

CORE STANDARDS FOR PHILADELPHIA'S YOUTH PROGRAMS

Introduction

“Our children are our greatest hope and most meaningful legacy. Our children’s promise and potential rests firmly in our willingness and ability to protect them, provide for them, and prepare them for productive lives.”

Mayor John F. Street

For John F. Street, Mayor of the City of Philadelphia, the best interests of Philadelphia’s children and youth are a number one priority for his administration. The Core Standards for Philadelphia’s Youth Programs is just one component of an overall strategy to impact and improve the safety, well-being, and advancement of ALL Philadelphia children.

A Children’s Investment Strategy is being developed by the City of Philadelphia in response to the Children’s Report Card and Children’s Budget 2000 and 2001. These two documents, which look at the status of Philadelphia’s children, indicate both progress and room for improvement. The Mayor has targeted, for improved outcomes, the areas of academic achievement, youth violence prevention, STD’s and child abuse and neglect. The Children’s Investment Strategy intends to use out-of-school time as its point of entry: to fill children’s unstructured time with activities that promote health, well-being, and achievement. A major priority for the City of Philadelphia is to improve the coordination, capacity, and quality of after-school and youth development services delivered or funded by city agencies in Philadelphia.

Background

Research indicates that children who attend high quality (after-school) programs have better peer relations, emotional adjustments, conflict resolution skills, grades, and conduct in school compared to their peers who are not in after-school programs.

(Baker and Witt, 1996; Kahn, Nagaokqa and Brown, 1999; Posner and Vandell, 1999)¹

After-school programs have come to the social forefront in the last few years. National polls indicate that American taxpayers are willing to pay more in taxes to support activities for youth. Millions of dollars in public and private funding are being invested on national, state, and local levels to insure that creative, supportive, and constructive programs for youth during their out-of-school hours are available.

In Philadelphia, youth programs are provided through a diverse network of organizations. These diverse organizations provide a wide range of services and a variety of experiences for young people. Some of Philadelphia’s after-school and youth development programs focus on the arts, job readiness, academic enrichment, life skills, sports, or a combination of them all.

Over the past 10 years, we have seen increased emphasis on program standards throughout education, health, and human service disciplines. Most recently, attention has been focused on setting standards for various kinds of youth programs and measuring the impact of those programs on youth through performance indicators and outcomes.

In response, various initiatives across the country are customizing existing standards to provide guidance and assistance to youth serving programs, especially those serving older youth. Public and private funders are beginning to use standards as base criteria for the programs they support.

Philadelphia’s Story ...

The standards planning and development process began in Philadelphia in 1999 under the administration of Mayor Edward G. Rendell. The Mayor’s Children and Families Cabinet and its Executive Director, Jean Hunt, provided significant leadership to a movement designed to increase partnerships between government, the

¹ National Institute on Out-of-School Time. *Fact Sheet on School-Age Children’s Out-of-School Time*. NIOST: Wellesley, MA. (www.niost.org)

private sector, and community organizations to improve outcomes for children. The Children and Families cabinet included top level officials from nearly every city government department.

On January 6, 2000, representatives from the National Institute on Out-of-School Time and Baltimore Safe and Sound spoke to a group of key stakeholders at the forum "Are Our After-School Programs Good Enough". The forum was convened by Mayor's Children and Families Cabinet, Philadelphia Citizens for Children and Youth, Philadelphia Safe and Sound, the School District of Philadelphia, and the United Way's Center for Youth Development.

The National Institute on Out-of-School Time described the nearly ten years of research, development, and testing that resulted in the National School-Age Care Alliance's (NSACA) Standards for Quality School-Age Care. The representative from Baltimore Safe and Sound spoke of that city's efforts to adapt the NSACA standards to be more inclusive of older youth and youth development principles. The Baltimore standards were being used in conjunction with a capacity building effort to increase the number and quality of out-of-school time programs in the city.

Following the January meeting, the Center for Youth Development convened a group of public and private sector stakeholders to draft a set of standards that could be used to guide out-of-school programs in Philadelphia.

With the inauguration of Mayor John F. Street, the process moved quickly forward. The City of Philadelphia's, Division of Social Services, new Child Policy Unit, convened a group of representatives from the majority of city government departments and agencies to continue the work begun on these draft standards for use in a new funding initiative designed to expand the quality and quantity of after-school opportunities for Philadelphia's Youth.

Simultaneously, another standards identification and development process was in process. The Philadelphia Youth Council was also undergoing a process to identify standards and indicators for use by their constituency, many of whom served older youth in youth workforce programs.

The work and interests of the groups were merged and together they worked to develop The Core Standards for Philadelphia's Youth Programs. Representation on this Joint Standards Committee is diverse, and includes individuals from city-sponsored agencies, the school district, small and large private youth-serving agencies, and sponsors of youth employment programs.

In the summer of 2000, this group issued The Core Standards for Philadelphia's Youth Programs. The Core Standards are designed to assist in the development and implementation of high quality after-school and youth development programs. The Core Standards are based on the work of a number of national youth advocacy organizations such as the National School-Age Care Alliance, the National Youth Employment Coalition's Promising Practices Network, the Sar Levitan Center for Social Policy Studies, the American Youth Policy Forum, YouthBuild, and Job Corps.

The Core Standards also reflect standards developed by Baltimore Safe and Sound, the U.S. Department of Labor's regulations on the provision of the Workforce Investment Act and the Pennsylvania Department of Public Welfare child care licensing regulations.

The Core Standards

The Core Standards for Philadelphia's Youth Programs describe best practices for youth first grade to young adulthood in organized out-of-school time programs. They provide a foundation for program quality and a benchmark for professionalism in the service delivered.

The Core Standards are divided into eight categories that represent the critical structural elements of youth programs. Each category contains a series of "keys to quality" for that category. Under each key is a standard that is a measure of the key to quality.

The categories include:

A. Human Relationships

The keys contained in human relationships are designed to help guide the interactions between staff, youth, and their families.

B. Program Planning

Program planning is rooted in a program's philosophy and mission. The keys in this category can guide the creation of programs to meet the needs of children, youth, their families, and the community.

C. Program Implementation

The program implementation category describes the tools and structures needed to move planning into action.

D. Activities

If we visited the program, what would we see? The keys in activities describe the kinds of opportunities high quality programs provide for youth.

E. Program Administration

Program policies and procedures provide the infrastructure to quality programs. This section includes policies for the supervision and guidance of youth; guidelines for staff qualifications and training; and policies for program management.

F. Indoor Environment

Environment, a place to be, is a critical program element. The three keys in this category describe effective use of indoor space.

G. Outdoor Environment

Not all programs have access to outdoor space, but for those that do, this chapter describes considerations for outdoor environments.

H. Safety, Health, and Nutrition

Fundamental policies and procedures are outlined in this key. Guidelines include policies and procedures for health and safety hazards; risk management; transportation of youth; and snacks.

Meeting the Standards

The Core Standards for Philadelphia's Youth Programs can assist organizations in developing new programs and increase the quality of existing programs. The Core Standards for Philadelphia's Youth Programs identifies which standards need to be in place at the start of a program; the standards that should be accomplished within the first year; as well as those standards that should become a part of an organization's plan for continuous improvement.

