



Staff Recruitment and Professional Development:

In our program we strive for self-improvement

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p>Element A</p> <p>Strive for self-improvement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff don't attend trainings or professional development offerings <input type="checkbox"/> Staff are not motivated to learn (leave a learning event mid-way, text during meetings) <input type="checkbox"/> Staff resist new ideas/changes <input type="checkbox"/> Staff become aware of problems once there is a negative impact on the program or project 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff regularly attends professional workshops, trainings, and conferences to increase competency <input type="checkbox"/> Staff apply new learning to everyday work practices <input type="checkbox"/> Staff are open to new ideas and learning opportunities <input type="checkbox"/> Staff ask for feedback or input from supervisors or co-workers about their performance 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff actively expand knowledge through reading, networking, trainings, etc. <input type="checkbox"/> Staff can identify and resolve challenges before they have a negative impact on the program <input type="checkbox"/> Staff come up with 1-3 solutions to problems they see and check in with peers/supervisor for input <input type="checkbox"/> Staff reflects on and evaluates own performance to identify needs for professional growth

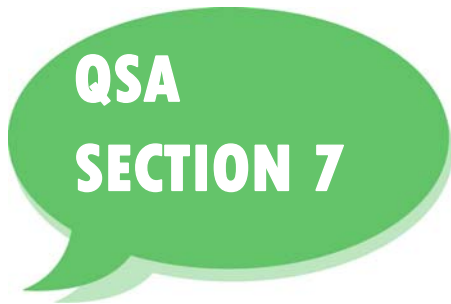
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**QSA
SECTION 7**

Staff Recruitment and Professional Development:

In our program we have strong organizational skills and are able to recruit high-quality staff and volunteers

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p>Element B</p> <p>Have strong organizational skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff do not demonstrate professional skills (come late to meetings, don't respond to email) <input type="checkbox"/> Staff are disorganized, with materials misplaced or missing <input type="checkbox"/> Staff don't ask for help when they need it 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are able to use technology for basic communication and organization (email, calendar) <input type="checkbox"/> Staff have a file management system for project notes, action items and deliverables <input type="checkbox"/> Staff take notes in meetings and follows up on tasks in a timely fashion 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff use a range of technology to stay organized and efficient <input type="checkbox"/> Staff regularly reorganizes workspace to proactively de-clutter <input type="checkbox"/> Staff have a range of organizational systems to organize and track information
<p>Element C</p> <p>Are able to recruit high-quality staff and volunteers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are hired using an ad-hoc interview process or no process at all <input type="checkbox"/> Management hires staff who are missing critical skill sets or abilities to do a high quality job (conflict mediation, curriculum development) 	<ul style="list-style-type: none"> <input type="checkbox"/> Job description competencies are used to hire staff. <input type="checkbox"/> New hires are placed on a 90 day probation period to ensure they are a good fit for the organization. <input type="checkbox"/> Staff are diverse and reflect the racial, ethnic, linguistic, gender, family, and community characteristics of participants 	<ul style="list-style-type: none"> <input type="checkbox"/> An orientation is given to new staff that reviews policies and procedures <input type="checkbox"/> Management meets with staff regularly to discuss new learning opportunities as a strategy for retention

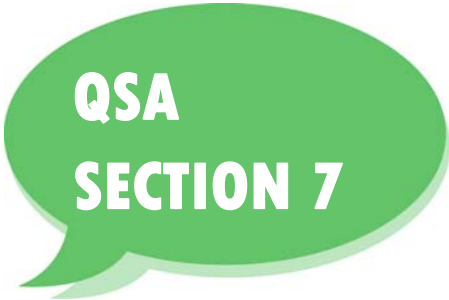


Staff Recruitment and Professional Development:

In our program supervisors engage and support afterschool staff in implementing program activities to achieve program goals

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p>Element D</p> <p>Supervisors engage, and support afterschool staff in implementing program activities to achieve program goals</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Supervisors do not know what staff are doing on a day-to-day basis <input type="checkbox"/> Supervisors provide instructions or feedback without offering clear strategies for what to do <input type="checkbox"/> Supervisors set an expectation then change their mind about what they want with little or no explanation to staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Supervisors provide staff with needed materials, supplies and preparation time <input type="checkbox"/> Supervisors use staff meetings to explore instructional strategies or reflect on the program <input type="checkbox"/> Supervisors demonstrate new skills to staff when giving instructions or providing feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Supervisors communicate high expectations for staff and program participants <input type="checkbox"/> Supervisors provide coaching and mentorship to staff, as appropriate <input type="checkbox"/> Supervisors lead effective meetings and trainings on select content that models the approach and specific activities and practices staff are expected to use with program participants

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Staff Recruitment and Professional Development:

In our program we promote the growth and development of staff

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<p>Element E</p> <p>Promote the growth and development of staff</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are unclear about supervisors' expectations of high-quality performance <input type="checkbox"/> Supervision happens in an ad-hoc process (no standard supervision sessions exist) <input type="checkbox"/> Feedback is not constructive 	<ul style="list-style-type: none"> <input type="checkbox"/> Supervisors set realistic goals with staff and review them annually <input type="checkbox"/> Supervisors schedule and maintain regular 1:1 supervision sessions with staff <input type="checkbox"/> Supervisors regularly acknowledge staff for successes, and positive efforts <input type="checkbox"/> Supervisors observe staff in action monthly and share feedback in a constructive and respectful manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Supervisors set realistic goals with staff and reviews/updates goals quarterly in a formal performance review <input type="checkbox"/> Supervisors continually seek opportunities and resources that allow self and staff to meet personal and professional growth goals <input type="checkbox"/> Supervisors work with staff to assess the effectiveness of professional development activities and how they might be improved

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