Standards for
Baltimore After-School Opportunities

Implementation Guide and Work Book
2007

Developed & Revised By

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Campaign

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TABLE OF CONTENTS

Background

Development of the Standards

In 1999, as part of an organized effort to improve the quality and quantity of opportunities for young people in the after-school/out-of-school hours, the After School Strategy of Baltimore's Safe and Sound Campaign convened a work group comprised of youth development experts, educators, parents and youth to develop the standard originally described in *The Standards for Baltimore After-School Opportunities in Youth Places Workbook*. The standards were grounded in a youth development framework that encourages a comprehensive asset-based approach to program planning and implementation.

Over the past seven years, the after-school community of Baltimore city has adopted and incorporated these standards as best-practices. In an effort to build capacity, ensure accountability, evaluate results and link funding to performance, programs funded through Baltimore's After School Strategy are required to comply with the standards as a condition of their grant contract. With regular training and technical assistance provide through the After School Institute, there is now broad based recognition that quality standards are important because they:

- Provide definition and framework for what is quality
- Provide minimum expectations for programs
- Provide higher level of expectations for advanced programs
- Serve as an assessment and monitoring tool
- Are based on promising practices
- Provides an accountability system
- Provide measures for the safety of children and staff
- Provide information for use in professional development

In 2004, a Standards Revision Working Group was established to review *The Standards for Baltimore After-School Opportunities in Youth Places* and incorporate lessons learned from standards implementation in Baltimore and from other cities. The recommendations from the work group incorporated in this revision renamed The Standards for Baltimore After-School Opportunities include: 1) providing greater context to the work-book and implementation guide; 2) adopting the rating standards based on *Core Standards for Philadelphia's Youth Program;* and *3)* maintaining the core content of the Standards with review and revision of the Cognitive Development category.

Members of the Standards Revision working group represented the following organizations:

- The After-School Institute
- Archdiocese of Baltimore
- Baltimore Reads
- Baltimore Recreation and Parks
- Baltimore's Safe and Sound Campaign
- Fitness Fun & Games
- Maryland Public Television
- Operation Turnaround
- Parks and People Foundation
- Sankofa Dance Theatre
- SOCK
- YMCA of Central Maryland

Baltimore's After School Strategy

The Safe and Sound Campaign was launched in 1995 through a 10-year grant given to Baltimore (and four other cities) by the Robert Wood Johnson foundation, in order to improve lives of children and youth in the city. Baltimore's After School Strategy, now one of the five priority goals within the Safe and Sound Campaign, grew out of 18 months of youth- and citizen-led organizing in 1997, when 7,000 Baltimore City residents voted to establish out-of school/after school opportunities for children as one of five top priorities for Baltimore City. Based on a youth development model, the Strategy recognizes that learning is not restricted to the school setting. Baltimore's After School Strategy is a multi-organizational citywide initiative designed to increase the quality and quantity of after school and out-of-school opportunities for young people, ages 6 – 18, by:

- **Mobilizing funds** to support the development, improvement and expansion of after school opportunities for Baltimore students: After school opportunities includes place-based after school programs referred to as **"Youth Places"**, school-based programs referred to as "BOOST" and "BOOST High" sites and **"A-Teams"** which serve to increase the availability of high-quality academic, arts and athletic opportunities to middle school youth. To support these programs, Baltimore's Safe and Sound Campaign and the Family League of Baltimore City (FLBC) have raised over $42 million from a diverse group of private and public funding sources.

- **Promoting research-based standards** for after school programming: The standards, detailed in this work book, were developed by a work group of youth development experts, educators, parents and youth, based on the National School Age Childcare Alliance Standards, along with key elements for quality programs for older adolescents.

- **Monitoring program performance and ensuring accountability** of funded after school programs: FLBC is the Local Management Board (LMB) for Baltimore City charged with the implementation of a local interagency service delivery system for children, youth and families, and acts as the management and accountability entity for the After

School Strategy. The contract management team keeps close contact with funded programs using record reviews and site visits to assess how well programs are meeting the program standards and their proposed implementation plans.

- **Evaluating** individual programs as well as the overall After School Strategy to ensure quality, efficiency, effectiveness, and sustainability: First, The Strategy utilizes a citywide Data Collaborative, which is managed by FLBC and led by representatives from child-serving agencies with input and direction from community leaders and young people. From the Collaborative, information is available on child/youth well-being and the number and breadth of after-school opportunities. This information is used to drive decisions about funding. Second, FLBC used the Efforts to Outcomes software, a management information system developed by Social Solutions, to track the number of young people enrolled. The information from this system and the many reports that it produces is used by programs to monitor their success. Finally the After-School Strategy works with an independent evaluator to assess the effectiveness of the strategy by conducting process, outcome and impact evaluation.