Level 1: Minimum Standards

The Level 1 standards are the minimum standards that should be in place at the start of the program. In certain circumstances, and in collaboration with the funding agency, agencies may have up to three months to fully comply with the standards in Level 1.

Level 2: First Year Standards

Level 2 standards are considered critical to providing effective youth programs. Level 2 standards should be fully implemented by the end of the program's first year of operation.

Level 3: Continuous Improvement

The Core Standards apply to a variety of program types for youth first grade to young adulthood. As a result, not all standards in Level 3 may be applicable to all programs. In consultation with the organization or agency to which they are responsible, youth programs should identify the Level 3 standards that apply to the type of program they conduct. Programs should then develop a technical assistance plan to aggressively work towards achieving the relevant Level 3

program standards. It is recommended that programs be working toward at least three, Level 3 standards at any given time.

An implementation guide for use with the Core Standards for Philadelphia's Youth Programs is currently available by calling 215-683-5700 or emailing Nancy Peter at NPETER@PMHCC.ORG.

The purpose of the guide is to help Philadelphia's youth programs meet the Core Standards. The guide will offer ideas and suggestions; resource lists and tip sheets; exercises and information. The guide will include tools to conduct a systemic self-study of how your program matches up with the Core Standards and guidelines for developing an action plan for moving your program forward towards meeting them. The materials in the guide are also designed for staff reflection and use during in-service training.

The Implementation Guide and the Core Standards are both in draft form. As programs use the standards and the guide there will be areas that need to be changed, edited, elaborated on, or eliminated. A mechanism for comment and feedback will be included.

Frequently Asked Questions

July 2001

The following are the most frequently asked or most commonly asked questions about the Core Standards for Philadelphia's Youth Programs.

- **For whom are the *Core Standards for Philadelphia's Youth Programs* designed?**

The Core Standards are designed for programs funded by the City of Philadelphia. They are also designed for use by other youth programs that are working towards meeting the *Core Standards for Philadelphia's Youth Programs*. All levels of staff and volunteers working towards increasing the quality of after-school and youth development programs for youth, first grade through young adults, should find this guide to be useful.

- **Which programs are expected to meet the Standards?**

It is our intent that all of Philadelphia's after-school and youth development programs will find the Core Standards a practical tool to help organizations improve the quality of their programs; ultimately leading to improved outcomes for our city's youth.

- **Are standards tied to funding?**

Programs receiving funding from the City of Philadelphia are expected to work towards the achievement of all of the *Core Standards for Philadelphia's Youth Programs*. The Philadelphia Youth Council is also moving towards this model.

- **How will our program be evaluated on the standards?**

Organizations receiving funding from the City of Philadelphia are required to participate in a self-assessment process and to develop an organizational learning plan to ensure continuous improvement.

- **Does our program have to meet all of the standards right away?**

Organizations are expected to work towards the achievement of all of the *Core Standards for Philadelphia's Youth Programs*, but the minimum standards have been identified and are noted in the section listing the standards.

- **The Core Standards are called Draft documents – what does this mean?**

Over the next year, we will be collecting feedback concerning both the application of the Standards and the usefulness of the Implementation Guide to Philadelphia's after-school and youth development programs. There is an expectation, that at the end of this review period, modifications may be made to both the standards and the guide.

- **When will all programs be expected to meet standards?**

Program improvement is a developmental process. Sustainable program improvement is the result of gradual change. Change is inherent in after-school and youth development agencies as the needs of the children, youth, and families we serve change. There is an expectation that programs meet the minimum -- Level 1 standards -- immediately. Level 2 standards must be met within the year. The process to meet the entire set of Core Standards will begin with the organization's self-assessment and learning plan for improvement.

- **What if my program is not designed to meet all of the Standards?**

The Core Standards apply to a variety of program types for youth first grade to young adulthood. As a result, not all standards may be applicable to all programs. The Standards are designed to provide a foundation for program quality and a benchmark for professionalism in the service delivered. We encourage all programs serving youth, first grade through young adults, to read the Core Standards and reflect on how the standards could assist them in program development and improvement.

▪ **How do the Core Standards relate to Pennsylvania Department of Public Welfare Licensing Regulations?**

The Core Standards contain the critical health and safety requirements of the Pennsylvania Department of Public Welfare’s Child Day Care Licensing regulations. The Commonwealth of Pennsylvania requires programs providing out-of-home care at any one time, for part of a 24-hour day for seven or more children, fifteen years of age or under, to be licensed. For more information or a copy of the Child Day Care Licensing regulations, contact DPW at 215.560.2541. Programs licensed by the DPW can register with the local Child Care Information Services (CCIS). Registration with the CCIS allows families eligible for subsidized child care (Child Care Works) to use this funding to pay for their child’s participation in your program.

▪ **How are the Core Standards different from the National School-Age Care Alliance’s Standards (NSACA) and used to accredit after-school programs?**

The Core Standards contain elements of the National School-Age Child Care Alliance’s (NSACA) Standards for Quality School-Age Care. Programs interested in seeking accreditation from NSACA will need to comply with the NSACA Standards and its system for program improvement. For more information, visit the NSACA web-site at www.nsaca.org.

Glossary

The *Core Standards for Philadelphia’s Youth Programs* uses or references the following words, terms, and organizations.

Administration

Program planners, directors, and supervisors who have overall responsibility of the operation of the after-school or youth development program.

I. After-school programs

General term used to describe programs that operate during youths’ out-of-school time. This includes before-school, after-school, evenings, school vacations, summer, and weekends.

American Youth Policy Forum (AYPF)

The American Youth Policy Forum is a nonpartisan professional development organization providing learning opportunities for policymakers working on youth issues at the local, state, and national levels. (www.aypf.org)

Assets

Critical factors and benchmarks for young people's growth and development. (www.search-institute.org)

Baltimore Safe and Sound

The Safe and Sound Campaign is a unique effort to organize citizens, communities, service providers, funders and policy makers in a determined and informed way to create, implement, and support a new public framework that ensures all of Baltimore’s children receive the essential supports they need to grow up safe and healthy. (www.safeandsound.org)

Center for Youth Development (CYD)

The Center for Youth Development is a project of the United Way of Southeastern Pennsylvania and serves as a central resource for building a youth services system based on youth development principles and practices through training opportunities and technical assistance, community education, collaboration and coordination of resources. (www.uwsepa.org)

