



## Sample Human Resources Packet

*This document is provided as a sample. The details, policies and information presented here illustrate common program information to help guide your planning and ensure that you include important topics. Nothing you see here is required. Please customize this document by developing and inserting policies and guidelines for your program, students and families.*

# ABC School District 21<sup>st</sup> Century Community Learning Centers Program



YOU FOR YOUTH

## Human Resources Packet





# Human Resourcing Packet

## Contents

- Support for Hiring, Retaining and Managing Staff ..... 3
  - Time Certification..... 3
  - Biannual Time Certification ..... 3
  - Employee Evaluation ..... 4
  - Employee Corrective Action Form..... 9
    - Level of Corrective Action ..... 9
      - Facts:..... 9
      - Objective: ..... 9
      - Solution(s):..... 9
      - Action Taken: ..... 9
      - Comments:..... 9
- Supervisor Instructions ..... 10
  - Guidelines for using the Corrective Action Form..... 10
  - Directions for Submitting the Corrective Action Form..... 10
- Identifying and Recruiting High-Quality Staff..... 11
  - Recruiting Staff..... 11
  - Job Description Template..... 11
  - Job Description Template (*Completed*)..... 12
- Sample Job Descriptions..... 13
  - Program Director ..... 13
  - Site Coordinator ..... 16
  - Family Engagement Specialist..... 19
  - Administrative Assistant ..... 21
  - Lead Site Instructor ..... 23
  - Site Instructor ..... 26
- Where to Recruit Quality Staff Members ..... 28
- How to Connect With Potential Candidates..... 28
- The Interview ..... 29
  - Recruitment Plan Timeline..... 30
  - Site Instructor Interview Question Examples ..... 31
  - Site Coordinator Interview Question Examples ..... 31
  - Pre-Interview Questionnaire ..... 33
  - Interview Rubric..... 36





# Human Resourcing Packet

Reference Check Form.....	38
Offer Letter Template .....	39
Exit Interview Questions .....	40





# Human Resourcing Packet

## Support for Hiring, Retaining and Managing Staff

This packet is intended to help program directors manage some of the tasks related to recruiting and maintaining a high-quality staff. The advice and forms you find here should be customized to fit your program and policies. That said, you’re now ready to start.

### Time Certification

Every staff member who is paid by 21<sup>st</sup> CCLC funds should have documentation for the percentage of time they worked and were paid by those funds. Any staff member who is paid 100 percent by 21<sup>st</sup> CCLC funds should complete a certification similar to the one shown here twice a year, and the program director should keep this form in the individual’s personnel file in case an auditor requests the documentation. **Use the Y4Y tool titled Time and Effort Excel Spreadsheet to track time for staff who are not 100 percent paid by 21<sup>st</sup> CCLC.**

### Biannual Time Certification

April 21, 2018

I, \_\_\_\_\_, certify that from August 2017 through April 2018, I worked 100 percent on and for the 21<sup>st</sup> CCLC grant program.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date





# Human Resourcing Packet

## Employee Evaluation

Name: \_\_\_\_\_

Evaluation Year: \_\_\_\_\_

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

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

**Instructions and Directions:** The appraisal instrument for employee evaluation is divided into Part I (general responsibilities and expectations) and Part II (major responsibilities and duties in the job description). The appraiser will rate all performance indicators in Part I and Part II based on the following rating scale:

- |  |  |
|--|--|
| <b>4.6 – 5 ~ Clearly Outstanding:</b>    | Performance is consistently far superior to what is normally expected.         |
| <b>4 – 4.5 ~ Exceeding Expectations:</b> | Performance is consistently above standard.                                    |
| <b>3 – 3.9 ~ Meets Expectations:</b>     | Performance is within the standard range and presents no significant problems. |
| <b>2 – 2.9 ~ Below Expectations:</b>     | Performance is below standards and problems exist.                             |
| <b>1 – 1.9 ~ Unsatisfactory:</b>         | Performance is consistently unacceptable.                                      |





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## 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.

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 to suggestions and directives.		
8. Shows initiative and participates actively in professional growth and development. Disseminates ideas and information. Uses evaluative information for improvement of performance.		
9. Ensures confidentiality at all times.		
10. Exhibits poise and self-control, and uses common sense. Shows enthusiasm for work.		

**Total all points in the “appraiser rating” column to get the total points for Part I: \_\_\_\_\_**  
**Transfer the total to the evaluation summary sheet.**





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## Part II – Evaluation Scoring Sheet Major Responsibilities and Duties in the Job Description

**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 duty indicators will vary with job descriptions. Attach the job description used in this appraisal.

Indicator of Major Responsibilities and Duties From Job Description	Employee Rating (1-5)	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 records.			
7. Attends and participates in staff meetings, site events and parent meetings as requested.			
8. Prepares and implements activity plans, program activities and schedules.			
9. Accepts temporary work assignments.			
10. Writes, submits, posts and implements a weekly activity plan.			
11. Ensures that all indoor and outdoor equipment is in good working condition and is used and maintained properly.			





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Indicator of Major Responsibilities and Duties From Job Description	Employee Rating (1-5)	Appraiser Rating (1-5)	Appraiser Comments
12. Physically arranges the site prior to start of the program day.			
13. Cleans up site when children depart.			
14. Communicates appropriate information to parents.			
15. Creates and maintains directions, schedules and expectations to be used by a substitute instructor for planned and unplanned regular instructor absences.			
16. Develops and implements plans based on adopted curriculum.			
17. Presents written evidence of preparation, including activity plans, program organization and schedules.			
18. Presents a professional attitude, including ethical and responsible behaviors.			
19. Maintains knowledge of children’s intellectual, physical, emotional, social and character development and the importance of the development of all of these.			
20. Conveys a sense of integrity and warmth and a genuine caring for the development of each child.			
21. Maintains confidentiality for parents, children, staff and management.			
22. Meets all state, district and or program requirements for the position, including maintenance of required training hours.			