- **Nurturing a community of after school professionals** by establishing youth development as a profession and offering training and capacity-building assistance to after school providers through The After-School Institute. **The After-school Institute** was established in 1999 as a citywide, capacity building organization linked to the Safe and Sound Campaign's After-School Strategy, The After-School Institute's (TASI) mission is to build the capacity of after-school program providers so that they can deliver high quality services in a caring, supportive environment that allows children and youth to develop civic, academic, artistic and athletic talents and skills". Paralleling the City's mission to provide a *safe, enriched and nurturing place for Baltimore's children and youth during the after/out-of-school hours,* The After-School Institute demonstrates ways in which this vision can be implemented while utilizing existing infrastructures as well as engaging resources outside of the city limits. Monthly network meetings are one of the many capacity building components of TASI.

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Guide to Reading the Standards

Categories

    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 and 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 for youth; guidelines for staff qualifications and training; and policies for program management.

    F. Indoor Environment

    Environment, a place to be, is 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 for youth, and snacks.

Structure

NOTE: This document lists standards with accompanying indicators. For the sake of clarity, please note that this document is structured in the following matter:

I. COMPONENT	(Program or Organizational)
A. Topic	(e.g. Human Relationships)
i. Sub-Topic	(only applicable in Section II, Topic B.1)
Ai-1 Standard	(e.g. Staff relate to youth in positive ways.)
a. **Indicator**	(e.g. Staff treat youth with respect and listen to what they say.)

Some indicators are subject to qualitative measures that will be determined in collaboration with practitioners. The standards listed in italics have been adopted from National After-School Association (NAA) (formerly, The National School-Age Care Alliance (NSACA)) Standards for Quality School-Age Care and the rest by the ad-hoc Strategy Team on After-School/Out-of-School Opportunities.

Levels: Meeting the Standards

Level 1: Minimum Standards

The Level 1 standards indicated by X are the minimum standards that should be in place at the start of the program.   In making assessment, indicate completion of these standards by circling the standards met.

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. In making assessment, indicate completion of these standards by circling the standards met.

Level 3: Continuous Improvement

The 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 organizational 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. In making assessment, indicate completion of these standards by circling the standards met.

Glossary

The Standards for Programs uses or references the following words, terms, and organizations.

Administration	Program planners, directors, and supervisors who have overall responsibility for the operation of the after-school program or youth development program.
After-school Programs	General term used to describe programs that operate during youth's out-of-school time. This includes before school, evenings, school vacation, summer, and weekends.
Assets	Critical factors and benchmarks for young people's growth and development. (www.searchinstitute.org)
Baltimore's Safe and Sound Campaign	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)
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.
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 programs and youth development programs design their programs to respond to the ages, developmental stages, and individual differences of youth.

Mission   The goals and organizational vision that guide programs in the creation of activities and services for children, youth and their families.

National After-School Association (NAA)   NAA is a national membership organization representing the entire array of public, private, and community-based providers of after-school programs. NAA 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.naaweb.org)

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.

Service Learning   A teaching and learning strategy in which students are engaged in addressing real world issues, problems, and needs in their school and community through research , reflection , and either direct service or advocacy.

Staff   Adults employed by or who volunteer in after-school and youth development programs.

Youth   For the purpose of the Core Standards, young people aged 7 through 21 years old.

References & Links for Additional Information

Baltimore's After School Strategy Links

The After School Institute
www.afterschoolinstitute.com

Baltimore City Data Collaborative
www.baltimorekidata.org

Baltimore's Safe and Sound Campaign
www.safeandsound.org

Family League of Baltimore City
www.flbcinc.org

Examples of Similar Standards for Youth Programs

National After-School Association: NAA Standards for Quality School-Age Care
www.naaweb.org

(DC) Children & Youth Investment Trust: DC Standards for Out-of-School Time
www.cyitc.org/cyitc/standards

(NY) The After-School Corporation: Quality Self Assessment Tool
www.tascorp.org

(PA) Philadelphia Safe & Sound Standards
www.philasafeandsound.org

		Level 1	**Level 2**	**Level 3**	**N/A**
I.	**Organizational Standards**				
A.	*Human Relationships*				
A-1	*Staff relate to all youth in positive ways.*				
a	*Staff treat youth with respect and listen to what they have to say.*	X			
b	*Staff make youth feel welcome and comfortable.*	X			
c	*Staff respond to youth with acceptance and appreciation.*	X			
d	*Staff are engaged with youth.*	X			
A-2	*Staff responds appropriately to the individual needs of youth.*				
a	*Staff knows that each youth have special interests and talents.*	X			
b	*Staff recognizes the range of each youth's abilities.*		X		
c	*Staff can relate to a youth's culture and home languages.*		X		
d	*Staff respond to the range of youth's feelings and temperaments.*		X		
A-3	*Staff encourages youth to make choices and to become more responsible.*				
a	*Staff offer assistance in a way that supports a youth's initiative.*	X			
b	*Staff assists youth without taking control, and they encourage youth to take leadership roles.*	X			
c	*Staff give youth many chances to choose what they will do, how they will do it, and with whom.*	X			
d	*Staff help youth make informed and responsible choices.*	X			
A-4	*Staff interacts with youth to help them learn.*				
a	*Staff ask questions that encourage youth to think for themselves.*	X			
b	*Staff shares skills and resources to help youth gain information and solve problems.*	X			
c	*Staff varies the approaches they use to help youth learn.*	X			
d	*Staff helps youth use language skills through frequent conversations.*	X			
A-5	*Staff use positive techniques to guide the behavior of youth.*				
a	*Staff gives attention to youth when they cooperate, share, care for materials, or join activities.*	X			