Child Care Works	Pennsylvania's plan for improving quality and increasing availability of safe, affordable child care for children and youth age 0 through 12 years old. Primarily associated with the funding provided to eligible parents to purchase child care. Also known as the subsidized child care system.
Contextual Learning	Contextual learning enables students to uncover academic content through real-world applications.
Daily Schedule	When and what kinds of activities are conducted on a daily basis.
Department of Public Welfare (DPW)	The Pennsylvania Department of Public Welfare regulates and licenses child day care services for children and youth ages 0 through age 15 years old.
Developmentally Appropriate	Youth change greatly during the ages 6 to 21. Physical growth, cognitive abilities, social skills, and emotional development may not proceed at the same rate. Developmentally appropriate after-school and youth development programs design their programs to respond to the ages, developmental stages, and individual differences of youth.
Job Corp	Job Corps is the nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24. (www.jobpcorps.org)
Mission	The goals and organizational vision that guide programs in the creation of activities and services for children, youth, and their families.
National School-Age Care Alliance (NSACA)	NSACA is a national membership organization representing the entire array of public, private, and community-based providers of after school programs. NSACA promotes national standards of quality school-age care for children and youth 5 - 14 years old, and grants accreditation to programs meeting the standards. (www.nsaca.org)
National Youth Employment Coalition (NYEC)	NYEC is a non-partisan national organization dedicated to promoting policies and initiatives that help youth succeed in becoming lifelong learners, productive workers, and self-sufficient citizens.
Philadelphia Youth Council	A legislatively mandated subcommittee of the Workforce Investment Board established under the 1998 Workforce Investment Act (WIA), The Youth Council is responsible for policy and oversight of WIA funded youth programs. The Youth Council's vision is the development and implementation of a citywide coordinated youth workforce development system.
Philadelphia Youth Network (PYN)	Philadelphia Youth Network (PYN) is a not-for-profit, intermediary organization developed to broker services between major stakeholders in the youth workforce development system including, employers, schools and youth serving agencies.
Philosophy	A philosophy is what an organization believes, values, and respects as important in their work with children, youth, and their families. The philosophy states the principles, beliefs, and

goals of a program.

Ratios

The number of staff at a program in relation to the number of youth. Example: for youth 4th grade and above, there should be one staff member for every 15 youth.

A. Human Relationships

Level 1	Level 2	Level 3
------------	------------	------------

A-1 Staff relates to all youth in positive ways.

X			a. Staff makes youth feel welcome and comfortable.
X			b. Each youth has consistent, ongoing access to at least one staff member who tracks his/her progress and plans over time.
	X		c. Staff treats youth with respect, listens to what they say and responds to youth with acceptance.
	X		d. Staff is engaged with youth.

A-2 Staff responds appropriately to the individual needs of each youth.

X			a. Staff provides activities that are well suited to the age range of youth in the program.
		X	b. Staff recognizes the range of each youth's abilities, valuing special interests and talent.
	X		c. Staff is sensitive to and respects a youth's culture, religion, home language, and the values of the family.
		X	d. Staff responds to the range of youth's feelings and abilities.

A-3 Staff encourages youth to make choices and to develop personal responsibility.

		X	a. Staff offers assistance in a way that supports a youth's initiative.
		X	b. Staff gives youth many choices regarding what they will do, how they will do it, and with whom.
		X	c. Staff helps youth make informed and responsible choices.
		X	d. For programs serving older youth, staff provides information for

			decision making on issues related to sexuality, pregnancy, family planning, sexually transmitted diseases, and intimacy.
--	--	--	--

A-4 Staff interacts with youth to help them learn.

X			a. Staff varies the approaches they use to help youth learn.
X			b. Staff helps youth develop conversational skills by creating opportunities for frequent conversations and exercises that build verbal competency.

Level 1	Level 2	Level 3
--------------------	--------------------	--------------------

	X		c. Staff asks questions that encourage youth to think for themselves.
	X		d. Staff shares skills and resources to help youth gain information and solve problems.
	X		e. For programs serving older youth, staff provides opportunities for youth to explore their perceptions and concerns with regard to personal, racial and ethnic identity, and methods of dealing with all types of discrimination including race, gender, national origin, class background, and sexual orientation.

A-5 Staff uses positive techniques to guide the behavior of youth.

X			a. Staff uses no corporal punishment or harsh discipline methods.
X			b. Staff does not tolerate violence and intervene appropriately when youth resort to violence.
X			c. Confidentiality guidelines are made clear and all commitments of confidentiality made by staff are scrupulously kept.
	X		d. Staff sets appropriate limits for youth.
	X		f. Staff serves as a mediator and encourages youth to resolve their own conflicts without resorting to violence.
	X		g. For younger youth, staff gives attention to youth when they cooperate, share, care for materials, or join in activities. For older youth, staff reward examples of mutual assistance, respect, patience, and high expectations. Staff encourage youth to encourage and support each other.
		X	h. A contract between the program and each youth governs behaviors, expectations, and consequences for violating these agreements.
		X	i. A system of bonuses, awards, or other incentives (recognition) for good performance is systematically and consistently implemented.
		X	j. Youth usually cooperate and work well together, discussing their differences and resolving problems as they arise.

A-6 Staff promotes positive youth interactions with other youth.

X			a. There are regular opportunities for quiet activities and socializing.
	X		b. Staff promotes an experience where youth are involved with each other.
	X		c. Youth show respect for each other.

Level 1	Level 2	Level 3
------------	------------	------------

	X		d. Staff provide youth with opportunities to explore different life situations, viewpoints, and other cultures to better understand and to appreciate their peers.
--	---	--	--

A-7 There is a strong focus on communication with parents/guardians.

X			a. The views of parents and guardians are solicited regularly concerning content and delivery of activities and services, and the needs of participating youth.
	X		b. The program issues effective regular communications with parents and guardians concerning program activities, as well as strategies that promote positive youth development, e.g., newsletters, orientations, open houses, phone calls and, where appropriate, home visits.
	X		c. Staff is sensitive to the cultures of the families they serve and the communities in which they live, and to the extent possible, communicates in the languages of parents.

A-8 Parents are invited to become active partners in the life of the program.

X			a. Staff encourages families to feel welcome and comfortable at the program site.
X			b. Family members may observe anytime during hours of operation.
X			c. The program maintains an "open-door" policy, e.g., staff are available at times accessible to parents to discuss the individual concerns of children and youth in the program.
		X	d. Staff and families work together as a team to set goals for each youth.
		X	e. Well-defined and meaningful volunteer opportunities are made available to parents, e.g., as aides, mentors, and chaperones, as well as in other key roles such as members of boards and committees that address important aspects of the program's operations and work.

B. Program Planning

Level 1	Level 2	Level 3
------------	------------	------------

B-1. Program planning is comprehensive in scope.

X			a. The program's daily activities are consistent with its mission and philosophy.
	X		b. Staff and youth work together to plan suitable activities, which are consistent with the program's philosophy and reflect youth's interests.
	X		c. Staff documents activity planning and keeps the documentation on file.
	X		d. Staff plans activities that reflect the cultures of the families in the program and the broad diversity of human experience.

B-2 All program elements are asset-based and holistic.

		X	a. <i>Staff and youth are engaged as both teachers and learners in all program activities and are encouraged to use their skills and talents to enhance program activities.</i>
		X	b. <i>Program assessments and activities are designed to engage youth through their skills and talents and identify their strengths as well as their needs.</i>
		X	c. <i>Community assets and resources are utilized to strengthen and enhance the program.</i>
		X	d. <i>The program is designed to address the complex and multi-faceted needs of youth including personal, social, recreational, and academic.</i>
		X	e. <i>The program utilizes learning strategies that engage the creativity of youth.</i>

B-3. Programs engage in efforts to promote customer satisfaction and continuous improvement in quality and range of services provided.

X			a. A plan for monitoring and assessing the program, and determining how well it reaches its goals, is designed and implemented.
X			b. The program has procedures for tracking enrollment and participation of youth. Tracking shall apply to drop-in, as well as enrollment programs.

