

REGION 11 California Core Competencies [Grant Managers] 2016-17

Welcome to the California Core Competencies Self-Assessment Survey

Purpose

The information from this self-assessment survey will be used to evaluate the training needs of Grant Managers. A Grant Manager is a district, county, city, or community-based organization (CBO) staff member who is ultimately responsible for grant oversight, operations, and overall program direction including ensuring grant compliance, meeting certified assurances, developing or managing budgets, and submitting required reports.

Directions

This survey includes demographic questions, most of which are mandatory, followed by a list of competencies that apply to extended learning/afterschool program staff. Each competency is followed by a description of possible observable behaviors. The descriptions are designed to help illustrate the competencies. As you read each competency and the description of possible behaviors, think about the knowledge and skills that you use to carry out the responsibilities of your position. Indicate the knowledge and skill level you currently have for each competency by selecting the description of the appropriate level, per the guidelines below. Keep in mind that some competencies may not apply to you.

Levels of Knowledge and Skill

1. **Mastery:** Competencies where your knowledge and skills are so developed that you can, do, teach and demonstrate these knowledge and skills to other staff (e.g., through coaching, mentoring, modeling and creating resources for the benefit of others).
2. **Application:** Competencies where you have the deeper knowledge and skills required to apply them routinely in your work in extended learning/afterschool programs. You acquired this level of knowledge and skill through on the job work experience and ongoing professional development.
3. **Awareness:** Competencies where you have general or a basic level of information. You can describe the knowledge and skills associated with the competency in general terms or are familiar with the competency, but you do not have the deeper knowledge or skills required to apply this knowledge and/or this deeper level is not required for your work.
4. **Not Applicable:** Competencies that do not apply to your work.

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1. What is the name of the organization or school district you work for?

2. ONLY if your organization or school district is NOT listed in the dropdown menu of #1, please enter it here:

Demographics

* 3. How long have you been in your current position?

- 6 months or less
- 7 to 11 months
- 1 year
- 2 years
- 3 years
- 4 years
- 5 to 10 years
- More than 10 years

* 4. How long have you been working in extended learning/afterschool programs?

- 6 months or less
- 7 to 11 months
- 1 year
- 2 years
- 3 years
- 4 years
- 5 to 10 years
- More than 10 years

* 5. What is the highest level of education you have attained? (check one)

- H.S. Diploma / G.E.D. / Equivalent
- Some college coursework
- Associate degree
- Bachelor's degree
- Master's degree
- Doctorate degree

* 6. What Commission on Teacher Credentialing (CTC) credentials do you hold? (check all that apply)

- None
- Activity Supervisor Clearance Certificate
- Teacher Credential
- Pupil Personnel Services / Child Welfare
- Administrative
- Children's Center Permit / Child Development

* 7. About how many hours per week are you PAID to work in extended learning/afterschool programs?

- less than 5 hours
- 5 - 20 hours
- 21 - 30 hours
- 31 - 40 hours
- more than 40 hours

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CHILD AND YOUTH DEVELOPMENT

8. I develop program goals that support the social and emotional development (e.g., relationships with others, empathy, self-esteem, impulse control, conflict resolution) of all students. (I demonstrate some or most of the following behaviors: I develop program goals that are based on students' social and emotional needs and are aligned with youth development principles; and communicate with other staff regarding students' social and emotional needs.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

9. I support positive relationships between adults and students. (I demonstrate some or most of the following behaviors: I stay informed about my students' lives within and outside of school; give students my full attention when they are speaking; and do my best to assist students with problems.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

10. I support positive relationships between students. (I demonstrate some or most of the following behaviors: I teach students how to use conflict resolution and negotiation strategies; incorporate team-building activities into my lessons; and provide a learning environment that promotes collaboration and cooperation.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

11. I promote a sense of physical and emotional safety among students at the site. (I demonstrate some or most of the following behaviors: I promote behaviors that are positive and help students feel safe; enforce program rules fairly and consistently; and teach and model conflict resolution strategies.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