		Level 1	**Level 2**	**Level 3**	**N/A**
b	*Staff sets appropriate limits for youth.*	**X**			
c	*Staff does not use harsh discipline methods.*	**X**			
d	*Staff encourages youth to resolve their own conflicts. Staff step in, only if needed to discuss the issues and work out a solution.*	**X**			
A-6	***Youth generally interact with one another in positive ways.***				
a	*Youth appear relaxed and involved with each other.*	**X**			
b	*Youth show respect for each other.*		**X**		
c	*Youth usually cooperate and work well together.*		**X**		
d	*When problems occur, youth often try to discuss their differences and work out a solution.*		**X**		
A-7	***Staff and families interact with each other in a positive ways.***				
a	*Staff make families feel welcome and comfortable.*	**X**			
b	*Staff and families treat each other with respect.*	**X**			
c	*Staff share the languages and cultures of the families they serve, and the communities they live in.*			**X**	
d	*Staff and families work together to make arrivals and departures go smoothly.*	**X**			
e	Education and outreach to parents, guardians and primary caregivers encourage closer monitoring of the after-school program and increased involvement in youth's education.	**X**			
A-8	***Staff work well together to meet the needs of youth.***				
a	*Staff communicates with each other while the program is in session to ensure that the program flows smoothly.*	**X**			
b	*Staff is cooperative with each other.*	**X**			
c	*Staff is respectful of each other.*	**X**			
d	*Staff provides role models of positive adult relationships.*	**X**			
	B. Indoor Environment				
B-1	***The program's indoor space meets the needs of youth.***				
a	*There is enough room for all program activities.*			**X**	
b	*The space is arranged well for a range of activities; physical games and sports, creative arts dramatic play, quiet games, enrichment offerings, eating, and socializing.*	**X**			
c	*The space is arranged so that various activities can go on at the*			**X**	

		Level 1	**Level 2**	**Level 3**	**N/A**
	same time without much disruption.				
d	*There is adequate and convenient storage space for equipment, materials, and personal possessions of youth and staff.*		**X**		
B-2	***The indoor space allows youth to take initiative and explore their interest.***				
a	*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.*		**X**		
d	*Some areas have soft, comfortable furniture in which youth can relax.*			**X**	
	C. Outdoor Environment				
C-1	***The outdoor play area meets the needs of youth, and the equipment allows them to be safe.***				
a	*Each youth has a chance for play outdoors for at lest 30 minutes out of every three hour block of time at the program.*			**X**	
b	*Youth can use a variety of outdoor equipment and games for both active and quiet play.*			**X**	
c	*Permanent playground equipment is suitable for the sizes and abilities of all youth.*			**X**	
d	*The outdoor space is suitable for a wide variety of activities.*			**X**	
	D. Safety, Health & Nutrition				
D-1	***The safety and security of youth are protected***				
a	*There are no observable safety hazards in the program space.*	**X**			
b	*Systems are in place to protect youth from harm, especially when they move from one place to another or use the rest room.*	**X**			
c	*Equipment for active play is safe.*	**X**			
d	*A system is in pace to keep unauthorized people from taking youth from the program.*	**X**			
e	All staff has physicals and are tested for drug use.	**X**			
f	Parent/caregivers provide program staff with a statement confirming their young person has had a physical within the past twelve months and that their immunizations are current.	**X**			
g	All paid and volunteer staff are screened in all fifty states for prior criminal records.	**X**			

		Level 1	**Level 2**	**Level 3**	**N/A**
D-2	*The program provides an environment that protects and enhances the health of youth.*				
a	*The indoor and outdoor facilities are clean.*	**X**			
b	*There are no observable health hazards in the indoor or outdoor space.*	**X**			
c	*There are adequate supplies and facilities for hand washing.*	**X**			
d	*The heat, ventilation, noise level, and light in the indoor space are comfortable.*		**X**		
e	At least one person with a current first aid certificate, including CPR, is present at all times in the facility.	**X**			
f	A strict, consistently enforced code of conduct is publicly displayed.	**X**			
g	Where appropriate, security staff and/or police are present.		**X**		
D-3	*The program staff try to protect and enhance the health of youth.*				
a	**Staff are responsive to the individual health needs of youth.**		**X**		
b	Information regarding access to health clinics and contraception is accessible.		**X**		
c	*Staff protect youth from communicable diseases by separating youth who become ill during the program.*	**X**			
d	*Staff protect youth from potential hazards such as the following: caustic or toxic art materials and cleaning agents, medications, and hot liquids; overexposure to heat or cold.*	**X**			
e	*Staff and youth wash hands frequently, especially after using the toilet or before preparing food.*	**X**			
f	Small group instruction on sexuality, AIDS, and other sexually transmitted diseases are held.			**X**	
g	Peer discussion groups on sexually are facilitated.			**X**	
h	Small group, peer-led discussions on substance use/abuse are held.		**X**		
i	Nutrition awareness is emphasized.	**X**			
D-4	*Youth are carefully supervised to maintain safety*				