Level 1	Level 2	Level 3
---------	---------	---------

	X		c. An anonymous annual satisfaction and interest survey of children and youth, as well as families, is conducted to assess the program and to ensure a fit between the program and identified needs. The results are used to help strengthen the quality of the program and inform program planning and implementation.
	X		d. Program improvements are made based on the outcomes of agency evaluations and assessments.
	X		e. Administrators assist with ongoing evaluation. They aim for improvement in all areas of the program.
		X	f. An appeal process is defined for youth wanting to file a complaint or resolve conflict with fellow participants and program staff.

C. Program Implementation

C-1. *The daily schedule is flexible, offering security, independence, and stimulation to meet the needs of all youth.*

X			a. <i>Program staff regularly rewards youth's achievements and positive behaviors, particularly in front of their peers.</i>
	X		b. Individual youth move smoothly from one activity to another.
	X		c. When it is necessary for youth to move as a group, the transition is smooth.
X			d. Each youth is consistently called by his/her name.
		X	e. The routine provides stability without being rigid. For programs serving older youth in particular, programs should be more individualized.

C-2. **There are sufficient and appropriate materials to support program activities.**

	X		a. Materials are complete, current and in good condition.
	X		b. There are enough materials for the number of youth in the program.
	X		c. Materials are developmentally appropriate for the age range of youth in the program.
		X	d. Materials promote the program's mission.
		X	e. Materials are engaging and reflective of youth's interests.

Level	Level	Level
-------	-------	-------

1	2	3
---	---	---

C-3. The program communicates high standards and expectations for all participating youth.

X			a. Program activities are designed to realize quantifiable improvements in performance.
X			b. The program regularly recognizes and rewards individual youth achievements.
	X		c. Programs have a plan in place to conduct an initial assessment of participants' skill levels.
	X		d. Programs measure, document, communicate, and celebrate participating youths' mastery of skills and competencies.
		X	e. Programs promote and reinforce the connection between hard work, high expectations for oneself, and productive citizenship.

A. B. C. D. C-4. THE PROGRAM BUILDS LINKS TO THE COMMUNITY.

X			a. Program has plan in place to build links to the community.
X			b. Staff and families are encouraged to communicate with schools that the youth attend.
		X	c. The program develops a list of community resources, particularly those that can help to meet the needs of youth and families. Staff draws from these resources to enhance program offerings.
		X	d. The staff plans and implements activities to help youth get to know the larger community.
		X	e. Program staff will follow up with clients and referral agency to ensure services were provided.
		X	f. Staff and families are encouraged to actively partner with the schools that the youth attend.

D. Activities

This section describes categories of activities for youth of varying ages that are consistent with quality out-of-school time programs. The sections describe specific kinds of activities that are required or encouraged. However, regardless of the specific activity, certain principles are expected to be present in all programs. These include:

- *Significant opportunities for reading and writing*
- *Multiple approaches to stimulate and reinforce learning*
- *High standards and expectations for all youth*
- *Asset-based programming that enables youth to identify and appreciate their individual interests, talents and skills*
- *Violence prevention and conflict resolution, with a focus on honoring the viewpoints of others*
- *Opportunities to learn the values of community involvement and service*
- *Connections to caring adults*

<i>Level</i>	<i>Level</i>	<i>Level</i>
<i>1</i>	<i>2</i>	<i>3</i>

D-1. Programs must offer at least two activities in the four areas of: academic assistance, service learning, enrichment, and physical activity.

		X	<p>a. <u>Academic assistance</u> is designed to promote mastery of School District of Philadelphia academic standards and crosscutting competencies, and Commonwealth of Pennsylvania academic standards.</p> <p><i>Academic assistance includes homework help, tutoring, reading and literacy programs, learning about and experiencing technology, and related activities that are designed to help youth meet SDP academic standards. Academic enrichment should also assist youth in the development of critical thinking, written, verbal and mathematical skills, and should include both individual and group learning opportunities.</i></p>
--	--	---	---

Level 1	Level 2	Level 3
------------	------------	------------

		X	<p>b. <i>Service learning</i> includes civic and community engagement by youth in the program in aid of the larger community in which they reside, that serves to reinforce and build academic skills. Youth have opportunities to perform service to their communities, and to reflect on the work they have done through writing and speaking. For in-school youth, and to the extent possible, projects should relate to School District of Philadelphia service learning-related promotion and graduation requirements.</p> <ul style="list-style-type: none"> • Service learning opportunities are developed by staff with significant input from youth and from local community leadership. • Youth are encouraged to identify their own contribution and service goals in the development of service learning activities and programs. • Services provided by youth are recognized and documented. • Activities should be planned to address an authentic community need and to encourage civic education, leadership development, and citizenship activities that link youth to their neighborhood and communities. • <i>The program involves local community leadership in planning for service learning.</i>
		X	<p>c. Enrichment activities can include visual, performing, or mural arts; skill development in technology (e.g., computers, etc.); life skills learning and activities; content-rich curriculum (e.g., environmental or science education, filmmaking, sign language classes); conflict resolution curriculum; challenge and/or strategic learning through activities such as spelling bees or chess tournaments; cooking and nutrition awareness; cultural or scientific trips.</p> <ul style="list-style-type: none"> • Programs encourage youth to practice these skills both during and outside of the program. • Opportunities are built into programs for each child and youth to demonstrate progress in enrichment activities. Arts-based enrichment activities should include regular opportunities for performance or the creation of shows for work. • Activities should include field trips and/or interactions with skilled, competent people in the areas of enrichment that are offered. • <i>Programs include and promote fun through a variety of learning approaches (e.g., games, recreation, etc.).</i>

Level 1	Level 2	Level 3
------------	------------	------------

		X	<p>d. Physical Activity includes organized games, indoor & outdoor play, fitness and dance, outdoor play, active games, sports and athletic activities, and indoor active games.</p> <ul style="list-style-type: none"> • Athletic and sports programs provide both competitive and non-competitive opportunities. • Physical activity is long and intense enough to provide an opportunity for youth to unwind from the school day. • Physical activity facilitates positive peer influence, bonding with a coach/leader, and mastery of new skills. • Physical activity provides opportunities for competition and participation on a team. • <i>Standards for participation in physical activity are defined and communicated to the children/youth (e.g., attendance requirements, participation in academic assistance activities, improved school performance, meeting reading requirements)</i>
--	--	---	--

D-2. Youth have opportunities to learn in real-world contexts.

		X	a. <i>Academic and other program materials relate to individual participants' interests, e.g., career options, hobbies, and/or sports.</i>
		X	b. <i>Youth have opportunities to visit and/or to hear presentations about workplaces, colleges and universities, community organizations, and institutions that help them to understand the value and relevance of education.</i>
		X	c. <i>Programs engage youth in project-based experiences that promote application of academic knowledge and critical thinking skills to real world and community problems and situations.</i>
		X	d. <i>The program is fun for children and youth, and offers experiential learning opportunities.</i>

D-3. Programs provide opportunities for leadership development.

