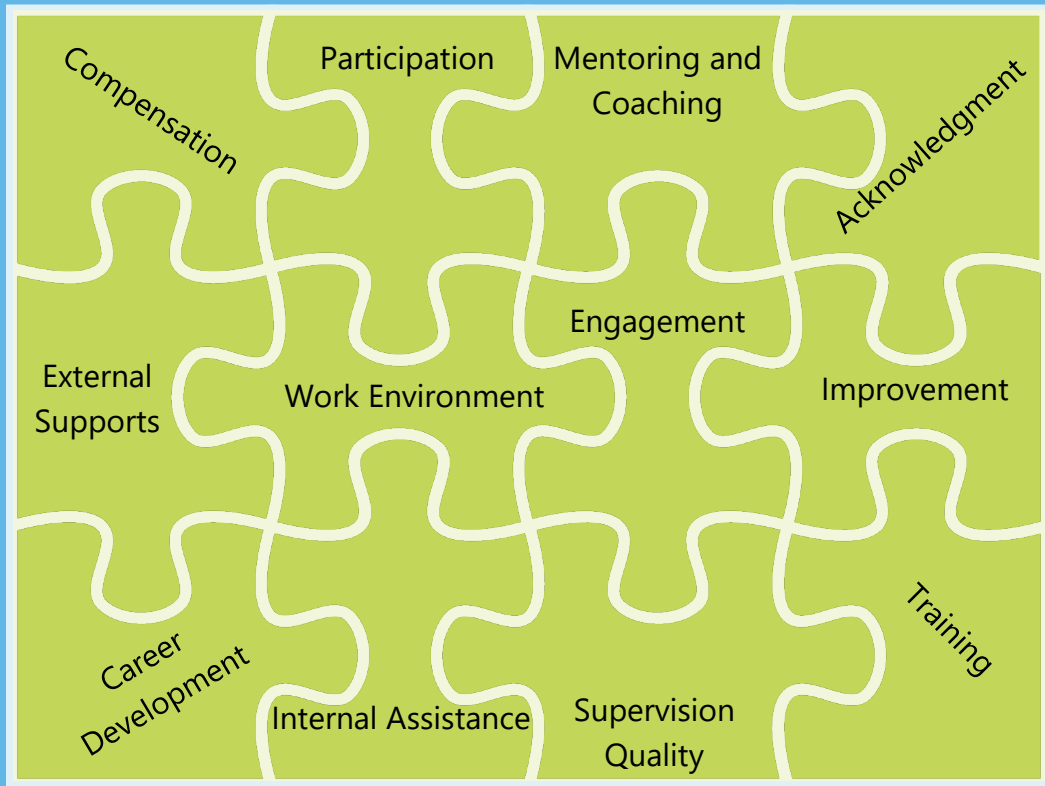
Mentoring and Coaching

Acknowledgment

Engagement

Improvement

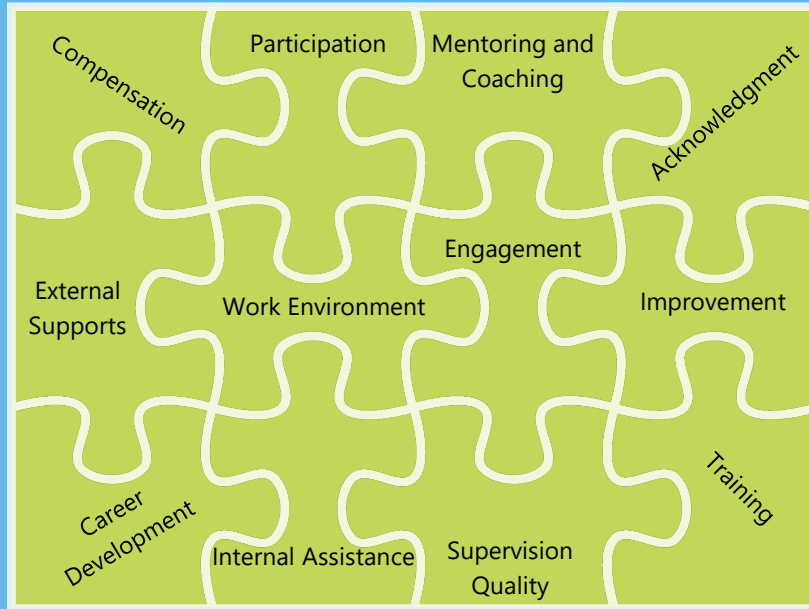
Participation



PIECES FOR A THRIVING OST WORKFORCE

The Big Picture

Creating a thriving Out-of-School Time workforce prioritizes job quality, which leads to workforce stability and enables OST professionals to deliver high-quality programs that lead to positive youth outcomes.



CORE



The basic pieces of a good job
Compensation
Work Environment
Supervision Quality

SUPPORT



Help workers perform well and achieve stability
Training
Internal Assistance
External Supports

OPPORTUNITY



Help employees advance and develop their skills
Career Development
Mentoring and Coaching
Acknowledgment

VOICE



Employees are empowered, engaged, and have agency
Engagement