		Level 1	Level 2	Level 3	N/A
a	*Staff note when youth arrive, when they leave and with whom they leave with.*	X			
b.	*Staff know where youth are and what they are doing.*	X			
c	*Staff supervise youth appropriately according to youths' ages, abilities, and needs.*		X		
d	*Staff closely supervise activities that are potentially harmful.*	X			
e	Safe passage home is provided by a parent, guardian, school bus, public bus, or other secure means.			X	
D-5	**The program serves food and drinks that meet the needs of youth.**				
a	**The program serves healthy foods.**	X			
b	**Drinking water is readily available at all times.**	X			
c	**The amount and type of food offered is appropriate for the ages and sizes of the youth.**			X	
d	**Snacks and meals are timed appropriately for youth.**	X			
e	If an after-school facility operates for four consecutive hours a day, a snack that complies with the guidelines of the Child and Adult Care Food Program of the U.S. Department of Agriculture is provided.	X			
f	Meals and snacks are eaten on a regular schedule.	X			
g	Provision is made for proper food storage.			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	Menus for meals and snacks are posted for parents' information.			X	
k	Staff members sit with youth and provide a pleasant social environment during meals and snacks.	X			
l	Small group size at tables permits conversation.	X			
m	A sufficient amount of food is provided for youth (for example: 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.)		X		
n	Where appropriate, eating times are planned as a learning experience and discussion time (for example: youth are included in preparation, cooking and serving of food; youth's interests and events of the day are discussed; and information about the nutritional value of food is shared.)		X		

		Level 1	Level 2	Level 3	N/A
o	Information is shared with parents about the nutritional value of foods and youth's eating habits.		X		
	E. Administration.				
E-1	**Staff youth rations and group sizes permit the staff to meet the needs of youth.**				
a	*Staff youth ratios vary according to the ages and abilities of youth. The ration is between 1:10 and 1:15 for groups of youth age 6 and older. The ratio is between 1:8 and 1:12 for groups that include youth under age 6.*	X			
b	*Staff youth ratios and group sizes vary according to the type and complexity of the activity, but group sizes do not exceed thirty*	X			
c	*There is a plan to provide adequate staff coverage in case of emergencies.*		X		
d	*Substitute staff are used to maintain rations when regular staff are absent.*		X		
E-2	**Youth are supervised at all times.**		X		
a	**Youth's arrivals are supervised.**		X		
b	**Youth's departures are supervised.**	X			
c	**Staff have a system for knowing where youth are at all times.**	X			
d	**Staff plan for different levels of supervision according to the level of risk involved in an activity.**	X			
E-3	**Staff supports families' involvement in the program.**				
a	**There is a policy that allows family members to visit anytime throughout the day.**		X		
b	**Staff offer orientation sessions for new families.**		X		
c	**Staff keep families informed about the program.**			X	
d	**Staff encourages families to give input and to get involved in program events.**		X		
E-4	**Staff, families, and schools share important information to support the well-being of youth.**				
a	**Program policies require that staff and family members communicate about youth's well being.**		X		
b	**Staff, families and schools work together as a team to set goals for each youth; they work with outside specialists when necessary.**			X	
c	**Staff and families share information about how to support youth's development.**	X			
d	**Staff and families join together to communicate and work with the**			X	

		Level 1	**Level 2**	**Level 3**	**N/A**
	schools.				
E-5	***The program builds links to the community.***				
a	***Staff provide information about community resources to meet the needs of youth and their families.***			X	
b	*The program develops a list of community resources to meet the needs of youth and their families. The staff draws from these resources to expand program offerings.*			X	
c	*The staff plans activities to help youth get to know the larger community.*	X			
d	***The program offers community service options, especially for older youth.***			X	
e	The program involves local community leadership in planning.			X	
E-6	***The program's indoor space meets the needs of staff.***			X	
a	*There is enough room in the indoor space for staff to plan various activities.*		X		
b	*Staff have access to adequate and convenient storage.*		X		
c	*The indoor space meets or exceeds local health and safety codes.*	X			
d	*Written guidelines are in place regarding the use and maintenance of the program facility.*	X			
E-7	***The outdoor space is large enough to meet the needs of youth and staff.***				
a	*There is enough room in the outdoor space for all program activities.*			X	
b	*The outdoor space meets or exceeds local health and safety codes.*	X			
c	*Staff use outdoor areas to provide new outdoor play experiences.*	X			
d	*There is a procedure in place for regularly checking the safety and maintenance of outdoor play space.*	X			
E-8	***Staff and youth work together to plan and implement suitable activities which are consistent with the program's philosophy.***				
a	*Staff asks youth to share their ideas for planning so that activities will reflect youth's interest..*		X		
b	*The program's daily activities are in line with its mission and philosophy.*			X	
c	*Staff keep on file their records of activity planning.*		X		
			X		