**Total all points in the “appraiser rating” column to get the total points for Part II: \_\_\_\_\_**  
**Transfer the total to the evaluation summary sheet.**







# 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).

$$\text{Total points scored in Part I \& II} = (\text{_____}) \div \text{Total number of performance indicators} (\text{_____}) \\ = \text{Overall Summary Performance Rating } \underline{\hspace{2cm}}$$

- 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:**

**Comments by Employee:**

**Goals:**

\_\_\_\_\_  
*Appraiser Signature/Title*

\_\_\_\_\_  
*Date*

I acknowledge that this appraisal has been discussed with me, and I have received a copy of the appraisal:

\_\_\_\_\_  
*Employee Signature/Title*

\_\_\_\_\_  
*Date*





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## 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			
<b>Employee signature</b>		<b>Date</b>	
<b>Supervisor signature</b>		<b>Date</b>	
<b>Director of HR signature</b>		<b>Date</b>	
A copy of this Corrective Action form will be placed in your personnel file for reference.			





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## Supervisor Instructions

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For the full Corrective Action Policy, please refer to the employee handbook, [section xx.xx.](#)  
[\(Insert link or access information to Employee Handbook here.\)](#)

### Guidelines for using the Corrective Action Form

When documenting corrective action, it is helpful to adhere to the following guidelines:

- **Facts** – List only facts, not opinions. Give concrete examples, when possible, to document the incorrect behavior.
- **Objectives** – What is the desired outcome? What do you expect? You may want to cite a portion of the job description or a policy.
- **Solutions** – How do you suggest that the employee improve his or her performance? Does the employee have any suggestions? You may offer additional training, review of procedures, etc.
- **Action** – Tell the employee in writing that he or she is receiving a warning, suspension, etc., and set a date to review his or her progress toward obtaining the objective you set.

### Directions for Submitting the Corrective Action Form

You may use additional forms if the employee has more than one area that needs improvement. The employee must sign the Corrective Action form to acknowledge receipt. If the employee refuses to sign, write “refused to sign,” and sign your name as a witness.

In the event of suspension affecting pay or termination, a Payroll Authorization form must be completed and submitted with the Corrective Action form. This form is available at [\[Insert information per your site’s protocols\]](#).

The supervisor should give a copy of the signed document to the employee and send the original to [\[Insert who else should receive this form\]](#) in a sealed envelope. The Corrective Action form will be placed in the personnel file.



# Human Resourcing Packet

## Identifying and Recruiting High-Quality Staff

Research has shown that teacher quality has a large effect on student achievement during the school year, and staff quality during your summer learning program is equally important. To ensure access to a large candidate pool, begin the search process early. Here are examples of tools you can use in the recruitment, application and interview processes.

### Recruiting Staff

The first step in recruiting high-quality staff is determining your specific staffing needs and defining who and what you want to meet those needs. If you use certified teachers from your participating school, you may not need a separate job description. Use this template to help you organize your job requirements into a job description.

**Job Description Template**

Job Title: \_\_\_\_\_

Availability Requirements: \_\_\_\_\_

Pay Scale: \$ \_\_\_\_\_. \_\_\_\_ / \_\_\_\_\_ to \$ \_\_\_\_\_. \_\_\_\_ / \_\_\_\_\_ commensurate with experience.

Description of Organization/Program: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Summary of Specific Role: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Responsibilities: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Ideal Candidate: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Directions to Apply: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

A completed example appears on the next page.





## Human Resourcing Packet

### Job Description Template (*Completed*)

Job Title: **Program Instructor**

Availability Requirements: **Available Monday-Friday, 9 a.m.-4 p.m. from June 1 to August 31**

Pay Scale: **\$ 10/hour to \$25/hour** commensurate with experience.

Description of Organization/Program: **Summer Success is an innovative summer program focused on providing K-5 students with learning opportunities that expand their skills in literacy, math, science and physical wellness.**

Summary of Specific Role: **As a Program Instructor, you will guide the development of students as they participate in our project-based curriculum.**

Responsibilities: **Specific responsibilities of a Program Instructor include, but are not limited to, these: preparing materials and activities for students based on our specific curriculum; ensuring the safety of students and fostering 21<sup>st</sup> century skills in our positive behavior support program; and supervising students during arrival, dismissal and transition times.**

Ideal Candidate: **We want individuals who embody our guiding principles of developing the individual, encouraging the team and supporting lifelong learning. The ideal candidate will be flexible, dependable, self-motivated and team oriented, and will have 2-3 years' experience working with students in out-of-school time programs. Summer program experience, work with at-risk students, and/or an associate's or bachelor's degree also preferred.**

Directions to Apply: **To apply, please send your completed application and resume to the hiring manager at the following email address: [example@example.org](mailto:example@example.org)**





# Human Resourcing Packet

## Sample Job Descriptions

### Program Director

**Job Title:** 21<sup>st</sup> Century Community Learning Centers Program Director

**Wage/Hour Status:** XX

**Reports to:** Executive Director of Community Services

**Pay Grade:** XX

**Dept./School:** Community Services

**Date Revised:** 06/20XX

### Primary Purpose

Direct and manage the extended-day, extended-year afterschool educational program (21<sup>st</sup> CCLC). Ensure delivery of quality, aligned academic curriculum and tutoring and quality recreational opportunities in afterschool sites in accordance with funding priorities.