Improvement
Participation

Putting all these pieces together (starting with the core elements as a strong foundation) ensures a workplace with a culture of strong relationships and respect. Designing OST jobs with equity and inclusion creates a work environment where employees thrive.

Additional Resources for Staffing

[NAA's OST's Leaders Guide Equitable Hiring and Staff Development Practices](#)

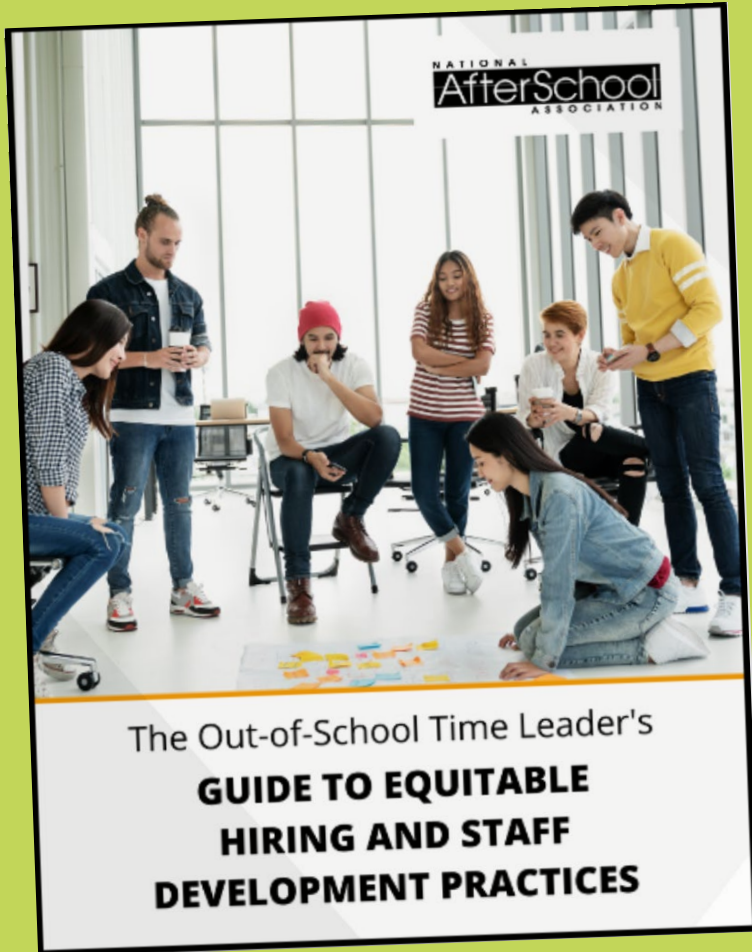
[Afterschool Alliance Afterschool Staff Recruitment Toolkit](#)

[Understanding the Shortage of Workers In Afterschool Programs](#)

[Fall 2022 AfterSchool Today](#)

[Recruitment and Retention Discussion Questions/Reflections](#)





The guide includes three sections:

- Recruitment and Hiring;
- Onboarding and Professional Development;
- Performance Reviews and Feedback.