		Level 1	Level 2	Level 3	N/A
d	*Staff plans activities that will reflect the cultures of the families in the program and the broad diversity of human experience.*				
e	An annual satisfaction survey is conducted to strengthen the quality of programs.		**X**		
E-9	*Program policies and procedures are in place to protect the safety of youth.*				
a	*Staff and youth know what to do in case of general emergency.*	**X**			
b	*The program has established policies to prevent accidents and manage emergencies.*	**X**			
c	*The program has established policies to transport youth safely, complies with all legal requirements for vehicles and drivers.*	**X**			
d	*A system is in place to prevent unauthorized people from taking youth from the program.*	**X**			
E-10	*Program policies exist to protect and enhance the health of all youth.*				
a	*There is a current documentation showing that the program has met the state and/or local health and safety guidelines and/or regulation.*	**X**			
b	*There are written policies and procedures to ensure the health and safety of youth.*	**X**			
c	*No smoking is allowed in the program.*	**X**			
d	*The staff are always prepared to respond to accidents and emergencies.*	**X**			
E-11	*Advocate support for youth is provided*				
a	Each youth has consistent, ongoing access to at least one staff member who tracks his/her progress and plans over time			**X**	
b	Program staff maintain an "open door" policy in which staff are accessible on demand to discuss a youth's issues and concerns			**X**	
c	Program staff develop ongoing relationships with each youth's parent/caregivers and involve them in programs.			**X**	
d	Program staff have strict confidentiality policies which are enforced consistently.	**X**			
e	Program staff intentionally promote relationships between youth and staff characterized by respect, honesty, fairness and openness.	**X**			
f	Staff are aware of and support youth's progress and positive involvement in other activities outside of the program – at home, in-school, in church, at work, etc.			**X**	
g	Program staff regularly rewards youth's achievements and positive behaviors particularly in front of their peers.	**X**			

		Level 1	Level 2	Level 3	N/A
h	Each youth is consistently called by his/her name.	X			
E-12	*All staff are professionally qualified to work with youth. (See Appendix 1)*				
a	*Staff meet the requirements for experience with school-age youth in recreational settings.*		X		
b	*Staff has received the recommended type and amount of preparation. They meet the requirements that are specific to school-age youth care and relevant to their particular jobs.*		X		
c	*Staff meet minimum age requirement.*	X			
d	*Enough qualified staff is in place to meet all levels of responsibility. Qualified staff are hired in all areas: to administer the program, to oversee its daily operations, and to supervise youth.*	X			
E-13	*Staff (paid, volunteer, and substitute) are provided orientation to the job before working with youth.*				
a	*A written job description that outlines responsibilities to youth, families, and the program is reviewed with each staff member.*	X			
b	*Written personal policies are revised with staff.*	X			
c	*Written program policies and procedures, including emergency procedures and confidentiality policies, are reviewed with staff.*	X			
d	*New staffs are 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-14	*The training needs of the staff are assessed, and training is relevant to the responsibility of each job*				
a	*Assistant Group Leaders receive at least 15 hours of training annually. (See Appendix 1)*		X		
b	*Group Leaders receive at least 18 hours of training annually. (See Appendix 1)*		X		
c	*Senior Group Leaders receive at least 21 hours of training annually. (See Appendix 1)*		X		
d	*Site Directors receive at least 24 hours of training annually. (See Appendix 1)*		X		
e	*Program Administrators receive at least 30 hours of training annually. (See Appendix 1)*		X		
f	All staff receive training in youth development.		X		
g	*Staff receive training in how to work with families and how to relate to youth in ways that promote their development.*	X			
h	*Program directors and administrators receive training in program*	X			

		Level 1	Level 2	Level 3	N/A
	management and staff supervision				
i	*Staff receive training in how to set up space and design activities to support program goals.*	X			
j	*Staff receive training in how to promote the safety, health and nutrition of youth.*	X			
E-15	**Staff receive appropriate support to make their work experience positive.**				
a	*The program has a plan to offer the best possible wages and working conditions in an effort to reduce staff turnover.*		X		
b	*Full-time staff receives benefits, including health insurance and paid leaves of absence. Staff are also given paid breaks and paid preparation time.*			X	
c	*Staff are given ample time to discuss their own concerns regarding the program.*	X			
d	*Staff receives continuous supervision and feedback. This includes written performance reviews on a timely basis.*		X		
E-16	**The administration provides sound management of the program.**				
a	*The financial management provides sound management of the program.*	X			
b	*The administration oversees the recruitment and retention of program staff.*	X			
c	*The director involves staff, board, families, and youth in both long-term planning and daily decision-making.*			X	
d	*Administrators assist with ongoing evaluation. They aim for improvement un all areas of the program.*		X		
e	*The program has procedures for tracking enrollment and participation.*		X		
f	*All youth participants are enrolled in the program.*	X			
E-17	**Emergency information for each child is on file and accessible.**	X			
E-18	**Program policies and procedures are responsive to the needs of youth and families in the community.**				
a	*A written mission statement sets forth the programs philosophy and goals.*		X		
b	*The program makes itself affordable to all families by using all possible community resources and sources of subsidy.*			X	
c	*The program's hours of operation are based on families' needs.*		X		