		X	a. <i>Youth learn and practice skills through multiple learning strategies associated with leading, managing and participating effectively in meetings and groups.</i>
		X	b. <i>Youth have opportunities to learn and practice public speaking skills.</i>
		X	c. <i>Youth work in teams, sharing responsibilities and roles for accomplishing tasks and solving problems.</i>

<i>Level</i> 1	<i>Level</i> 2	<i>Level</i> 3
-------------------	-------------------	-------------------

		X	<i>d. Staff facilitates youth leadership without assuming control, consistent with appropriate supervision.</i>
		X	<i>e. There are roles/opportunities in the program's structure for youth to serve as leaders and to participate in the governance and decision making structure of the youth-serving agency.</i>
		X	<i>f. There are role/opportunities for youth to be assigned administrative responsibilities and to participate in the implementation of the program.</i>
		X	<i>g. Youth learn the importance of both their individual contribution and the importance of being part of a team via peer leadership opportunities and positive expressions of individuality.</i>

D-4. Programs provide personal counseling and emotional support designed to assist youth to develop a sense of purpose and direction.

		X	<i>a. Youth have opportunities to establish and revisit regularly personal goals with measurable objectives and timelines.</i>
		X	<i>b. Youth participate in activities that promote a positive sense of self, as evidenced in behaviors such as decision making.</i>
		X	<i>c. Programs promote a positive sense of identify in relation to youths' family, peers, school, and community organizations.</i>
		X	<i>d. Programs take appropriate steps if/when youth are in crisis providing needed services, referrals, and follow-up to ensure the safety and stability of youth.</i>
		X	<i>e. Programs assist youth to understand the relationship between their goals and actions.</i>
		X	<i>f. Programs support the development of self-esteem and other building blocks of positive identify.</i>

D-5. For programs that offer adult mentoring for children and youth, programs are well organized, select mentors carefully, and provide thorough training for mentors.

		X	<i>a. The program provides mentoring opportunities through internal and external resources (e.g., college students, volunteers).</i>
		X	<i>b. Mentors are trained and mentoring sessions take place consistent with research findings concerning effective practice, e.g., screening, training, and staff monitoring.</i>
		X	<i>c. Expectations are clear both for mentors and program participants.</i>
		X	<i>d. Mentors reflect the diversity of program participants.</i>

Level 1	Level 2	Level 3
------------	------------	------------

D-6. For youth 14-21, programs provide activities that demonstrate connections to employers and provide opportunities for employment.

		X	<i>a. Programs demonstrate clear and defined mechanisms for employer engagement, e.g. commitments to work-based learning, participation as mentors and tutor, and through participation as board and/or advisory group members.</i>
		X	<i>b. Activities and competencies are relevant to workforce opportunities and to the needs of employers.</i>
		X	<i>c. Employment-focused programs will emphasize work-based learning, and will provide continuing support and follow-up to help youth succeed in the workplace.</i>
		X	<i>d. Program providers will arrange for training and coaching of partner employers in dealing with youth.</i>
		X	<i>e. Older youth participate in co-op type experiences to gain an authentic sense of real world contexts.</i>
		X	<i>f. Programs provide paid opportunities for youth employment.</i>
		X	<i>g. Youth receive regular performance evaluations that are kept on file at the program.</i>
		X	<i>h. Programs track subsidized and unsubsidized job placement and retention.</i>
		X	<i>i. All work activities are in full compliance with Child Labor Laws.</i>

D-7. For youth 14-21, programs provide participating youth with career exploration, counseling and planning.

		X	<i>a. Participating youth are exposed to educational and career options.</i>
		X	<i>b. Program activities and services promote attainment of work readiness competencies, including interviewing skills, resume preparation, job search, career exploration and planning, workplace expectations, and appropriate workplace behavior.</i>
		X	<i>c. Activities and services promote the essential connections between and among academic success, ongoing training and career advancement.</i>
		X	<i>d. Curriculum includes basic preparation for seeking and keeping a job and for handling conflicts and difficult situations that are likely to come up on a job.</i>

Level	Level	Level
-------	-------	-------

1	2	3
---	---	---

D-8. For youth 14-21, programs ensure access to technology including computers and the Internet, and promote understanding of information access. Programs of this type are also recommended, though not required, for younger children.

		X	<i>a. To the extent possible, programs use the most advanced technological tools available for participating youth.</i>
		X	<i>b. Computers and related technology are employed to promote academic achievement.</i>
		X	<i>c. Programs will appropriately incorporate experiences in web design and creation, videoconferencing, and electronic communication as natural everyday skills.</i>
		X	<i>d. Students will learn common software applications and basic computer skills.</i>

D-9. For programs providing drop in services to youth and in addition to other appropriate Core Standards:

		X	<i>a. Hours are flexible and designed to meet the needs of youth and their families.</i>
		X	<i>b. Confidentiality and participation policies are made clear.</i>
		X	<i>c. The program is well advertised throughout the community.</i>
		X	<i>d. Services provided at the site are posted and accessible for youth and parents.</i>
		X	<i>e. The program environment is inviting and engaging.</i>
		X	<i>f. Staff are welcoming and encouraging in compliance with all Human Relationship Standards.</i>
		X	<i>g. The program provides a safe space for children and youth in compliance with all Minimum Health and Safety Standards.</i>
		X	<i>h. There are a variety of resources and services provided an/or the program connects youth to necessary resources and services.</i>
		X	<i>i. Staff-child ratios meet administrative standards and are adjusted based on cycles of participation.</i>
		X	<i>j. If appropriate, crisis intervention counselors are available to youth.</i>
		X	<i>k. Activities are engaging and centered around growth and progress for youth based upon the program mission.</i>

<i>Level</i> 1	<i>Level</i> 2	<i>Level</i> 3
-------------------	-------------------	-------------------

D-10. For programs providing services to out of school/older youth and in addition to other appropriate Core Standards:

		X	<i>a. An orientation process is conducted, focusing on engagement and clearly outlining program expectations with an emphasis on goal setting, overcoming obstacles, and team building.</i>
		X	<i>b. A student handbook is provided including all the information about the program expectations/practices, rules, and objectives.</i>
		X	<i>c. A plan is developed with the youth identifying goals and strategies for achieving goals.</i>
		X	<i>d. The plan is owned by the member and kept on file at the organization and is revisited and updated regularly.</i>
		X	<i>e. Programs include life skills training dealing with issues that would prevent youth from succeeding. These issues include but are not limited to: health education and decision making model, emotional and social well-being, depression, grief, suicide, relationships and sexuality, reproduction and birth control, sexually transmitted disease, consumer health, nutrition and fitness, alcohol and other drugs of abuse.</i>
		X	<i>f. Peer group support, counseling, and rap groups, or other modes for developing interpersonal support among the students are an ongoing part of the program.</i>
		X	<i>g. Issues related to parenting are given special attention and support in finding good child care is provided.</i>
		X	<i>h. Special attention is paid to the housing needs of youth/program participants, such as being homeless or living in unworkable situations.</i>
		X	<i>i. Training in management of personal finances is provided, including budgeting, handling bank accounts, taxes, credit, and simple investments.</i>
		X	<i>j. Program provides viable connections to alternative educational programs and employment as appropriate.</i>
		X	<i>k. Program offers or can provide referrals to skills based training in line with participant's needs and goals (e.g., driver education training).</i>

E. Program Administration

Level 1	Level 2	Level 3
------------	------------	------------

E-1. Minimum staff-youth ratios permit the staff to meet the needs of youth and to provide appropriate supervision.