### Qualifications

#### Minimum Education/Certification

- Bachelor's degree
- Experience in education, social services and at-risk populations
- Licensed or eligible for Child Care Administrator license
- Supervisory experience preferred

#### Special Knowledge/Skills

- Knowledge of budget and personnel management
- Strong organizational, communication, public relations and interpersonal skills
- Working knowledge of federal and state program requirements, grant development experience, program evaluation
- Knowledge of academic policies and procedures
- Knowledge of state department of education rules, regulations and procedures
- Knowledge of acceptable human resource/supervisory practices and principles
- Knowledge/skills in computer applications
- Must have basic knowledge of recreational and child care activities, including theories and principles of supervised programs, appropriate usage of recreational facilities and equipment
- Ability to make presentations and facilitate meetings with people of various skill levels and diverse backgrounds
- Knowledge of national standards recommended for out-of-school time programs

#### Minimum Experience

- Three (3) years of program management and/or related work experience
- Supervised staff with various skill levels and diverse backgrounds
- Managed multisite out-of-school time operations





## Human Resourcing Packet

### 21<sup>st</sup> CCLC Major Responsibilities and Duties

- Ensure that all program guidelines are met by program and grant partners.
- Assist with compilation, completion and submission of fiscal reports to the funding agency.
- Plan and conduct program planning team meetings.
- Plan and participate in leadership team meetings.
- Direct, supervise and evaluate program staff.
- Coordinate and collaborate with program staff and supporting agencies and service.
- Attend conferences required for program evaluation and development.
- Assure the completion of evaluation activities at each site.
- Develop grant goals and activities, implement activities, and monitor ongoing assessment of program components.
- Train program staff and program planning team.
- Conduct program staff meetings as needed.
- Oversee the selection of relevant materials and resources.
- Prepare and ensure completion of outreach materials and dissemination of program information.
- Oversee the scheduling of program activities in collaboration with campus principals, program planning teams, program staff.
- Manage site budgets and purchase of materials, while working with the administrative and accounting offices.
- Prepare 21<sup>st</sup> CCLC newsletter.
- Demonstrate behavior that is professional, ethical and responsible, and serve as a role model for all district staff.
- Continually seek additional funding sources from outside the district to include grants.
- Other duties as assigned.

### Supervisory Responsibilities

Supervise and evaluate the performance of 21<sup>st</sup> Century Community Learning Centers staff and activities. Manage all site coordinators and staff members. Responsible for the overall coordination and evaluation of each campus. Carry out supervisory responsibilities in accordance with district policies and applicable laws. Responsibilities include interviewing and hiring employees; planning, assigning and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems. Supervise and evaluate the performance of the professional and paraprofessional staff.

### Working Conditions (Mental Demands/Physical Demands/Environmental Factors)

- Work with frequent interruptions
- Repetitive hand motions, prolonged use of computer
- Maintain emotional control under stress
- Must occasionally lift and/or move up to 20 pounds
- Sitting for extended periods of time
- No or very limited exposure to physical risk





## Human Resourcing Packet

- Frequent districtwide travel and occasional statewide travel
- Occasional prolonged and irregular hours
- Work is normally performed in a typical interior/office environment
- Ability to communicate effectively (verbal and written)
- Understand and apply policy, procedures and data

*The above statements describe the general purpose and responsibilities assigned to this job and may not include all required responsibilities, duties and skills.*

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# Human Resourcing Packet

## Site Coordinator

**Job Title:** 21<sup>st</sup> Century Community Learning Centers Program Site Coordinator

**Wage/Hour Status:** XX

**Reports to:** 21<sup>st</sup> Century Project Director

**Pay Grade:** XX

**Dept./School:** Community Services

**Date Revised:** 07/20XX

### Primary Purpose

- To successfully incorporate the program vision, goals and objectives into the activities of the site.
- To successfully assist in designing, developing and managing program components that lead to positive outcomes for the participating children and their families.
- To develop and maintain a safe, supportive learning environment in which children thrive.
- To assist in developing a team that includes the principal, classroom teachers and other school-day staff; program leaders; parents; and corporate and community volunteers.
- To actively participate in staff development workshops that are designed to contribute to personal and professional growth.

### Qualifications

#### Minimum Education/Certification

- AA degree or equivalent, with course work in child development or related area and/or paid or volunteer experience with students

#### Special Knowledge/Skills

- Basic concepts of child development and atypical child behavior characteristics
- Appropriate human relations and student needs
- Proper English usage, spelling, grammar and arithmetical concepts
- Routine filing, computer skills and record keeping procedures.

#### Minimum Experience

- Two (2) years or more in an out-of-school time program
- Prefer previous experience as supervisor or director

### Major Responsibilities and Duties

- Design and implement programs designed to increase student performance in core academic areas to prepare students for success on state achievement tests.
- Coordinate all activities and meet all the needs of the program before, during and after school hours.





## Human Resourcing Packet

- Coordinate with food services to provide daily snacks to students and ensure that accurate counts are given to avoid snack overage charges.
- Be available during the school day to provide advocacy for students enrolled in the 21<sup>st</sup> CCLC program.
- Attend campus team meetings and implement academic tutoring and homework time designed to support teachers and increase student academic scores.
- Work with principal and school officials on recruitment efforts and activity planning to ensure alignment with the school day.
- Meet the required state department of education performance measures for student enrollment and attendance.
- Conduct the program needs assessment and develop the program service delivery plan.
- Meet with students, teachers and parents as necessary to communicate student needs.
- Facilitate strategies for student assessments, student interventions, and determine best course of action.
- Administer student pre-session and post-session tests as applicable.
- Gather student and program-level data (ensuring the safety and confidentiality of student information) to include grades, attendance, behavior, referrals, student program participation, staffing, partners, etc.
- Ensure data are entered into the online tracking system within specified timelines throughout the grant period.
- Attend required conferences and training sessions and facilitate training to staff.
- Assist with instructing and supervising students.
- Implement family education programs for families of afterschool students to meet state department of education performance indicators.
- Recruit staff.
- Cultivate relationships with community partners, and monitor partner participation in program.
- Assist in budget preparation, budget monitoring, and purchasing of needed supplies and equipment.
- Ensure that team members share the same vision and goals.
- Assist in evaluating staff performance and make recommendations for hiring, discipline and termination.
- Assist in providing resources and tools for all team members.
- Maintain all site supplies.
- Ensure that students are well-behaved and implement discipline policy when necessary.
- Keep school staff informed about program.
- Maintain the safety of site and students.
- Perform routine first aid and seek assistance for serious illness/injury.
- Design, facilitate, and compile teacher, student, and parent surveys.
- Assist in effectively managing site operations, including timely completion and submittal of reports.