		Level 1	Level 2	Level 3	N/A
d	*It is the program's policy to enroll youth with special needs.*			**X**	
e	*Program should be open at a minimum, 3 hours a day, 5 days a week, during the school year.*	*X*			
f	*The program surveys youth, their families and the community to ensure a fit between program and needs.*			**X**	

22

		Level 1	Level 2	Level 3	N/A
II	**PROGRAM STANDARDS**				
A	**Skills Focus**				
1	*Programs include activities designed to allow youth to participate and develop mastery of skill, knowledge or competency in both an academic and non-academic areas.*	**X**			
a	*Mechanisms are in place to monitor, evaluate and recognize the development and increase in mastery of skill, knowledge or competency.*		**X**		
B	**Effective Learning Principles**				
B-1	**Learning opportunities are delivered with <u>rigor</u>. Program materials and program delivery is designed to assist all youth in meeting high standards.**				
a	*Youth interact with adults who have high expectations for all learners.*				
b	*Youth engage in challenging/higher order thinking and metacognition.*				
c	*Youth take responsibility for their learning over time and with appropriate support (gradual release of responsibility).*				
d	*Youth understand the expectations for achievement.*				
B-2	**Learning opportunities have <u>relevance</u> to youth. Program materials and program delivery are motivating for youth and responsive to how youth would directly apply knowledge gained in the real world.**				
a	*Youth engage in learning that addresses their strengths, weaknesses, and background knowledge.*				
b	*Youth have opportunities to pose questions and seek answers.*				
c	*Youth participate in learning that is meaningful/relevant to them (culturally and developmentally).*				
d	*Youth learn by doing.*				
B-3	**Learning opportunities are delivered in a manner that assist youth in developing a sense of belonging and confidence through the promotion of strong <u>relationships</u> with staff and their peers.**				
a	*Youth work together to solve problems.*				
b	*Youth discuss their learning with peers and adults.*				

		Level 1	Level 2	Level 3	N/A
c	*Youth have access to caring and knowledgeable adults.*				
C	***Activities***				
C-1	***The daily schedule is flexible, and it offers enough security independence, and stimulation to meet the needs of all youth.***				
a	*The routine provides stability without being rigid.*	**X**			
b	*Youth meet their physical needs in a relaxed way.*	**X**			
c	*Individual youth move smoothly from one activity to another usually at their own pace.*			**X**	
d	*When it is necessary for youth to move as a group, the transition is smooth.*		**X**		
C-2	***Youth can choose from a wide variety of activities.***				
a	*There are regular opportunities for active, physical play.*	**X**			
b	*There are regular opportunities for creative arts and dramatic play.*	**X**			
c	*There are regular opportunities for quiet activities and socializing.*			**X**	
d	*Youth have a chance to join enrichment activities that promote basic skills and higher-level thinking.*	**X**			
C-3	***Activities reflect the mission of the program and promote the development of all youth in the program***				
a	*Activities are in line with the styles, abilities and interests of the individuals in the program.*		**X**		
b	*Activities are well suited to the age range of youth in the program.*		**X**		
c	*Activities reflect the languages and cultures of youth and families served.*		**X**		
d	*Activities reflect and support the programs mission.*		**X**		
C-4	***There are sufficient materials to support program activities***				
a	*Materials are complete and in good repair.*		**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**		
	Cognitive and Academic Development				
	Cognitive Development*: Programs provide opportunities*				

		Level 1	**Level 2**	**Level 3**	**N/A**
	designed to promote mastery of the Baltimore City Public Schools System academic standards and crosscutting competencies, and State of MD academic standards				
	Academic Assistance & Enrichment: *includes homework help, tutoring, reading and literacy programs, learning about and experiencing technology, and related activities that are designed to help youth meet state 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*				
C-5	***Throughout the program there is an infusion of opportunities for cognitive development (e.g. literacy, oral, and written communication, critical thinking, self-analysis, introspection, etc.)***				
a	*Programs should be print rich and should include ample written material to reinforce learning.*				
b	*Programs should provide competitive and non-competitive opportunities for cognitive development (e.g. chess, debate, computer training, etc.)*				
C-6	***Small group instruction in basic subjects (e.g. reading, math, science, and study skills) using multiple and varied research based instructional strategies such as cooperative learning is incorporated into weekly activities and closely linked to school-day classroom instruction.***				
a	*Where appropriate, certified teachers and other trained professionals are used to assist youth, volunteers and youth workers with one-on-one and/or small group tutoring.*				
b	*Opportunities for technology instruction are built into programs and overseen by trained professionals*				
c	*Exposure to high-school and college campuses is regularly offered*				
d	*The program is fun for children and youth, and others experiential learning opportunities*				
e	*Well-planned thematic units (or for grades 6-12 project-based learning opportunities) are apparent in program activity*				
f	*Field trips and guest speakers are scheduled to supplement academic themes, interests and activities*				
g	*Program staff supports community literacy efforts by creatively developing program strategies that encourage youth to read.*				
h	*Program staff communicates with school-day teachers and are aware of assigned homework*				
C-7	***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***				