X			<p>a. For programs serving children 1st grade and above, a staff: youth ratio -- 1st to 3rd grade: 1:12 4th to 12th grade 1:15. For programs that include children with special needs, it is recommended the staff-child/youth ratios be further improved. The adjustment depends on the special needs of the children included.</p>
X			<p>b. When two or more children or youth are in attendance at the program, or in the building that is used, at least two staff members shall be present.</p>
X			<p>c. There is a plan to provide adequate staff coverage in case of emergencies and when regular staff is absent.</p>
X			<p>d. Substitute staff is used to maintain ratios when regular staff is absent.</p>
X			<p>e. Staff has a written plan for changes in child-staff ratio when the level of risk in an activity increases or decreases.</p>
X			<p>f. Children and youth are not left unattended.</p>
X			<p>g. Youth's arrivals and departures are supervised. Staff note when youth arrive, when they leave and with whom they leave.</p>
X			<p>h. Staff has a system for knowing where youth are at all times.</p>
X			<p>i. For programs that enroll youth, the program shall maintain documentation from the parent regarding how the child/youth will travel to and from the program. Staff will adhere to the parents designated instructions.</p>

Level 1	Level 2	Level 3
------------	------------	------------

E-2. All staff is professionally qualified to work with youth.

X			a. At least one person with a current first aid certificate, including CPR, is present at all times in the program.
X			<p>b. All paid and volunteer staff are screened for prior criminal records and child protective services findings (using Pennsylvania child day care standards) and, when appropriate, subject to a FBI clearance.</p> <ul style="list-style-type: none"> ▪ A copy of the request for the criminal history record and the disclosure statement shall be on file. ▪ A copy of the request for child abuse registry clearance information and the completed clearance information shall be on file. ▪ When appropriate, a copy of the FBI request and clearance shall be on file.
	X		c. The following position classifications should be filled by paid or unpaid staff in all after-school programs, except for those serving 30 or fewer children: Program Administrator, Site Director, Senior Group Leader, Group Leader. For programs serving 30 or fewer children, the senior group leader position does not need to be filled. One individual may serve as both Program Administrator and Site Director. Youth who are 14 years of age and over, but who have not yet completed their GED or high school education, may serve in a program as a “Youth Leader.”
	X		d. Unpaid staff may be used as a substitute for paid staff, but must meet the educational and experience requirements, and must undergo the required background checks and obtain the required annual continuing education. Youth leaders shall not be included in the mandated staff-youth ratios as either staff or youth. They must always be supervised.
	X		e. Youth Leaders should be paid for their participation in the program or should be participating in an experiential learning program that is clearly educationally based.
		X	f. All staff (paid or unpaid) have physicals and are tested for drug use.
		X	g. Volunteers not used to meet the required staff:youth ratios, and other staffing requirements of the program, are not subject to the educational, experience. or other qualifications. They are required to have a child abuse and criminal history check.

Level 1	Level 2	Level 3
------------	------------	------------

E-3 Staff members (paid, volunteer, Youth Leader, and substitute) are provided orientation to the job before working with youth. The orientation includes:

X			a. A written job description that outlines responsibilities to youth, families, and the program is reviewed with each staff member (paid or unpaid), volunteer or substitute.
X			b. Written personnel policies are reviewed.
X			c. Written program policies and procedures, including emergency procedures and confidentiality policies are reviewed with staff.
X			d. New staff is given a comprehensive orientation to the program philosophy routines, and practices. They are personally introduced to the people with whom they will be working.
X			e. The core standards are introduced and provided to the staff.

E-4 The training needs of the staff are assessed, and training is relevant to the responsibilities of each job. The program is responsible for assuring that staff meets the continuing education requirements.

X			a. A minimum of 15 hours of continuing education is required on an annual basis for each staff person (paid or unpaid).
	X		b. All staff receives training in the following three areas: 1) youth and child development (e.g., developmental stages, how to relate to children and youth in ways that promote their development, mediation and conflict resolution, effective teaching techniques, knowing when and how to make referrals for youth with special needs), 2) curriculum and activity planning and implementation (e.g., setting up and designing activities to support program goals) and 3) the core standards, including relevant health and safety information, and how to use and implement the standards.
	X		c. Program Administrators and Site Directors shall also have training in program and financial management and staff supervision as part of their annual continuing education.
X			d. The program is responsible for assuring that staff meets the continuing education requirements.
	X		e. Program staff is trained in crisis intervention and are adept in facilitating the provision of necessary services to youth.

Level 1	Level 2	Level 3
------------	------------	------------

E-5. Staff receives appropriate support to make their work experience positive.

X			a. The program has a plan in place to offer the best possible wages and working conditions in an effort to assure continuity of the staff.
X			b. Full-time paid staff receives benefits, including health insurance and paid leaves of absence.
X			c. Staff is given paid breaks and paid preparation time.
X			d. Staff is given ample time to discuss their own concerns regarding the program.
X			e. Staff receives supervision and feedback. This includes at least one annual written performance review.

E-6 The administration provides sound management of the program.

X			a. The financial management of the program supports the program's goals.
X			b. The administration oversees and documents the recruitment, dates of application, commencement, termination, and retention of program staff.
		X	c. The program involves staff, board, families, and youth in both long-term planning and daily decision-making.

E-7. For programs that enroll youth, emergency information for each child is on file and accessible.

X			a. A current, confidential file on each youth shall be maintained by the program. The parent shall have access to the complete file; a copy of the record shall be maintained by the program for at least 1 year after the child/youth is no longer enrolled, unless otherwise requested by the parent.
---	--	--	---

Level 1	Level 2	Level 3
------------	------------	------------

X			<p>b. All files should include:</p> <ul style="list-style-type: none"> ▪ Emergency contact information. ▪ Initial and subsequent health assessments provided by the parents/youth. ▪ Signed parental consent for emergency medical care for the child/youth, administration of medications or special dietary needs, administration of minor first-aid procedures by program staff, transportation, walking excursions, swimming and wading. ▪ Reports of accidents, injuries, and illnesses involving a youth in care at the program. ▪ A copy of the initial agreement and subsequent written agreements between the parent and the program. For older youth these agreements may be between the youth and the program.
---	--	--	--

E-8 Program policies and procedures are responsive to the needs of youth and families in the community.

X			a. A written mission statement sets forth the program's philosophy and goals.
X			b. A confidentiality policy is established and consistently enforced.
		X	c. The program makes itself affordable to all families by seeking and using all possible community resources and sources of subsidy.
		X	d. The program's hours of operation are based on families' needs.
		X	<p>e. It is the program's policy to enroll youth with special needs.</p> <ul style="list-style-type: none"> ▪ When programs enroll youth with special needs, the program administration staff shall ensure that staff members have been oriented in understanding children and youth with special needs and in ways of working with these children/youth in group settings. ▪ Staff in programs who offer care for one or more children/youth with special needs shall participate in an orientation about the child's special needs and how these needs may affect his/her developmental progression or relationships with other children.