## Human Resourcing Packet

- Perform related duties as assigned.

### Supervisory Responsibilities

Supervise and facilitate evaluation of assistants.

### Working Conditions (Mental Demands/Physical Demands/Environmental Factors)

- Physically and mentally able to perform the essential duties of the position without hazard to self or others
- Ability to sit, stand, walk, bend, stoop, kneel, perform grasping and handling motions and torso rotations on a continuous basis
- Reach in all directions, lift and carry 20 pounds of materials
- Work in classroom and outdoor environments, sometimes in adverse weather conditions
- Willingness to work on weekends when staff development or other activities such as field trips are scheduled.

*The above statements describe the general purpose and responsibilities assigned to this job and may not include all required responsibilities, duties and skills.*



# Human Resourcing Packet

## Family Engagement Specialist

**Job Title:** 21<sup>st</sup> Century Community Learning Centers Program Family Engagement Specialist

**Wage/Hour Status:** XXX

**Reports to:** 21<sup>st</sup> CCCLC Project Director

**Pay Grade:** XX

**Dept./School:** Community Services

**Date Revised:** 01/20XX

### Primary Purpose

The Family Engagement Specialist encourages family/parent involvement in the program and the child's education, and provides ongoing education programs to immediate family members, parents/legal guardians of students enrolled in the 21<sup>st</sup> CCLC program. The Family Engagement Specialist support families, staff and community participants in their efforts to help students achieve educational excellence and bridge the gap between home, school and community.

### Qualifications

#### Minimum Education/Certification

- Bachelor's degree from an accredited university

#### Special Knowledge/Skills

- Strong communication and interpersonal skills
- Familiarity with the community and support agencies
- Adaptable to meet the needs of the families in the program
- Experience with child development and effective parenting techniques
- Experience working with families from diverse cultures and economic backgrounds
- Ability to communicate in native language(s) of program participants preferred

#### Minimum Experience

- Minimum of two (2) years in education, social services, adult education, community organizations or related fields

### Major Responsibilities and Duties

- Plan, coordinate and implement a family engagement program at each 21<sup>st</sup> CCLC center.
- Work closely with the center and the parent-teacher organization of its partner school.
- Plan and organize family support service workshops.
- Promote involvement of parent and community volunteers at the center.
- Work closely with at-risk students to ensure they receive continued support for their educational goals.
- Inform families of community resources that could provide needed assistance.
- Develop family resource centers that include periodicals, videos, books and educational games/materials for the entire family, and support engagement/academic success.
- Conduct home visits if necessary and document those visits.





## Human Resourcing Packet

- Assist the site coordinator and other staff with identifying effective strategies and designing activities for involving parents/families/community members.
- Be knowledgeable about and stay abreast of basic and advanced parent/family/community involvement and training methodology to share ideas and generate strategies to be implemented at sites.
- Communicate and collaborate with the site coordinator(s) and 21<sup>st</sup> CCLC program director at all times regarding activities, issues and concerns.
- Establish and maintain productive working relationships with campus staff and parents/families/community.
- Develop knowledge of and relationships with community resources.
- Document program activities to identify successful practices and share and support these practices.
- Design and conduct, with campus personnel, parent/family/community surveys to be used to develop plans and activities.
- Serve as a member of the program planning team.
- Assist in facilitating parent-staff conferences.
- Serve as a resource for parent/family/community groups.

### **Working Conditions (Mental Demands/ Physical Demands/Environmental Factors)**

- Work mainly in the school/office environment.
- Work with frequent interruptions.
- Maintain emotional control under stress.
- Meet deadlines.
- Be willing to travel frequently in the district and occasionally around the state.
- Make visits to local homes, and have personal transportation.
- Be willing to work occasional prolonged and irregular hours on evenings or weekends.

### **Other Duties as Assigned**

- Perform other related duties as assigned.
- All employees are expected to comply with lawful directives in exceptional situations, and provide support when a team effort is required.

### **Personal Work Relationships**

- Report to the program director.
- Consult frequently with teachers, principals, counselors and other school-day staff.
- Maintain regular contact with program staff, students and families.
- Attend monthly program staff meetings and staff development sessions.

*The above statements describe the general purpose and responsibilities assigned to this job and may not include all required responsibilities, duties and skills.*



# Human Resourcing Packet

## Administrative Assistant

**Job Title:** 21<sup>st</sup> Century Community Learning Centers Program Administrative Assistant

**Wage/Hour Status:** XX

**Reports to:** Project Director

**Pay Grade:** XX

**Dept./School:** Community Services

**Date Revised:** 03/20XX

### Primary Purpose

Oversee and set up administrative procedures and public relations activities. Provide secretarial support and office management skills that will ensure the proficient operation of the overall department.

### Qualifications

Minimum Education/Certification

- High school diploma or GED

Special Knowledge/Skills

- Highly proficient in keyboarding, word processing and maintaining files
- Excellent interpersonal, organizational and communication skills
- Strong mathematical skills
- Ability to evaluate data and statistics and translate into formats that meet the needs and requirements of the program
- Ability to initiate and complete projects and programs
- Ability to communicate effectively (verbal and written)

Minimum Experience

- Three (3) years of secretarial experience, preferably in a public education environment

### Major Responsibilities and Duties

Records, Reports, and Correspondence

- Prepare and assume responsibility for all correspondence, forms, reports, etc., generated for entire program.
- Compile pertinent data as needed when preparing various state and local reports.
- Maintain physical and computerized files for overall program.
- Assist in compiling, maintaining and updating program policies and procedures.
- Serve as a liaison with program leaders to help ensure a manageable flow of work and communications.
- Maintain communication with select outside parties (such as suppliers, business contacts, partners) on behalf of the program.

