

**Attendees:** Emma Banay, Elizabeth Waters, Clarisa James, Katherine Rivera, Godwyn Morris, Gemma Lenowitz, Chriss Rebert-Long, Lynda Kennedy, Ruthi Hortsch, Aspen Meineke, Christine Kovitch

### **Recruitment + onboarding**

- Identifying staff
  - This has been a huge challenge with CBO partnerships, seeing a lot of turmoil at the CBO level (some non-profit organizations have a little bit more buffer)
- Recruitment partnerships
- Navigating background clearances
  - DOH clearances are time and resource intensive: paying for clearances, TB test, and the clearance time
- “PR issue” around museum work, perhaps education experience as well
- How to cultivate a sense of belonging and connection when on-boarding parttime staff and while hybrid or virtual?
- Demographics of staff positions on the call:
  - Dazzling Discoveries: flexible, works with anyone available
  - Intrepid: just out of undergrad and graduate school, looking for a foot in the door
  - Afterschool broadly: young, connected to CUNY, people of color

### **Retention**

- On-going support and strategies to retain staff over time
- Hypothekids working with CBOs to supplement staff pay when they are leading Hypothekids programs (grant funding to cover the difference between base CBO pay and the STEM service provider pay)
- Capacity-building opportunities: will investing in staff and their career development support their longer term retention?
- DIVAS for Social Justice paying \$20-\$25/hr, but is finding that those rates haven't impacted staffing retention; means paying DOE teachers at a lower rate (\$30-35 vs \$45-55)
- Variation in expectations for staff at different afterschool programs: what are the experiences staff members have at different CBOs? How does that set their expectations/experience? Some benefits to cultivating a staff relationship “from the start”
- Staff want full-time jobs → piecing together full(er) time jobs out of parttime jobs
- Other factors in staff members lives seem to have other pull: family responsibilities, schools
- Instability of the field contributes: grant funding is time-limited, but don't fund staff roles → how can providers deliver services without staff?
- Exit interviews reveal staff needs for fulltime work

### **Bigger picture innovations**

- Coordinated “feeder pool” of STEM educators: “a corps of educators”

- Can pre-service educators get experience working in the afterschool space? Who would be the right kind of educator for this? There's an incompatibility with student scheduling (they're taking classes during the evening). Can working in afterschool serve as required "community service hours"?
- What's the undergraduate enrollment in the [Youth Development program @ CUNY?](#)
  - Let's reach out to [Sarah Zeller-Berkman](#) for an info session for the Network.
- Connecting more intentionally to places where afterschool educators already come to us from (ie CUNY)
- Henry Street Settlement: Living Wage campaign: paying staff \$22/hr. How does that impact recruitment and retention? Something to follow long-term. MIT living wage calculator: about \$23/hr is the requirement in NYC to live above the poverty line.
- High school staff innovations → programming that places staff

### **Next steps – feels urgent but needing to be mindful of capacity!**

#### INDIVIDUAL ORGANIZATION STRATEGIES

- Redefining work timeline: 8-10 weeks VS 1 year experience. Counseling and re-engagement at 8-10 weeks.
- Getting much more explicit about the benefits to working in that position
- Making up the differential pay between CBO base pay and "STEM activity specialist" pay
- STEM providers partnering with CBOs to "staff up," can help with understaffing + feeling of preparedness among educators
- Creative thinking about where to find people: artists, retired educators,

#### ADVOCACY

- Expediting background clearances. Ability to connect with DOH and OCFS? Perhaps more of technical assistance and advocacy. What are strategies to mitigate the challenges? Particular importance of the DOH inspector.
  - **Hosting a two-part series like we did with MTAC session**
- Funder advocacy (funding staff, not projects)
- DYCD rates aren't guaranteed so sites are hesitant to pay more within a single year
- Success stories from Network members: celebrating youth development as a career!

#### INFORMATION-GATHERING

- Credit for prior learning from CUNY program? Staff working in afterschool programs a possibility here? → **Could be a great summer presentation for the Network**
  - Let's reach out to [Sarah Zeller-Berkman](#) for an info session for the Network.
- How can we **engage in conversation with DYCD leadership** as new commissioner is names?

#### NETWORK ACTIVITIES

- Coordinating the match-making between CBOs and providers when there is (and isn't funding available)

**Resource:**

[Afterschool Alliance Report](#)