Recommendation 2b: Prioritize and Map the Incremental Steps for Competency Trainings and Development

Due to the high turnover and resulting continuous year-long Site Coordinator replacement, having a well-developed set of competencies that are intentionally mapped into incremental steps, will allow for an individual training and development plan to be created and implemented to assure that a consistently high level of Site Leadership across the field, no matter when a Site Coordinator begins in that critical position.

Resources

- Site Coordinator competencies, including leadership competencies, identified and determined, (Empowering Site Coordinators Subcommittee – Recommendation 2a), to begin this work.
- Committee/Subcommittee/Workgroup defining the competencies (see Recommendation 2 above) should develop the prioritization and mapping of those competencies.
- ASAP Connect Core competencies for site coordinators and other resources listed under Empowering Site Coordinators Subcommittee – Recommendation 2a.
- California Afterschool Network (CAN) ASSETs Start Up guide
- Local Program Management/Start Up guides (i.e. San Francisco ExCEL) and others

Category

- TA
- PD

Targeted Audience

- PD and TA Providers
- Direct Supervisors of Site Coordinators
- Site Coordinators

Suggested Timeline

Work to begin immediately after the completion of Empowering Site Coordinators Subcommittee – Recommendation 2a.

Additional Considerations

Recommendation 2b: Prioritize and Map the Incremental Steps for Competency Trainings and Development

- The committee /workgroup that will determine the prioritization and mapping of the competencies and the developmental needs for each competency will need to be composed of various knowledgeable and well recognized TA and PD organizations and individuals in the Expanded Learning field.
- Individual organizations will be responsible for determining the trainings and development needed to address deficits in those competencies among their staff.

Recommendation 3: Provide Coaching and Mentoring to Site Coordinators

Recommendation

Develop a system or delivery model for Site Coordinators, including coaching and mentoring, that will effectively and efficiently support the Regional County Leads/Staff in providing the best possible direct TA to EXLPs.

Rationale

The most effective delivery of TA to a site is to provide direct support to the Site Coordinator. The ideal method of building the capacity of Site Coordinators is to provide coaching and mentoring.

Resources

- Workgroup
- Coaching/Mentoring Models
- Training/Webinar

Category

- TA
- PD
- Collaboration

Targeted Audience

- SSEL
- TA Providers
- PD Providers
- Supervisors of Site Coordinators
- Site Coordinators

Suggested Timeline

Recommendation 3: Provide Coaching and Mentoring to Site Coordinators

- To begin in FY 19–20
- FY 20–21: Utilize the results of the survey to identify the skill set and model(s).

Additional Considerations

- The EXLD will utilize an intermediary, or multiple agencies to develop a coaching/mentoring curriculum or framework, similar to the development of the CAN Quality Self-Assessment Tool[13] for building leadership capacity in Site Coordinators and that could be distributed across the field to those interested. This curriculum or framework could also be complimented or followed by a PD component that would work specifically with organizational leaders on how to intentionally build-in coaching/mentoring for their Site Coordinators.
- To assess effectiveness of coaching, use the developed Site Coordinator competencies from Recommendation 1 above, track which organizations are utilizing the coaching and mentoring materials, and track the Site Coordinator competency progressions. It would be helpful to include general surveys to the organizations regional leaders to gauge effectiveness and/or needs for improvement of coaching.
- Vetting of frameworks/tools should be performed by the EXLD.
- Due to the diversity of sites, regions, and TA Providers it is very hard to determine one, let alone multiple models, that might work in providing this invaluable support to sites. It may be valuable to collaborate with other partners, or review recommendations from other committees pursuing Site Coordinator Coaching and Mentoring, such as the "Summer Learning Implementation Committee."[14]

Recommendation 4: Continue to Address the Workforce Alignment of Site Coordinators

Recommendation

The EXLD should formally address, recognize, and establish where the Site Coordinator position falls, not only in the alignment or continuum of positions within the educational field, but also where the position provides valuable professional development that supports other career pathways. This can be done by formalizing and expanding the work of the existing Workforce Development Committee.

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[13] The California After School Program Quality Self-Assessment (QSA) Tool provides after school programs with a clear and concise way to start important conversations about program quality. The QSA Tool facilitates program improvement and support through a staff-directed process: http://www.afterschoolnetwork.org/post/california-after-school-program-quality-self-assessment-tool

[14] Summer Learning Implementation Committee: https://www.caexpandedlearning.com/summer-learning-implementation-committee.html

Recommendation 4: Continue to Address the Workforce Alignment of Site Coordinators

Rationale

Once the Site Coordinator position is formally established and aligned within the educational field and broader workforce, it will better support the recruitment and retention for that position. For individuals looking for experience, work, or practicum in an Educational Pathway it then becomes a recognized and valued position within the educational field, which should aid in the recruitment and retention of candidates better or best suited for the Site Coordinator position. Perhaps more importantly, formally recognizing and establishing PD opportunities and standards of the Site Coordinator position will also strengthen the value of that position in relation to many other different career pathways. Given "career ladders" within the Expanded Learning field are very limited, establishing broader alignment with multiple career pathways that an individual may be pursuing would also aid in the recruitment and retention of candidates better or best suited for the Site Coordinator position. Finally, with the teacher-shortage spreading across the state, positioning the Site Coordinator to advance into a teacher or school administration role would support the oncoming needs of education.

Resources

- Existing Workgroup Development Committee
- EXLD Staff Time
- Other State Networks-that have created an "Employment Development Department" code for expanded learning/Out of School Time
- Existing systems and research, such as Rancho Santiago Community College District - Orange County Teacher Pathway Partnership "Preparing the Future Educators: Identifying Soft Skills Development"

Category

- Policy/Legislative
- TA
- PD
- Collaboration

Targeted Audience

- CDE
- Career Technical Education
- Teacher Induction Programs (CTFF, others?)
- California Employment Development Department
- Community College Advisory Departments
- Other Labor related entities that work in this area of the employment field
- Human Resources Departments within the Expanded Learning field, this aids in recruitment
- Workforce Development Committee