Accounting

- Perform routine bookkeeping tasks, including simple arithmetic operations, for the designated administrator.





## Human Resourcing Packet

- Prepare purchase orders and payment authorizations.
- Assist with department budgetary matters.
- Monitor and process personnel time records, including leave requests and reports; compile information and submit as required.

### Other

- Act as confidential assistant to the program director; perform clerical duties relating to personnel and confidential matters.
- Maintain a schedule of appointments and make travel arrangements as required.
- Receive, sort and distribute mail and other documents to program staff.
- Receive, store and issue program supplies and equipment.
- Keep informed of and comply with all state and district policies and regulations concerning primary job functions.
- Project a positive image to the school and community.

## Working Conditions

### Equipment

- Personal computer, printer, calculator, copier, and fax machine

### Mental Demands/Physical Demands/Environmental Factors

- Work with frequent interruptions
- Work in an office/school environment
- Maintain emotional control under stress
- Repetitive hand motions
- Prolonged use of computer

*The above statements describe the general purpose and responsibilities assigned to this job and may not include all required responsibilities, duties and skills.*



# Human Resourcing Packet

## Lead Site Instructor

**Job Title:** 21<sup>st</sup> Century Community Learning Centers Program Lead Site Instructor

**Wage/Hour Status:** XX

**Reports to:** Site Coordinator

**Pay Grade:** XX

**Dept./School:** Community Services

**Date Revised:** 4/20XX

### Primary Purpose

Under general supervision, and according to established guidelines and lesson plans, the Lead Site Instructor supervises an assigned group of children. The Lead Site Instructor will help to provide the necessary physical and emotional care while carrying out developmental activities. The employee will help develop goals for the children, and evaluate each child's progress. The employee is responsible for communication with parents and recruitment of students to the program. The Lead Site Instructor will assist in the supervision and leadership of Site Instructors and the program in general; serving as substitute Site Coordinator as needed.

### Qualifications

Minimum Education/Certification

- High School Diploma or GED (at least 18 years of age)

Special Knowledge/Skills

- Ability to nurture children, and plan and implement age-appropriate activities
- Ability to learn, follow and alter (if appropriate) recurrent work routines and schedules
- Ability to take initiative
- Ability to interact with parents in a professional manner and build the trust necessary to handle daily communication with parents effectively
- Ability to take direction and work cooperatively with others
- Ability to supervise a group of children while attending to immediate needs of one child

Minimum Experience

- Some experience working with children

### Major Responsibilities and Duties

- Assist and supervise children during all activities.
- Counsel children when social, academic or adjustment problems arise.
- Develop, plan and prepare instructional aids and materials for activities.
- Ensure that site appearance, cleanliness and safe environment are appropriately maintained.
- Assist children with meal/snack time and clean-up.
- Complete all site paperwork, such as daily notes, student accident reports, attendance records.
- Attend and participate in staff meetings, site events and parent meetings as requested.

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## Human Resourcing Packet

- Prepare and implement lesson plans/programs, organization and schedule.
- Accept temporary work assignments.
- If the site coordinator is not available, take full responsibility for the site.
- Write, submit and implement lesson plans.
- Ensure that all indoor and outdoor equipment is in good working condition and is used/maintained properly.
- Physically arrange the site prior to start of program day.
- Clean up site when children depart.
- Communicate appropriate information to parents.
- Maintain documentation on all aspects of site and children.
- Create and maintain directions, schedules and expectations to be used by a substitute instructor for planned and unplanned regular instructor absences.
- Maintain site postings.
- Assist with training new site personnel and substitute instructors.
- Assist with planning and implementing events.
- Meet with and communicate appropriately with prospective families.
- Supervise site tours.
- Develop and implement plans based on the adopted curriculum.
- Present written evidence of preparation including classroom lesson plans, program organization and schedules.
- Present a professional attitude including ethical and responsible behaviors.
- Maintain knowledge of children's intellectual, physical, emotional, social, and character development and the importance of supporting their development.
- Convey a sense of integrity and warmth and a genuine caring for the development of each child.
- Maintain confidentiality for parents, children, staff and management.
- Meet all state and district requirements for the position, including maintaining required training hours.

### Supervisory Responsibilities

- Assist with supervision of instructors and provide feedback for their evaluation.

### Working Conditions (Mental Demands/Physical Demands/Environmental Factors)

- Physically and mentally able to perform the essential duties of the position without hazard to themselves or others.
- Ability to sit, stand, walk, bend, stoop, kneel, perform grasping and handling motions and torso rotations on a continuous basis; lift and carry 20 pounds of materials; reach in all directions.
- Adequate sight or corrected vision for the purpose of reading directions and printed or written materials;
- hear and speak to communicate with co-workers, students and the public;





## Human Resourcing Packet

- dexterity of hands and fingers to operate instructional equipment.
- Work in classroom and outdoor environment, sometimes in adverse weather conditions.
- Willingness to work on weekends when staff development or other activities such as field trips are scheduled.

*The above statements describe the general purpose and responsibilities assigned to this job and may not include an exhaustive list of all required responsibilities, duties and skills.*



# Human Resourcing Packet

## Site Instructor

**Job Title:** 21<sup>st</sup> Century Community Learning Centers Program Site Instructor

**Wage/Hour Status:** XX

**Reports to:** Site Coordinator

**Pay Grade:** XX

**Dept./School:** Community Services

**Date Revised:** 01/XX

### Primary Purpose

Under general supervision, with considerable responsibility, and according to established guidelines and lesson plans, supervise an assigned group of children. Help to provide the necessary physical and emotional care and carry out developmental activities. Help to develop goals for the children, plan activities and evaluate each child's progress. Responsible for communication with parents and recruiting students to the program.