		Level 1	Level 2	Level 3	N/A
a	*To the extent possible, programs use the most advanced technological tools available for participation youth*				
b	*Computers and related technology are employed to promote academic achievement*				
c	*Programs will appropriately incorporate experiences in web design and creation, videoconferencing, and electronic communication as natural everyday skills.*				
	Workforce Development				
C-8	***Education, exploration, planning, and apprenticeships for vocational, technical and professional careers are offered.***				
a	*Youth are encouraged to identify their own learning, skill-building, and employment goals*			X	
b	*Programs provide exposure to different life situations, viewpoints, and cultures through study, guest speakers, field trips*		X		
c	*Group sessions are supplemented with individual counseling in youth needs or opportunities for individual study*			X	
d	*Apprenticeships closely linked with school-based career exploration and planning are regularly available*			X	
e	*Program staff orient youth to the world of work by assisting with applications, job interviews, appropriate behavior on the job, etc*			X	
f	*Program staff provide instruction in life skills (e.g. bank accounts, check writing, savings, credit cards as applicable)*			X	
g	*Program staff act as mediators and advocated for youth employment*			X	
h	*Program staff receive ongoing assistance from an employer advisory council or committee*			X	
i	*Program staff facilitates ongoing job-shadowing for youth in preparation for paid employment. Entrepreneurial training is offered*			X	
j	*Entrepreneurial training is offered*			X	
C-9	***Program design emphasizes experiential opportunities***				
	Artistic Development				
C-10	***Youth are given the opportunity to develop meaningful competencies and in-depth knowledge of the arts, including music, fine arts and performing arts***				
a	*Youth are assessed on entry into programs, and monitored regularly thereafter regarding their individual creative interests and activities.*			X	
b	*Programs are based on student, parental and community interests.*		X		

		Level 1	Level 2	Level 3	N/A
c	*Programs are fun and experiential.*	X			
d	*Programs teach objectively desired skills and knowledge.*	X			
e	*Programs encourage additional practice beyond the program.*			X	
f	*Programs allow all students to master new skills.*			X	
g	*Youth are encouraged to identify their own expression and creativity goals.*			X	
h	*Opportunities are regularly built into programs for each child and youth to perform in diverse artistic venues.*		X		
i	*Programs regularly include opportunities to experiment in the arts, music, theater, dance, etc.*		X		
j	*Programs include regular exposure to creative work through field trips and interactions with creative people of all kind*		X		
k	*Programs are intentionally designed to include and promote fun through games, recreation, etc*	X			
l	*Programs are small in number (preferably under 20 youth per unit of instruction) so that youth have maximum opportunity to work with creative professionals.*		X		
	Civic Development				
C-11	***Community service opportunities are developed by staff and youth***				
a	*Youth are encouraged to identify their own contributions and service goals which program staff regularly monitor.*			X	
b	*Community service opportunities are developed by staff and youth.*			X	
c	*Leadership opportunities exist such as youth forums, journals, and other venues for youth voice.*	X			
d	*Youth are involved in community development projects (e.g. surveys, needs assessments, youth mapping, etc.).*			X	
e	*Program staff facilitates relationships between youth and police, fire, and other community agencies.*		X		
f	*Program, staff facilitates ongoing civic involvement (e.g. letter writing to elected officials, voter registration, etc.).*		X		
g	*Program staff facilitate youth mentoring by community volunteers from a wide range of backgrounds.*			X	
h	*Services provided by youth are recognized and documented.*		X		
C-12	***Civic education, leadership development and citizenship activities link youth to their neighborhood and communities, and address issues of race and gender.***				

		Level 1	**Level 2**	**Level 3**	**N/A**
	Athletic Development				
C-13	*Athletic programs include competitive and non-competitive team sports*				
a	*Activity is long and intense enough to provide an opportunity for students to unwind from the school day*				
b	*Activity facilitates positive peer influence, bonding with a coach, and mastery of new skills*				
c	*Structure provides opportunities to competition and participation on a team*				
d	*Standards for participation exists (e.g. attendance requirements, improved school performance and/or meeting reading requirement*				
e	Program staff support community literacy efforts by creatively developin**g** program strategies that encourages youth to read				
	Open Time				
C-14	*There is opportunity for unstructured time.*	**X**			
a	*Hanging out, socialization and fun is available daily.*	**X**			
C-15	*Programs provide regular, structured opportunities for youth and adults to exchange ideas and think critically about issues that youth identify as important to them.*	**X**			
a	*Youth regularly participate in peer discussions groups moderated by trained adults or students on carious developmentally appropriate topics, including race relations, sexuality, conflict resolution and responsible decision making.*	**X**			

[1] *Opportunities for cognitive development should occur not only in those program areas or activities closely related to school (homework help, for example), but also in non-academics programs, such as recreation, artistic, and civic programs. In fulfilling this standard, however, it is critical to remember that after-school programs at must look differently to youth than regular school and must allow youth time to relax and play.*

[2] *This section of Program Standards is comprised of six programmatic areas and includes program requirements that go beyond the standards created by the NAA's standard for quality. Unlike the organizational standards, these standards have not been extensively tested. For that reason, these standards should be seen as an initial requirement that will be reviewed and enhanced over the course of the next three years. During this period of time, Safe and Sound, through its capacity-building intermediary, will help providers to develop and generate information needed to meet these standards.*

Appendix One

Staff Qualifications

The following chart outlines the staff roles needed for effective program operation. We realize that the job titles your program uses may vary slightly from the titles we've listed here. Please choose the job description that most closely matches the job title in your program. Some programs may not have all of the positions listed below. Every program must have at least one person who is a qualified Administrator. If there are more than thirty children in your program, there must also be one staff member who is qualified as a Senior Group Leader.