Afterschool Alliance Staff Recruitment Toolkit

Tips to Help Recruit Staff

Staff Recruitment Toolkit

These materials were developed to help recruit staff for afterschool programs.

What you'll find in this toolkit:

[Tips and ideas: 12 things you can do to recruit new staff](#)

[Key messages](#)

[Funding Ideas to Boost Staff Pay](#)

[Flyers](#)

[Graphics for social media](#)

[Sample copy for emails, ads, and posts](#)

For designed materials (flyers and graphics), you'll find links to editable user-friendly files in google slides. It's easy to revise text, substitute different photos and add logos to suit specific messages and needs.

Understanding the Shortage of Workers In Afterschool Programs

A Briefing Paper

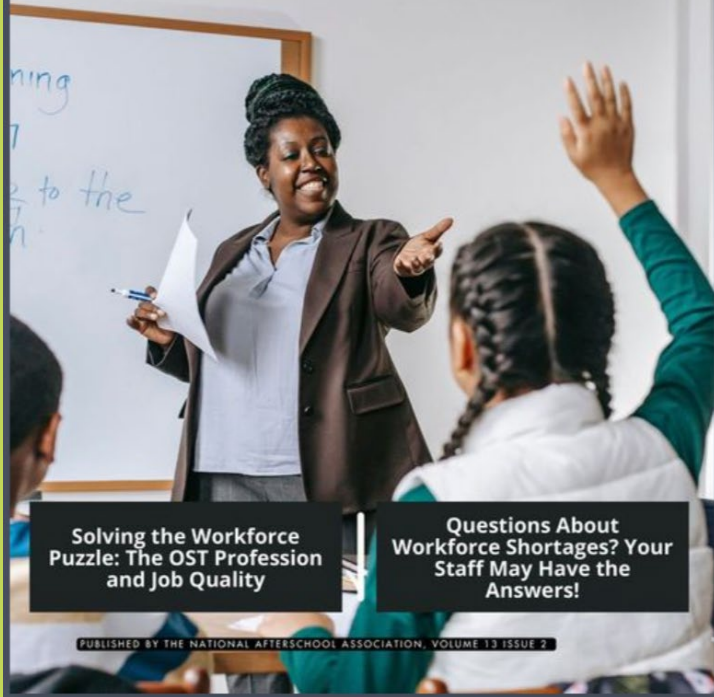


Factors Contributing to Staff Shortages¹⁴:

- 85% Health & Safety Concerns
- 77% Preference for Full Time Employment
- 80% Unqualified Candidates
- 39% Compensation
- 39% Family Obligations
- 39% Preference for Employment in Other Industry
- 23% Other

AfterSchool Today

The Official Publication of the National AfterSchool Association | naaweb.org | Fall 2022



**Solving the Workforce
Puzzle: The OST Profession
and Job Quality**

**Questions About
Workforce Shortages? Your
Staff May Have the
Answers!**

PUBLISHED BY THE NATIONAL AFTERSCHOOL ASSOCIATION, VOLUME 13 ISSUE 2

This issue of AfterSchool Today highlights current field efforts showing progress and promising practices in building a future that values OST and provides professionals with job quality.