### Qualifications

#### Minimum Education/Certification

- High school diploma or GED (at least 18 years of age)

#### Special Knowledge/Skills

- Ability to nurture children, plan and implement age-appropriate activities.
- Ability to learn, follow and alter (if appropriate) recurrent work routines and schedules.
- Ability to take initiative.
- Ability to interact with parents in a professional manner and build the trust necessary to handle daily communication with parents effectively.
- Ability to take direction and work cooperatively with others.
- Ability to supervise a group of children while attending to the immediate needs of one child.

#### Minimum Experience

- Some experience working with children

### Major Responsibilities and Duties

- Assist and supervise children during all activities.
- Counsel children when social, academic or adjustment problems arise.
- Develop, plan and prepare instructional aids/materials for activities.
- Ensure that site appearance, cleanliness and safe environment are appropriately maintained.
- Assist children with meal/snack time and clean-up.
- Complete all site paperwork, such as daily notes, student accident reports, attendance records.
- Attend and participate in staff meetings, site events and parent meetings as requested.
- Prepare and implement lesson plans, program activities, organization and schedule.





## Human Resourcing Packet

- Accept temporary work assignments.
- Write, submit, post and implement a weekly lesson plan.
- Ensure that all indoor and outdoor equipment is in good working condition and is used/maintained properly.
- Physically arrange the site prior to start of program day.
- Clean up site when children depart.
- Communicate appropriate information to parents.
- Create and maintain directions, schedules and expectations to be used by a substitute instructor for planned and unplanned regular instructor absences.
- Develop and implement plans based on the adopted curriculum.
- Present written evidence of preparation including classroom lesson plans, program organization and schedules.
- Present a professional attitude including ethical and responsible behaviors.
- Maintain knowledge of children's intellectual, physical, emotional, social, and character development and the importance of the development of all of these.
- Convey a sense of integrity and warmth and a genuine caring for the development of each child.
- Maintain confidentiality for parents, children, staff and management.
- Meet all state and district requirements for the position including maintaining required training hours.

### **Mental Demands/Physical Demands/Environmental Factors**

- Must be able to lift and carry children up to at least 35 pounds
- Must be able to stoop, getting on the children's level, and move quickly enough to protect children
- Ability to communicate effectively (verbal and written)
- Interpret policy, procedures and data
- Maintain emotional control under stress

### **Supervisory Responsibilities**

- None

*The above statements describe the general purpose and responsibilities assigned to this job and may not include all required responsibilities, duties, and skills.*



## Human Resourcing Packet

### Where to Recruit Quality Staff Members

Start the recruiting process at your participating school. You may need additional staff, and they won't necessarily have teaching certificates.

- **Schools:** Tapping into personnel resources from local schools means that candidates are likely to meet several criteria, such as previous experience working with specific populations of students, clearances or previous out-of-school time experience.
- **Local university education programs:** University students may want to fulfill internship or field experience hours during the school year or the summer. These students can bring diverse backgrounds to your program.
- **AmeriCorps and City Year:** Programs such as these provide stipends to individuals to work in underserved areas. Many highly qualified candidates participate in programs such as these between degree programs or careers.
- **Guardians:** Do your parents know potential candidates? Do any parents or family members themselves have the preferred credentials? Connecting with and involving families in recruiting or as staff is a great way to bring family voice into the program.

### How to Connect With Potential Candidates

- **In-person networking:** When speaking with a potential candidate, exchange contact information and find out the best way to reach them.
- **Flyers:** Arrange with your community partners to cross-post job openings.
- **LinkedIn:** Use LinkedIn.com to search for high-quality candidates.
- **Employee referrals:** Inquire with your high-quality employees to see if they know any potential candidates.
- **Website:** Use your website to promote your program and hiring search.
- **Professional and community organizations:** Do you belong to professional organizations or attend functions of your partner organizations? Many organizations allow members to search for candidates or post open positions at low or no cost.
- **Open house:** Invite candidates to an open house to provide information about your program and to gauge how they work in groups.



# Human Resourcing Packet

## The Interview

When you are ready to conduct interviews, see the sample questions and rating scale below. For each question, determine some key points you'd like your ideal candidate to include in their answer. The rating scale can be used to determine how close a candidate comes to including the ideal responses. Be sure to use the same questions and rating scale in every interview, so you conduct an equitable comparison of candidates.

Question	Candidate Response	Rating
Why are you applying for this position?		1 2 3 4 5 Rationale:
How did you hear about us?		1 2 3 4 5 Rationale:
What do you know about our organization?		1 2 3 4 5 Rationale:
Walk me through your related experience.		1 2 3 4 5 Rationale:
What do you find most exciting about this role and why?		1 2 3 4 5 Rationale:
What do you think will be most challenging about this role and why?		1 2 3 4 5 Rationale:
What do you hope to learn in this position?		1 2 3 4 5 Rationale:
Tell me about a time when....		1 2 3 4 5 Rationale:
What is your philosophy on...?		1 2 3 4 5 Rationale:
How would you handle this situation...?		1 2 3 4 5 Rationale:
Why should we hire you?		1 2 3 4 5 Rationale:
		Total:





# Human Resourcing Packet

## Recruitment Plan Timeline

**Directions for timeline:** Having a clear and detailed plan in place will ensure that your team members understand their roles in the recruitment and hiring process, as well as what needs to happen to fill the open positions. Work backwards from your anticipated hire date to determine the recruitment timeline activities. Use this sample Recruitment Plan Timeline as a reference in creating your own timeline.