12. I promote the meaningful engagement and leadership of the students. (I demonstrate some or most of the following behaviors: I use facilitation skills to encourage student participation; engage students in decision-making and leadership opportunities; and provide opportunities for students to deliver services to others and improve the community.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

13. I respect and honor cultural and human diversity among students. (I demonstrate some or most of the following behaviors: I promote respect for student diversity; verbally and non-verbally communicate respect for student diversity; incorporate diverse cultural traditions into my lessons and activities; intervene in response to negative stereotyping and discriminatory practices; and adapt lessons and activities in response to students diverse characteristics including language, disabilities, giftedness, and others.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

14. I have an understanding of child and youth development principles (i.e. students' needs for a supportive environment, positive interaction with others, and engagement with the program). (I demonstrate some or most of the following behaviors: I interact with students in a developmentally appropriate manner; appropriately respond to differences in temperament and learning styles; use strategies to help students handle stress, conflict or developmental challenges; provide an environment that promotes the social and emotional development of students; monitor the social and emotional development of students; and use strategies to support students' assets, needs, and interests.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

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FAMILIES AND COMMUNITIES

15. I have a working knowledge of and abilities to use resources within the broader community. (I demonstrate some or most of the following behaviors: I know about community resources that can be used to expand opportunities within the program, and enlist multiple stakeholders (e.g., parents, community leaders, students, and school leaders) in program design, implementation, and evaluation.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

CURRICULUM AND LEARNING ENVIRONMENT

16. I create and ensure an ongoing program environment that is student-centered. (I demonstrate some or most of the following behaviors: I ensure the program includes activities that allow students to explore personal interests; accept students' mistakes as opportunities to learn; engage students in assessing their own growth; celebrate the accomplishments of individuals and the group; solicit and incorporate student input on program design; and ensure the program includes activities that promote cultural competence.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

17. I communicate, share information, and collaborate with school district administrative staff. (I demonstrate some or most of the following behaviors: I meet and communicate regularly with school staff to leverage resources in support of the program; coordinate professional development plans, calendars, and staff meetings to ensure activity alignment; and exchange district-level student data.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

18. I communicate, share information, and collaborate with school site administration and instructional day staff. (I demonstrate some or most of the following behaviors: I meet and communicate regularly with school site staff to leverage resources in support of the program; understand and apply confidentiality guidelines; and exchange information with instructional day staff regarding the learning needs of students.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

19. I develop program goals that ensure the academic success of all students. (I demonstrate some or most of the following behaviors: I use data to develop program goals, which establish high expectations and are aligned to the goals of the instructional day program and mandated requirement; design activities that promote organization and study skills; design tutoring services aligned to student needs; incorporate content and skill development that contribute to the students' academic success; and develop a comprehensive schedule that allows for implementation of activities that support the program goals.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

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HEALTHY AND SAFE ENVIRONMENT

20. I ensure the health and safety of students. (I demonstrate some or most of the following behaviors: I prepare the environment to be free of unforeseeable hazards; intervene when potentially unsafe situation occur; have skills in basic first aid; and ensure the program has written physical activity, health and safety plans that are implemented.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

21. I follow safety and emergency procedures. (I demonstrate some or most of the following behaviors: I understand the legal requirements and responsibilities related to personal injury or injury to others; understand when to involve a supervisor; and implement key aspects of site safety plan.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

22. I maintain accurate program records and follow reporting procedures. (I demonstrate some or most of the following behaviors: I keep accurate attendance records; follow program procedures for reporting incidents; and understand legal requirements and responsibilities related to child abuse.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

23. I ensure the program incorporates activities to promote physical fitness and health. (I demonstrate some or most of the following behaviors: I promote an attitude and environment that embraces wellness; incorporate physical activities into the program; conduct activities to expand knowledge and understanding of good nutrition and healthy behavior; and conduct activities that promote healthy choices and the avoidance of risky behaviors.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