NATIONAL
AfterSchool
ASSOCIATION

Recruitment and Retention Discussion Questions/Reflections



Advocates for Human Potential, Inc.
Real World Solutions for Systems Change

Text Size: S M L
SHRRE

Search

Building a Recruitment and Retention Plan

Go to Chapter:
Building a Recruitment and Retention Plan

Introduction: Building a Recruitment and Retention Plan [2.1.0]
How the Challenges of the Behavioral Health Workforce Affect Recruitment and Retention [2.1.0.c]
Overview to Building a Recruitment and Retention Plan [2.1.0.d]
Step 1: Gather Organizational Baseline Information [2.1.0.e]
Step 2: Decide on the Priority Recruitment and Retention Focus (Job Position) [2.1.0.f]
 Decide on the Priority Recruitment and Retention Focus (Job Position) Quick Tool [2.1.2]
Step 3: Analyze the Selected Job Position [2.1.0.g]
Step 4: Write an Accurate Job Description [2.1.0.h]
Step 5: Start the Plan: Identify the Strategy and Intervention [2.1.0.i]
Step 6: Develop the Action Plan [2.1.0.j]

Recruitment and Retention Toolkit ▶ Building a Recruitment and Retention Plan ▶ Step 2: Decide on the Priority Recruitment and Retention Focus (Job Position) [2.1.0.f] ▶ Decide on the Priority Recruitment and Retention Focus (Job Position) Quick Tool [2.1.2] ▶ Recruitment and Retention Discussion Questions/Reflections [2.1.3.a.1]

RECRUITMENT AND RETENTION DISCUSSION QUESTIONS/REFLECTIONS

Use the [Organizational Recruitment and Retention Research Workbook](#) [2.1.2.d.1] to gather information from key stakeholder interviews, employee exit interviews, employee satisfaction surveys, and information gleaned from human resource and recruitment materials. Determine if there are any trends within the data.

Discuss or think about this information in terms of how you believe it is affecting your turnover, retention, and vacancy rates. Be as concrete as possible and use observable, measurable descriptions.

Discuss or think about each site, position, or department under review, as well as the organization as a whole. What questions or reflections will help increase the awareness of the organization's recruitment and retention problems?

Sample Reflection Questions

The following sample reflection questions have been adapted with permission from *Removing the Revolving Door: Strategies to Address Recruitment and Retention Challenges*¹ from the Institute of Community Integration, University of Minnesota.

Some reflection questions could include:

1. Do the employees that have left have something in common (e.g., supervisor, shift, location, or lack of important knowledge skills, and aptitude)?
2. When are employees leaving?
 - What is the baseline level of performance in regard to retention, turnover, and vacancy rate?
 - What is the average tenure of workers who quit?
 - Is there a definite time of tenure relating to their position?
 - Is there a benchmark skill that is not gained?
 - Is there an external situation that is an influence?

RESOURCES

Tool Form Idea Authority Link

- Define the Problem [2.1.3.a.3]
- Assignment 2: Identify Needs [2.1.3.a.4]
- Needs, Issues and Concerns Worksheet [2.1.3.a.4.a]
- Assignment 3: Develop Objectives [2.1.3.a.5]
- Objectives Worksheet [2.1.3.a.5.a]
- Assignment 4: Identify Resources and Constraints [2.1.3.a.6]
- Assignment 5: Identify Potential Options [2.1.3.a.7]
- Options Worksheet [2.1.3.a.7.a]
- Assignment 6: Establish and Apply Screening Criteria [2.1.3.a.8]
- Assignment 7: Develop Alternatives [2.1.3.a.9]
- Assignment 8: Evaluate Alternatives [2.1.3.a.10]
- Indicator and Ranking Worksheet [2.1.3.a.10.a]
- Assignment 9: Select the Priority Challenge (Usually a Job Position) that will be the Focus [2.1.3.a
- Tools to Help with Making Decisions [2.1.3.b.1]
- Using an Advisory Group [2.1.3.b.2]
- How to Hold Effective Meetings [2.1.3.c.1]
- Recruitment and Retention Discussion Questions/Reflections [2.1.3.a.1]
- Summary Report Template on Findings in Recruitment and Retention Research [2.1.3.a.2]

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AfterSchool
ASSOCIATION

NAA Membership

When you join NAA, you're taking a step that will support you professionally and build the strength of the afterschool profession!

www.naaweb.org/membership

Thank You!