Recruitment Activity	Timeline	Staff Member(s) Responsible
Post job advertisements to the following: <ul style="list-style-type: none"> <li>XYZ online job board</li> <li>XYZ university job board</li> <li>XYZ school district job board</li> <li>XYZ Facebook and Twitter pages</li> </ul>	by August 5	Jennifer
Create and print job advertisement fliers and post in the following locations: <ul style="list-style-type: none"> <li>Library</li> <li>Community center</li> <li>XYZ school staff lounge</li> <li>Local church or other places of worship</li> </ul>	by August 5	Jennifer
Email copy of job advertisements to the following contacts: <ul style="list-style-type: none"> <li>XYZ school principal</li> <li>Parent list</li> <li>Partners list</li> <li>All staff members</li> </ul>	by August 5	Jennifer
Review incoming resumes.	August 5 to August 19	Jennifer/Amy
Meet with interview team to review interview protocols.	by August 19	Jennifer
Conduct first-round interviews.	August 20 to September 5	Jennifer/Amy/Ron
Conduct final interviews.	September 6 to September 15	Jennifer/Amy
Complete reference checks and background checks, make final offer and confirm start date.	September 15 to September 27	Jennifer





## Human Resourcing Packet

Recruitment Activity	Timeline	Staff Member(s) Responsible
Notify all candidates not selected for a position.	by September 30	Jennifer
Remove advertisements and postings as needed.	by September 30	Jennifer

### Site Instructor Interview Question Examples

- Tell us about yourself, your education and your experience working with youth.
- Why are you interested in being an instructor?
- How would your last supervisor (or teacher, if this is their first job) describe you?
- Do you prefer working independently or as part of a team?
- What is your communication style? How would you handle a disagreement with a coworker?
- Describe a time when you were faced with a stressful situation. What was the situation and what did you do to cope?
- How would you motivate students to participate in program activities?
- What are your classroom management strategies? How would you handle disruptive students in your class?
- If your class runs short or your supplies are not available one day, what would you do to keep students engaged and on task?
- What is your greatest strength that could be used in our afterschool programs?
- What do you think would be the biggest challenge for you working in an afterschool program?

### Site Coordinator Interview Question Examples

- Tell us about yourself, your education and your experience with youth.
- What are your career goals (long- and short-term)? (Where do you see yourself in a year?)
- Why are you interested in this position?
- Why do you want to work with elementary/junior high/high school students? What do you see as a challenge of working with this age group? How would you face that challenge?
- In what ways should an afterschool program differ from the school day? And what similarities should they have?
- Describe what a high-quality afterschool program would look like, and the key components that must be present for it to be successful.
- What does diversity mean to you? How would a wide array of cultural backgrounds impact how you plan your program and activities?
- How would you describe your student supervision style? What strategies do you use to manage behavior? What three expectations do you have of your students?
- Would you say you're a planner or that you work better "off the cuff"?







## Human Resourcing Packet

- You notice a staff member is having trouble keeping students engaged during class. How would you approach the staff member and help them improve the situation? How would you help staff handle difficulties they are having with students?
- What steps would you take to involve families in the afterschool and adult programs? What strategies would you use to increase parent involvement in your program? What role should parents and adult family members have in the afterschool program? What relationship do you envision having with adult family members?
- A parent disagrees with how you have your homework/study skills course set up. The parent is extremely upset, yelling and causing a scene in front of students and other parents. How would you approach this situation?
- Please describe some examples of your leadership in your last position. What is your biggest struggle as a leader? What steps do you take to overcome this? How do you lead? How do you interact with staff? How would you direct staff?
- Discuss a situation in your recent work in which you sought out additional responsibilities beyond the basic job requirements. What was the situation? What did you do? What was the outcome? Are there other situations you can describe when you sought out or volunteered for additional responsibilities?
- Have you ever served as a mentor or teacher for another employee at work? (If yes) Why were you asked to assume this responsibility? What did you do to help the person? (If no) Can you tell me about a time when you volunteered to help someone who was having a difficult time at work? In this position, your staff will include teachers from the school-day campus. What strategies would you use to direct these teachers if needed?
- What is your experience in a licensed child care setting? What are the key considerations for a director of a licensed afterschool program? (Safety, Programming, Staffing)
- Describe your experience working with children with special needs.
- How would you build collaboration and communication between the school-day administration and staff and the afterschool program?
- What are the most important safety considerations for an afterschool program? What is your procedure for transition times? What is your procedure for moving students from one location to another (e.g., cafeteria to gym)?
- What skills are you most interested in improving or learning? Where do you see your need for further training?
- What technology tools did you use in your last position? What components of technology would you like to learn more about? How comfortable are you learning new technology tools?
- What can you uniquely bring to this position and program? Why do you feel you are the best candidate for this position?
- What are your greatest strengths that could help our afterschool program? What challenges do you think you would face?
- In your opinion, how should a site coordinator go about developing a good working relationship with students? What approaches or methods would you use to do this?
- How would you market the afterschool program and recruit students?



# Human Resourcing Packet

- In this position, you will supervise outside staff, teachers and vendors. How will you direct staff members who may have more teaching or content experience than you? How will you present your afterschool expertise?
- In your opinion, in what ways should creativity be used in your role as a site coordinator? Why?

Depending on the information you hope to glean from the interview process and how many applicants you have, you may want to ask all applicants complete a pre-interview questionnaire. This gives you a chance to ask questions that applicants need to think about and to assess the applicant’s writing skills. A sample pre-interview questionnaire follows.

## Pre-Interview Questionnaire

Depending on the information you hope to glean from the interview process and how many applicants you have, you may want to ask all applicants to complete a pre-interview questionnaire. This gives you a chance to ask questions that applicants need to think about, and to assess the applicant’s writing skills. Customize the following pre-interview questionnaire based on the position, and choose questions based on the needs of your program.

## Pre-Interview Questionnaire

Applicant Name: \_\_\_\_\_ Date: \_\_\_\_\_

### General Questions

Do you have experience working with students? If yes, please describe.

What are your hobbies? What special skills do you possess?

If a student is struggling with homework each day, what steps would you take to help the student?

Are you first aid and/or CPR certified?      Yes      No

With what student age level(s) do you feel most comfortable working?