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PROFESSIONALISM

24. I strive for self-improvement including knowledge and skill development. (I demonstrate some or most of the following behaviors: I attend professional workshops, trainings, and conferences to increase competency; apply new learning to everyday work practices; am open to new ideas and learning opportunities; actively expand my personal network and use the Internet as a research tool to access field knowledge and local resources.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

25. I demonstrate a positive work and team ethic. (I demonstrate some or most of the following behaviors: I support colleagues and take initiative to support coworkers; am punctual and dependable; participate in required meetings; dress appropriately; respect the physical environment, equipment and supplies; work collaboratively with peers, share program related information and share in collective tasks; take initiative to immediately correct problems and model professional behavior in conducting activities.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

26. I communicate with staff and stakeholders. (I demonstrate some or most of the following behaviors: I protect confidential information, as appropriate; participate in meetings; use different methods to professionally communicate with staff and stakeholders, and promote interactions that promote good relationships between program and instructional day staff.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

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PROGRAM MANAGEMENT

27. I manage program staff. (I demonstrate some or most of the following behaviors: I communicate job expectations aligned with the program goals; provide staff with support in completing their job responsibilities; acknowledge successes; observe staff and deliver feedback that is positive, constructive, and respectful; have a staff recruitment and retention plan; and have a scheduling system responsible to staff and program needs.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

28. I promote the professional growth and development of staff. (I demonstrate some or most of the following behaviors: I implement a professional development plan and support staff advancement of skills; provide useful feedback to staff related to professional development goals and activities; seek opportunities and resources that allow all staff to meet personal and professional growth goals; work with staff to assess the effectiveness of professional development activities and how they might be improved; and provide appropriate coaching and mentorship.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

29. I engage and support staff in the implementation of program activities to achieve program goals. (I demonstrate some or most of the following behaviors: I provide staff with the needed materials, supplies, and preparation times; communicate high expectations for all staff and students; and lead effective meetings and trainings on select content that models the approach and specific activities and practices staff are expected to use with students.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

30. I gather, review, and use program data for timely program improvement. (I demonstrate some or most of the following behaviors: I use tools to assess the effectiveness of activities and program impact; use program data to guide staff and others in program improvement; and lead regular staff meetings to review program progress, needs, and issues.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

31. I understand and comply with the federal and state mandates for before and/or after school programs. (I demonstrate some or most of the following behaviors: I access legislation, grant assurances, and answers to questions about mandated requirements; comply with requirements and timelines for mandated reporting tools such as the audit reports, attendance reports, expenditure reports, performance reports, as well as those used for Categorical Program Monitoring; and establish systems to ensure all staff understands their roles and responsibilities with respect to the federal and state grant mandates.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

32. I use a variety of resources, tools, and documents that impact before and/or after school program quality and compliance (e.g., California Quality Self-Assessment Tool (QSAT), Categorical Program Monitoring (CPM), grant assurances). (I demonstrate some or most of the following behaviors: I use appropriate tools for reporting, program planning and improvements (e.g., QSAT), meeting compliance requirements, providing key information such as legislation, evaluating programs; access and use the program resources, tools, and documents (e.g., CDE Web site, Regional Lead) to ensure the program meets mandated requirements (e.g., CPM); know how the resources, tools, and documents align with the key elements of quality programs; and stay informed about updates and changes to the program tools and documents.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)

33. I manage fiscal resources, financial and other program records at the program or site level. (I demonstrate some or most of the following behaviors: I develop a balanced budget with input from appropriate stakeholders; have a systematic process for review of expenditures against budget; have a thorough understanding of the cost factors involved in running the program; establish and implement a sustainability plan; and have a system for tracking financial transactions and other records and for in-kind and other contributions.)

- Mastery (I can and do show or teach these skills and knowledge to others.)
- Application (I use these skills and knowledge routinely in my work.)
- Awareness (I can describe but do not apply these skills or knowledge to my work.)
- Not Applicable (I do not need to apply these skills or knowledge to my work.)