Angelica Portillo

Director of Advocacy and Workforce Initiatives

angelica@naaweb.org

Panelists



**Ben
Trentelman**
Utah Afterschool
Network



Tiffany Gipson
California
Afterschool Network



Marjorie Murat
Dallas Afterschool



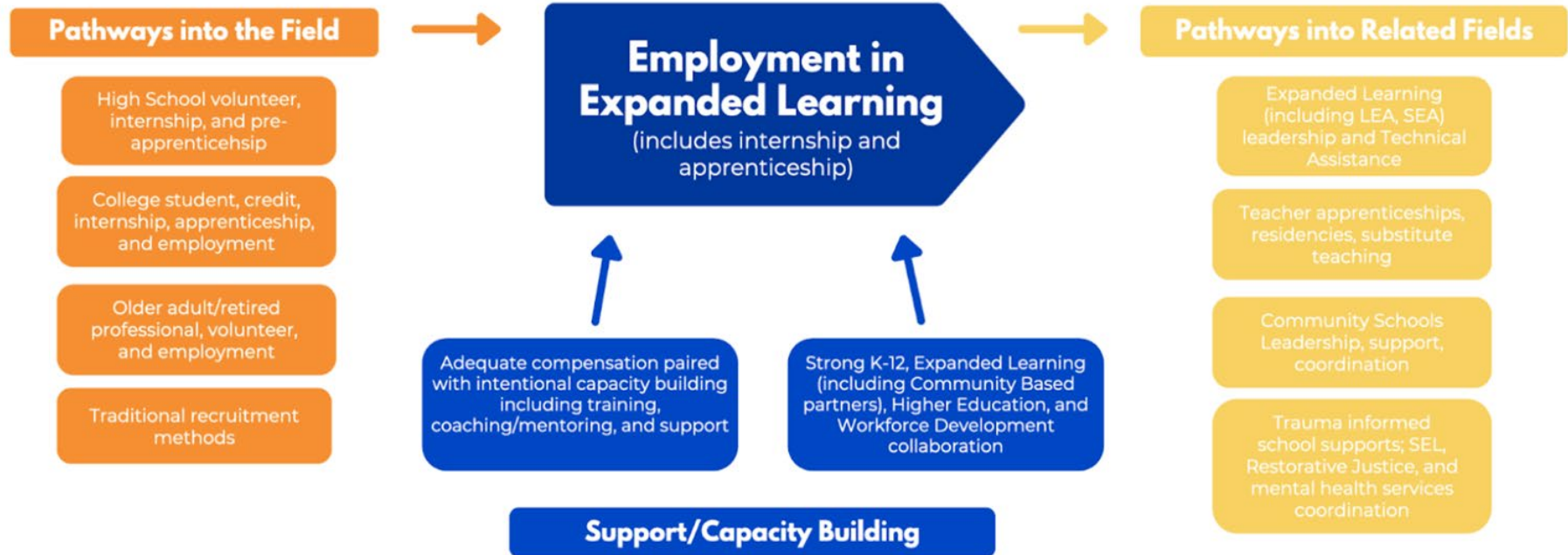
**Alexandra "AJ"
Frigillana**
San Francisco
Beacon Initiative