What motivates you to do your best in your position?

How would you describe your preferred work environment?





## Human Resourcing Packet

Indicate at which sites you are available to work: [List sites.]

Please provide any other information about yourself that would be pertinent to a position in an afterschool program:

### Site Coordinator Questions

Describe your definition of leadership.

How would you describe your management style?

Describe your previous experience working in an afterschool program setting.

What are the characteristics of a high-quality afterschool program?

How would you measure success in an afterschool program?

### Site Instructor Questions

What academic subjects or areas do you feel most confident teaching?

If you could implement any class in our afterschool program, what would the name of the class be, and what activities would you do with the students? If you need additional space to elaborate, you may use the back of this page.

If a student continues to struggle with homework each day, what steps would you take to help the student?



## Human Resourcing Packet

### Classroom Aide Questions

What is your experience working in a school or afterschool setting?

Do you have experience working with students? If yes, please describe.

How would you support our site instructors in providing an exceptional learning environment for our students?

### Family Engagement Specialist Questions

Describe your experience working with families and community members.

What do you feel are the needs of our community?

How would you connect with and engage the families at each of our program sites?

### Administrative Assistant Questions

Why have you decided to use your administrative assistant experience in an educational setting?

How do you organize your work day and your work week?

How do you handle multiple deadlines and multiple requests from a group of staff members?

As an administrative assistant, how would you contribute to a positive culture within our afterschool program?

How would you respond to a situation where a parent is upset?



# Human Resourcing Packet

## Interview Rubric

Use this rubric to score candidates during interviews. This is especially useful when multiple staff members are conducting interviews. The first two categories have been pre-filled; modify the remaining columns to fit the core competencies of the position and your program’s interview process.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewed By: \_\_\_\_\_

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

	3	2	1	Notes
<b>Communication</b>	Speaks clearly. Answers all questions confidently. Provides strong examples of valuable communication with parents and other staff.	Speaks somewhat clearly. Answers most questions confidently. Provides some examples of valuable communication with parents and other staff.	Does not speak clearly. Does not answer questions confidently. Does not provide examples of valuable communication with parents and other staff.	
<b>Activity Facilitation</b>	Describes an effective activity comfortably and comprehensively. Demonstrates knowledge of successful activity facilitation.	Describes a mostly effective activity somewhat comfortably. Demonstrates some knowledge of successful activity facilitation.	Does not describe an effective activity comfortably or comprehensively. Does not demonstrate knowledge of successful activity facilitation.	





# Human Resourcing Packet

	3	2	1	Notes
Category				
Category				
Category				
Category				



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# Human Resourcing Packet

## Reference Check Form

You can use this form when checking references by phone, or place the questions into a survey and send it to the references provided by the applicant.

**Name of Applicant:** \_\_\_\_\_

**Position(s) Applied For:** \_\_\_\_\_

**Reference:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Position/Title:** \_\_\_\_\_

**Email:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Relationship to Applicant:** \_\_\_\_\_

1. What is your relationship to the candidate, and how long have you known him/her?
2. What are his/her strengths? In what area(s) is there room for improvement?
3. Does the candidate work well with others?
4. How would you describe the candidate's communication style?
5. How well did the candidate perform compared to the job requirements?
6. Would you recommend the candidate for this position?





# Human Resourcing Packet

## Offer Letter Template

An offer letter formally offers a position to a job candidate and provides any additional details about the role or program, along with information about requirements such as background clearances. Use this template to develop an offer letter that fits your program. Note: The statement on at-will employment may be removed, depending on state law and program policies.

*Month XX, 20XX*

*Firstname Lastname  
123 Main Street  
Anytown, US 55555*

Dear *Mr./Ms. Lastname*:

We are very pleased to extend to you an offer of part-time employment with **XYZ Afterschool Program** as an **Afterschool Instructor**, beginning on **Month X, 20XX**. This position offers an hourly rate of **\$XX.XX** with a maximum work schedule of **XX** hours per week. Your specific work schedule will be communicated to you by your supervisor, **Ms. Patricia Woods, Site Coordinator**. Please note that part-time employees are paid only for time worked and are not paid for holidays and/or inclement weather days. Also, as discussed, our program operates in coordination with the **XYZ School District's** schedule; therefore, our afterschool program will not be in operation during the summer months.

Your employment is contingent upon the following:

- Receipt of all new hire documents, including the Employment Eligibility Verification Form (I-9), appropriate identification documents, and Form W-4
- Background clearances that do not disqualify you from employment pursuant to state law or program policies
- Positive references
- Your signed acknowledgement of this letter

*Your employment will be on an at-will basis, which means that either you or XYZ Afterschool Program may terminate employment at any time for any reason or for no reason. Nothing in this offer letter establishes a guarantee, modifies your status as an at-will employee, or implies a promise of continuing employment with XYZ Afterschool Program.*

Please feel free to contact me if you have any questions at all. We look forward to having you on our team!

Most sincerely,

**Jennifer Thomas**  
**Program Director**

If you understand and accept the conditions of this offer, please sign in the space provided below and return this letter to my attention.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date







## Human Resourcing Packet

### Exit Interview Questions

Use this form when meeting with outgoing staff who are voluntarily leaving your program. (You can customize the form by replacing “the program” in questions 1, 3, 7 and 8 with your program name.) Share the information from the exit interview with your program team, use feedback to inform job descriptions and use the data for your continuous improvement process.

**Employee Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Site/Location:** \_\_\_\_\_

**Date of Termination:** \_\_\_\_\_

1. Why have you decided to leave **the program**?
2. Was a single event responsible for your decision to leave?
3. What do you value about **the program**?
4. How was your relationship with your supervisor?
5. What did you like most about your job?
6. What did you dislike about your job? What would you change?
7. What can **the program** do to retain its best people?
8. Would you like to offer any further comments about **the program**, why you are leaving or how we can improve?