Level 1	Level 2	Level 3
------------	------------	------------

		X	f. Program should be open at a minimum, 3 hours a day, 5 days a week, during the school year. [Note: It is understood that some programs that operate in a larger institutional setting may be unable to meet the required 3 hours of daily programming; programs may also combine with other agencies to offer a 5 day a week program.]
--	--	---	--

F. Indoor Environment

F-1 The program's indoor space meets the needs of youth.

X			a. There is enough room for all program activities. If necessary, study space with tables and chairs is provided.
	X		b. The space is arranged for the range of activities planned and offered in the program.
	X		c. The space is arranged so that various activities can go on at the same time with limited disruption.

F-2. The indoor space allows youth to take initiative and explore their interests.

		X	a. Younger youth can get materials out and put them away by themselves with ease.
		X	b. Youth can arrange materials and equipment to suit their activities.
		X	c. The indoor space reflects the work and interests of youth. Note: It is understood that programs that are located in facilities in which their program is not the primary use may be unable to meet this standard.
		X	d. Some areas have soft, comfortable furniture on which youth can relax.

F-3. The program's indoor space meets the needs of staff.

X			a. There is enough room in the indoor space.
---	--	--	--

Level 1	Level 2	Level 3
------------	------------	------------

X			b. The work environment includes a place for adults to take a break or work away from youth, an adult-sized bathroom, a secure place for staff to store their personal belongings, and an administrative area that is separated from the youth's areas for planning or preparing materials.
X			c. Staff has access to adequate and convenient storage.
		X	d. The work environment for staff, including activity rooms for youth and staff rooms is comfortable, well-organized, and in good repair.

G. Outdoor Environment

NOTE: These standards apply only to programs that include an outside component.

			<i>G-1. The outdoor play area meets the needs of younger youth, and the equipment allows them to be independent and creative.</i>
X			a. Each youth has an opportunity to participate in outdoor activities on a daily basis for at least 30 minutes, subject to weather conditions.
X			b. If the program does not have access to its own dedicated outdoor space, nearby public space is available and it is safe.
X			c. Permanent playground equipment is suitable and large enough for the sizes and abilities of all youth.
X			d. Appropriate safety matting is in place under and surrounding outdoor equipment to meet national playground safety standards.
		X	e. Staff uses outdoor areas to provide new experiences.
		X	f. Outdoor space shall have sufficient space for youth to engage in large muscle activity, e.g., running, jumping, climbing.
		X	g. Youth can use a variety of outdoor equipment and games for both active and quiet play.
		X	h. The space is suitable for a wide variety of activities.

H. Safety, Health, and Nutrition

Level 1	Level 2	Level 3
------------	------------	------------

H-1. The safety and security of youth are protected, providing an environment that protects and enhances the health of the youth.

X			<p>a. There are no known health or safety hazards in the program space. For example:</p> <ul style="list-style-type: none"> • All toxic material are kept in original, labeled containers and that are inaccessible to youth; arts and crafts materials shall be nontoxic. • Trash shall be removed from the facility each day and from the facility grounds at least once per week. • At a minimum, floors, walls, ceilings and other surfaces, including the outdoor entry, exit and (if applicable) play space, shall be kept clean, in good repair and free from known hazards. • Peeled or damaged paint or damaged plaster is not permitted on indoor, outdoor surfaces or in the facility. Removal, clean-up and disposal of leaded paint dust and debris shall be accomplished in a manner that avoids dispersal of dust and debris into the environment. • All areas shall be lighted by artificial or natural light to a level suitable to its usage. • Inside and outside stairs, ramps, and porches shall be equipped with a handrail; inside stairs shall have non-skid surfaces. • There is at least one flushing toilet for every 20 youth. • There is at least one sink for every 30 youth. • Stairways, hallways, and exits shall be unobstructed. • Portable space heaters are not permitted. • Weapons, firearms, and ammunition are prohibited. • Fireplaces and wood-burning and coal-burning stoves shall be securely screened or equipped with protective guards while in use.
---	--	--	---

Level 1	Level 2	Level 3
------------	------------	------------

X			b. <i>The indoor and outdoor facilities are clean.</i>
X			c. <i>The indoor and outdoor space meets or exceeds local health and safety requirements.</i>
X			d. <i>There are adequate supplies and facilities for hand washing.</i>
X			e. <i>Systems are in place to protect youth from harm, especially when they move from one place to another or use the restroom.</i>
	X		f. <i>Equipment for active play is safe.</i> <ul style="list-style-type: none"> • <i>All play equipment is in good working order and is kept clean.</i> • <i>Furniture should be in good condition and should be the appropriate size for the youth.</i>
X			h. The heat, ventilation, noise level, and light in the indoor space are comfortable. <ul style="list-style-type: none"> • Indoor temperature should be kept between 65 and 85 degrees. • Natural or mechanical ventilation shall be provided. • Hot water pipes and other sources of heat exceeding 110 degrees F that are accessible to youth shall be equipped with protective guards or shall be insulated to prevent direct contact.
	X		i. Written guidelines are prepared and followed regarding the use and maintenance of the indoor and outdoor areas of a program facility, including a procedure for regularly checking safety and maintenance.
X			j. Unsafe areas shall be fenced off and inaccessible to youth.
X			k. Outside walkways shall be free from ice, snow, leaves, equipment, and other hazards.
	X		l. A consistently enforced code of conduct is publicly displayed and is enforced.
X			m. Cigarettes, pipes, or cigars may not be smoked when children and youth are present, and shall not be smoked in program space or food preparation area.
		X	n. Where appropriate, security staff, and/or police are present.

Level 1	Level 2	Level 3
------------	------------	------------

H-2 Program policies and procedures are in place to protect the safety of youth.

X			<p>a. The program has established procedures to prevent accidents and manage emergencies.</p> <ul style="list-style-type: none"> • Plans are in place and staff and youth know how to proceed in case of emergency, e.g. fire, illness, accidents, etc. • A fire drill is held at least every 60 days.
X			<p>b. For programs that provide transportation, there are established policies to ensure the safety of youth; the program complies with all legal requirements for vehicles and drivers.</p> <ul style="list-style-type: none"> • Transportation by the facility requires written parental consent, except for transportation of school-age youth who are transported to or from a facility in vehicles owned or operated by the school district. • If a child has a problem or special need such as seizures or motion sickness that may require special care during transportation, written parental instructions regarding treatment of the problem or special need shall accompany the youth being transported. • Written information required above shall be given to the operator or attendant of a vehicle transporting the youth. The ratios of 1:15 apply when transporting youth. The driver may be considered part of the staff-youth ratio. • The operator of a vehicle shall be 18 years of age or older and shall have a valid operator's license. • Safety restraints installed in the vehicle at the time of manufacturing shall be used by all occupants. Manufacturers' instructions for use of safety restraints shall be kept in the vehicle at all times. • A vehicle shall be insured in accordance with the requirements of Pa.C.S. 1701-1799.7 (relating to the Motor Vehicle Financial Responsibility Law.) • The doors on a vehicle shall be locked whenever the vehicle is in motion. • No more than three persons shall occupy the front seat of an automobile. • The back of a pick-up truck may not be used to transport youth.