Employee Retention And Program Quality

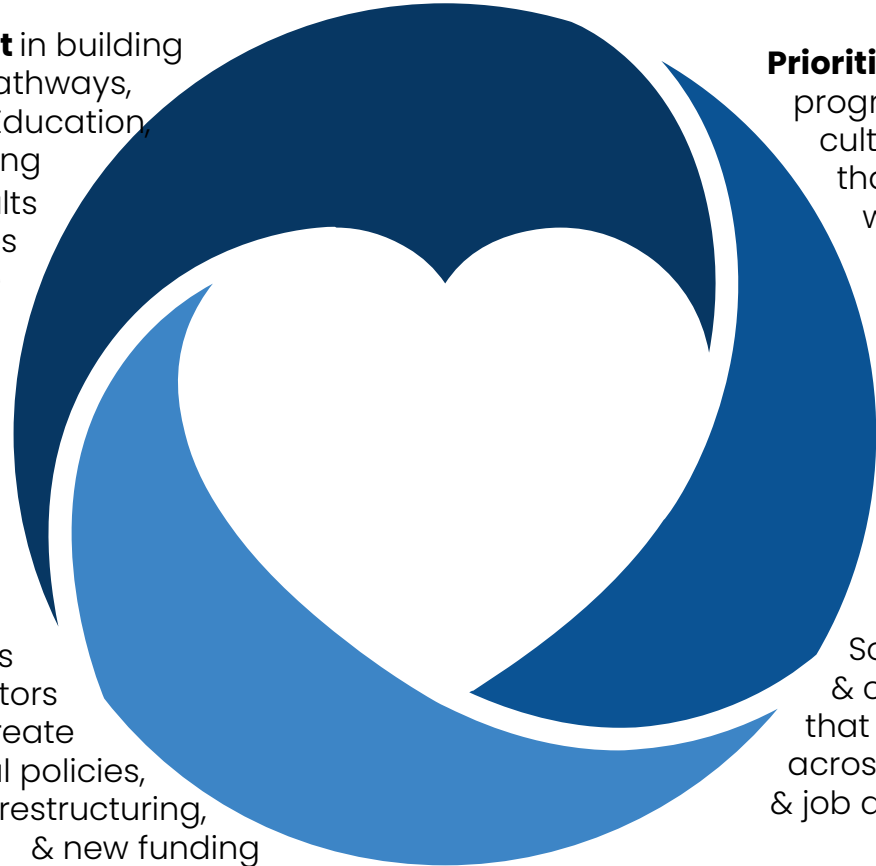
Program quality evaluations and surveys of 25 organizations representing over 125 afterschool programs in Utah found:

- Programs that retain employees longer offer a higher quality afterschool experience for the youth they serve.
- Programs with competitive employee wages see increased quality growth and improvement.
- Programs are more likely to retain employees with competitive wages.

Creating Multiple Pathways Into, Through and Beyond the Expanded Learning Workforce



Support and Nurture an Adult Workforce



Invest in building
Career Pathways,
Education,
& Skills Training
to strengthen the adults
who provide services
to promote
whole child
health & wellness

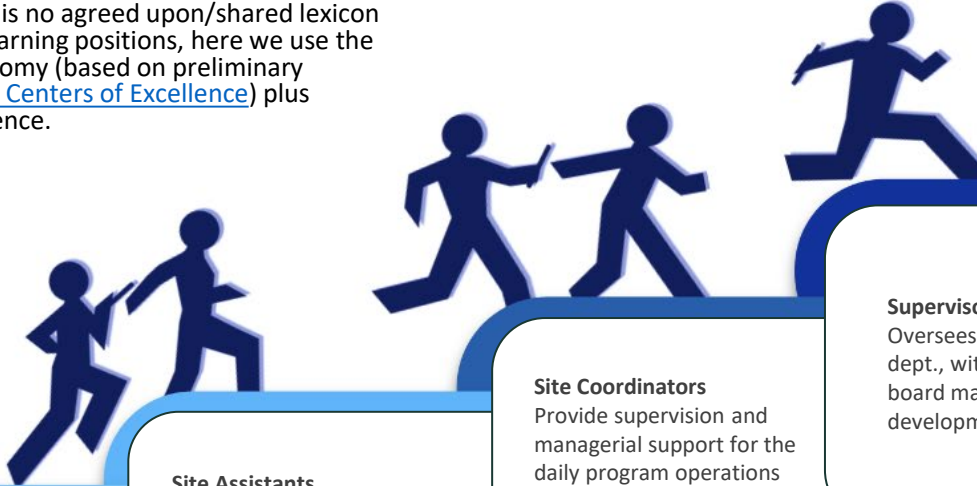
Prioritize
programmatic & service-oriented
culture and practices
that empower staff
with an emphasis on building
Compassion,
Inclusion,
Belonging,
Anti-racism,
& shared action