We also realize that in some programs, one staff person may assume the responsibilities of more than one position. When this happens, the person must have the qualifications required for the highest level of responsibility. For example:

In a single site program, the same person may act as both the Program Administrator and the Site Director. In that case this person must meet the qualifications for the Program Administrator. If the same person acts as both Site Director and Senior Group Leaders, she would need to meet the qualifications of site Director. The titles used in programs vary, so the responsibility assumed by that staff member will determine the qualifications required.

LEVELS OF RESPONSIBILITY

Program Administrator: *Responsible for overall direction of the program*

- Developing a mission, goals, and policies for the program
- Program implementation and evaluation
- Administration, including fiscal management
- Organizational development, including management of human resources

Site Director *Responsible for daily operations of the program*

- Supervising staff
- Communicating with families
- Building relationships with the host community
- Overseeing all program activities

Senior Group Leader *Responsible for supervision and guidance of children in the program*

- Program planning
- Communicating with families
- Supervising support staff
- Relating to the community

Group Leader *Responsible for supervision and guidance of children in the program under the direction of a Senior Group Leader*

- Same as the Senior Group Leader

MINIMUM QUALIFICATIONS				DEFINISTIONS OF QUALIFICATIONS TERMS
Position	Experience	Education	Professional Preparation	
Program Administrator	One year	Associate's or Bachelor's Degree in related field	Six credit hours: ▪ child & youth development (3) ▪ administration	*Experience* ▪ *Related experience includes work school age children in a recreation, fine arts, camping, or academic setting* ▪ *One year's experience means full tine (2,080 hours of work). The total number of hours can be from a combination of positions*
or	Two year	Bachelor's Degree in unrelated field	Twelve credit hours: ▪ child & youth development (3) ▪ administration (3) ▪ other areas related to sac programming (6)	
Site Director	Six months	Bachelor's Degree in related field	Six credit hours: ▪ child & youth development (3) ▪ other areas related to sac programming	*Professional preparation* ▪ *This is formal post secondary training directly related to school-aged **children***
or	One year	Bachelor's Degree in unrelated field	Nine credit hours: ▪ child & youth development (3) ▪ other areas related to sac programming (6) ▪	*Administration courses* *This includes courses such as:* ▪ *Human resources management (e.g.; supervision)* ▪ *Fiscal management*
or	Eighteen months	AA Degree or two years of college in a related field or equivalent certification	Nine credit hours: ▪ child & youth development (3) ▪ other areas related to sac programming (6)	▪ *Organizational development* ▪ *Strategic development* ▪ *Marketing* ▪ *Community development*
Senior Group Leader		Bachelor's Degree in related filed	▪	
or	Three months	Bachelors Degree in unrelated field	Six credit hours: ▪ child & youth development (3) ▪ other areas related to sac programming (3)	*Courses in SAC Programming* *This includes coursed such as:* ▪ *supervision* ▪ *Health and safety* ▪ *Developmentally appropriate practices*
or	Six months	AA Degree or two years of college in unrelated field or equivalent	Six credit hours: ▪ child & youth development (3) ▪ other areas related to sac programming (3)	▪ *Guidance, including group and individual guidance* ▪ *Community service and service learning* ▪ *Working with families*
		One year or two years of college in unrelated field	AA Degree Six credit hours: ▪ child & youth development ▪ other areas related to sac programming (3) ▪	▪ *Community outreach* ▪ *Planning activities*
Group Leader	None	Bachelor's Degree in related field		
or	Three months	Bachelor's Degree in unrelated field	Three credit hours: ▪ Child & youth development	*Child and youth development* ▪ *This includes courses that focus on development during middle childhood and early adolescence.*
or	Six months	AA Degree in related field		*Related field* ▪ *This includes majors in early*

				childhood education, youth studies, child development, recreation, family, social sciences, and elementary education.
or	nine months	AA Degree or two years of college or equivalent	Three credit hours: ▪ Child & youth development (3)	
or	Eighteen months	HS Diploma or GED	Six credit hours: ▪ Child & youth development (3) ▪ Other areas related to sac programming (3)	*Credit hours:* ▪ *These are credits for post-secondary coursework* ▪ *Each credit represents approximately 15 hours of participation in a course* ▪ *These may be earned through college classes, or as part of a post secondary technical/vocational certificate program.*
Assistant Group Leader	None	Minimum age 16	See section on orientation and in-service training	