Level 1	Level 2	Level 3
------------	------------	------------

X			<ul style="list-style-type: none"> • The cargo area of a station wagon may not be use to transport youth. • Youth may not be left unattended in a vehicle. • Youth shall be supervised during boarding and exiting vehicles by an adult who remains outside the vehicle. • A first-aid kit shall be in the vehicle when youth are being transported
X			c. A system is in place to prevent unauthorized people from taking youth from the program.
		X	<p>d. The program has established policies to ensure safe pick-up and drop-off of youth.</p> <ul style="list-style-type: none"> • The program shall notify local traffic safety authorities annually in writing of the location of the facility and the program's use of pedestrian and vehicular routes around the facility. • Safe pedestrian crossways, pick-up, and drop-off points and bike routes shall be appropriately determined in the vicinity of the facility and communicated to youth and parents in writing. • Written notification of safe routes shall be posted by the program at a conspicuous location in the facility. • Youth shall be picked up and discharged at locations designated by the program.
X			e. For programs employing older youth (14-21), all program activities are in full compliance with child labor laws.

H-3. The program staff seeks to protect and enhance the health of youth.

X			<p>a. There are written policies and procedures to ensure the health and safety of youth.</p> <ul style="list-style-type: none"> • Where appropriate and mandated, staff must report suspected child abuse. • In case of illness or medical emergency, a parent or other designee shall be contacted.
X			b. Staff is responsive to the individual health needs of youth.
X			c. Staff protects youth from communicable disease by separating youth who become ill during the program.

Level 1	Level 2	Level 3
------------	------------	------------

			d. Staff protects youth from potential hazards such as the following: caustic or toxic art materials and cleaning agents, medications, hot liquids, and over-exposure to heat or cold.
			e. Staff and youth wash hands frequently, especially after using the toilet and when preparing food.
			f. The program has met applicable state and/or local health and safety guidelines and/or regulations.
X			g. For programs that enroll youth, parents provide program staff with a statement confirming that the enrolled youth has had a physical within the past twelve months and that immunizations are current. Emergency contact information, including the primary care provider, shall also be provided.

H-4 *The program serves foods and drinks that meet the needs of youth.*

X			a. The program shall serve a daily snack.
X			b. The program serves healthy foods.
X			c. Drinking water is readily available at all times. Running water and a safe and adequate supply of drinking water shall be available.
X			d. If meals are served, they shall have at least one item from each of the following food groups: Dairy, Protein, Fruit & vegetables, and Grains.
X			e. The amount and type of food offered is appropriate to the ages and sizes of youth.
X			f. Meals and snacks are provided on a regular schedule.
X			g. Provision is made for proper food storage and disposal.
X			h. Children's allergies and other food restrictions are considered in food preparation and service.
X			i. Food is eaten under sanitary conditions.
X			j. Staff members sit with youth and provide a pleasant social environment during meals and snacks.
X			k. Small group sizes at tables is provided during snack and meals in order to encourage conversation and socializing.
X			l. A sufficient amount of food is provided for youth (e.g., second servings, supplementary snacks for those who may have forgotten to bring food from home and extra snacks at the end of the day are available).

Level 1	Level 2	Level 3
------------	------------	------------

X			m. Where appropriate, eating times are planned as a learning experience and discussion time (e.g., youth are included in the preparation, cooking and serving of food).
X			n. Food may not be withheld from a youth for purposes of discipline nor may a child be forced to eat food.
	X		o. Menus for meals and snacks are posted for parents' information.

Core Standards

Table 1-Staff Roles, Definitions, and Qualifications

Staff Position	Definition of Role	Previous Experience	Education
Program Administrator	<p>Overall direction of the program</p> <ul style="list-style-type: none"> • Development of mission, goals, and policies for the program • Program implementation and evaluation • Administration • Fiscal Management • Organizational development, including human resources 	<p>Option 1 1 year (2080 hours) work with youth in recreation, fine arts, camping, or academic setting</p> <p>Option 2 2 years (4160 hours) work with youth in recreation, fine arts, camping, or academic setting</p>	<p>Option 1 Associate or Bachelor's Degree in Related Field</p> <p>Option 2 Bachelor's Degree in Unrelated Field</p>
Site Director	<p>Daily operation of the program</p> <ul style="list-style-type: none"> • Staff supervision • Communication with families • Relationships with community • Oversight of all program activities, including planning & implementation 	<p>Option 1 6 months (1040 hours) work with youth in recreation, fine arts, camping, or academic setting</p> <p>Option 2 1 year (2080 hours) work with youth in recreation, fine arts, camping, or academic setting</p> <p>Option 3 18 months (3120 hours) work with youth in recreation, fine arts, camping, or academic setting</p>	<p>Option 1 Bachelor's Degree in Related Field</p> <p>Option 2 Bachelor's Degree in Unrelated Field</p> <p>Option 3 Associate's Degree or 2 years college in related area</p>

Staff Position	Definition of Role	Previous Experience	Education
Senior Group Leader	<p>Supervision & guidance of youth in the program</p> <ul style="list-style-type: none"> • Program planning & implementation • Communicating with families • Supervising support staff • Relating to the community 	<p>Option 1 No experience</p> <p>Option 2 3 months (520 hours) work with youth in recreation, fine arts, camping, or academic setting</p> <p>Option 3 6 months (1040 hours) work with youth in recreation, fine arts, camping, or academic setting</p> <p>Option 4 1 year (2080 hours) work with youth in recreation, fine arts, camping, or academic setting</p>	<p>Option 1 Bachelor's Degree in related field</p> <p>Option 2 Bachelor's Degree in Unrelated Field</p> <p>Option 3 Associate's Degree or 2 years college in related area</p> <p>Option 4 Associate's Degree or 2 years college in unrelated area</p>
Group Leader	<p>Supervision & guidance of youth in the program under the direction of a Senior Group Leader</p> <ul style="list-style-type: none"> • Program planning & implementation • Communicating with families • Supervising support staff • Relating to the community 	<p>Option 1 None</p> <p>Option 2 3 months (520 hours) work with youth in recreation, fine arts, camping, or academic setting</p> <p>Option 3 6 months (1040 hours) work with youth in recreation, fine arts, camping, or academic setting</p>	<p>Option 1 Bachelor's Degree in Unrelated Field</p> <p>Option 2 Bachelor's Degree in Unrelated Field</p> <p>Option 3 Associate's Degree in Related Field</p>
Staff Position	Definition of Role	Previous Experience	Education
Group Leader (cont.)		<p>Option 4 9 months (1590 hours) work with youth in recreation, fine arts, camping, or academic setting</p> <p>Option 5 18 months (3180 hours) work with youth in recreation, fine arts, camping, or academic setting</p>	<p>Option 4 Associate's Degree or 2 years college in any area</p> <p>Option 5 High School Diploma or GED</p>
Youth Leader	<p>Youth, age 14 or older, without a high school diploma or GED</p> <ul style="list-style-type: none"> • Should be paid or participating in a formal 	None	None

	<p>experiential learning program</p> <ul style="list-style-type: none">• Supervision & guidance of youth under the direct supervision of a group leader or senior group leader• Not counted in staff:youth ratios as either staff or youth		
--	---	--	--