Mobilize & enact
collective power across
youth development sectors
to co-create
state & local policies,
systemic restructuring,
& new funding

Uplift
Social-emotional competencies
& continuous learning processes
that are understood & practiced
across sectors, titles,
& job descriptions

Common Positions

Although there is no agreed upon/shared lexicon of Expanded Learning positions, here we use the following taxonomy (based on preliminary [research by the Centers of Excellence](#)) plus anecdotal evidence.



Program Leaders

Provides direct services and supports to program participants.

Site Assistants

Provides direct services and supports to program participants and some administrative support.

Site Coordinators

Provide supervision and managerial support for the daily program operations and staff development.

Supervisor/Manager

Oversees multiple sites, an org and/or, dept., with policy-setting, fundraising, board management, program development

District, County, State Positions

Navigates system-level, policy and program structures for program quality.

Grow Your Own & Earn and Learn Models

The complexity of the California Expanded Learning field dictates that we identify **multiple entry points** so the different programs, organizations and school communities can create the “right fit” for their community.

HIGH SCHOOL (HS)					POST HS GRADUATION
ExL WORK EXPLORATION	WORK EXPERIENCE THROUGH ExL PROVIDER-BASED INTERNSHIPS	CAREER TECHNICAL EDUCATION (CTE) ExL INTERNSHIPS	REGISTERED ExL YOUTH APPRENTICESHIPS (As a paid Program Leader, that counts to ratio)	EMPLOYMENT (Entry Level Position)	STACKABLE APPRENTICESHIP MODELS
Volunteer ExL Work Exploration (Typically Unique ExL Site or Extension of Instructional Day Program)	“Provider-Based Internal Internships” (District, HS Admin & ExL Program Collaboration) Becomes Recognized Pre-Apprenticeships Upon Start of Registered Apprenticeship	CTE ExL and Human Services Internships (District, CTE, & ExL Program Collaboration)	DAS/DOL Recognized ExL Youth Apprenticeships (District, Community College, HS Admin, ExL Program, and Intermediary Collaboration)	Elementary School ExL Program Employment (District, HS Admin, ExL Program Collaboration)	DAS/DOL Recognized ExL Apprenticeships (Collaborative Community College, ExL Program, and Intermediary Programming)
Entry point for any interested HS student	Entry point for any interested HS student	Entry point for any interested HS student enrolled in a CTE program	Entry point for any interested HS student	Entry point for any interested HS student, (or graduate)	Entry point for any interested HS graduate

Build Local Partnerships

Cross-Sector Partnerships

- Diverse Pool of Candidates
- EXL Incumbent Workers
- Employers/Providers
- School Site Administrators
- K-12 District(s)
- Community Based Organizations (CBO)
- Workforce Development Boards
- Post-Secondary Educators
- Government
- Intermediaries

Higher Ed partners

- specifically, early childhood, education, and other health and human service fields

Community

- local community based organizations, churches, senior centers
- Partnering youth development organizations to look at cross-hiring/training and/or subcontracting

School Site

Students
Families
Staff

- IAs, other paras, families,
- high school students to complete community service hours, then transition to (earn and learn structure) employee

Closing Remarks



Allison Crean Davis

National Comprehensive Center at Westat



Thank you for attending today's
Engage Every Student Webinar.
Help us continue to refine future engagement
opportunities by completing our short
evaluation using the link in the chat.

