

DC CHILDREN AND YOUTH  
INVESTMENT TRUST CORPORATION

DC Standards *for Out-of-School Time*



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### The DC Children and Youth Investment Trust Corporation

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The DC Children and Youth Investment Trust Corporation was formed in June 1999 as a 501(c)(3) organization to link public and private resources, creativity and commitment to address strategically, the long term needs of children, youth and families in the District of Columbia.

#### **Vision**

Each child in the District of Columbia is given every opportunity to develop and grow into a healthy, caring and productive adult.

#### **Mission**

To design strategies that consistently promote the importance of investing in our children and youth.

To support the development of strategic alliances to strengthen the quality, quantity and accessibility of services and opportunities which foster the healthy development of children and youth.

To create an evaluation framework designed to measure the effectiveness of individual programs and youth serving agencies throughout the District of Columbia.



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## Preface

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In Washington, D.C. and around the country, out-of-school time programs have become increasingly important because of their potential to enrich the lives of children and youth. With greater attention given to out-of-school time programs, there has been a growing movement to raise their quality and effectiveness. In much the same way that child care centers and Head Start programs are required to adhere to standards and comply with regulations, out-of-school time programs are now expected to meet the highest standards of program excellence to ensure that children and youth are safe, well-supervised, and have the opportunity to develop the skills, knowledge, and abilities to become healthy adults.

With input from a wide range of community stakeholders, the DC Children and Youth Investment Trust Corporation (Trust) has been the lead organization on a project to develop and implement quality standards for out-of-school time programming in the District of Columbia. The Standards project has gone through several phases, including:

- Identification and selection of model standards that the city could adapt for its needs
- Drafting the Standards and the indicators of success for each Standard
- Convening meetings of community stakeholders to educate and broaden support for the adoption and implementation of the Standards
- Refining the Standards, and
- Developing a marketing and implementation strategy.

The first phase of this work included a review and analysis of the most promising national and local model standards for after-school programs. After careful consideration, community stakeholders agreed to adopt, as a model, the Standards for Quality School-Age Care that were developed by the National School-Age Care Alliance (NSACA). Based on the NSACA standards, the Trust developed standards addressing all the elements necessary for a high quality out-of-school time program in the District of Columbia.

The Standards are divided into two major categories: Organizational Standards and Program Standards. The Organizational Standards address human relationships, the indoor and outdoor environment, community development, safety, health and nutrition, and administration. The Program Standards address program activities and program areas related to cognitive development, recreation, workforce development, artistic development, civic development, and open time.

Once the Standards were drafted, a series of focus groups were held for funders, parents, students, after-school service providers, and policymakers. The purpose of the focus groups was to inform participants, broaden support for the Standards, identify Standards that needed revision, and discuss next steps toward their full implementation. As a result of the focus groups, we came away with a fuller understanding of what is needed to implement standards for out-of-school time programs. For example, we learned that training and technical assistance must be available to assist organizations through the implementation process. Focus group participants also raised questions about how organizations would be evaluated and funded, and whether organizations that seek to comply with the Standards would receive varying levels of “accreditation” in the same way as child care centers.

While many of these issues have not yet been resolved, the feedback from the focus groups was overwhelmingly positive. The majority of the community stakeholders find the Standards highly useful. Additionally, support for the Standards is broadbased and many of the stakeholders would like to be part of the implementation process.

With the first publication of these Standards, we are moving toward the critical implementation phase. Though the project may not be completed for several more years, this document will undoubtedly undergo refinement as community-based organizations begin to conduct self-assessments relative to the Standards and take steps toward implementation. Thoughtful consideration of the Standards will likely engender questions and observations that will make it necessary for us to revise the Standards to address practical realities that community-based organizations face on a daily basis. We also envision a continuing dialogue on out-of-school time programs to reach greater understanding of their impact and of the support necessary to expand programming and increase their potential to help children and youth succeed.

These Standards opens the door to a world of possibilities for out-of-school time programs. With these possibilities, however, come numerous challenges that cannot be taken lightly. Nonetheless, we are encouraged that these challenges can be overcome by continuing the partnerships established with the community and stakeholders. Moreover, we believe that the countless individuals who work with and care about young people will give their utmost to make sure that only the best programs, meeting these standards of excellence, are offered to our youth.



## Introduction

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For the past three years, the DC Standards for Out-of-School Time have undergone significant review and critique by many stakeholders. This edition — its first and most formal presentation — is a concerted and strategic effort to encourage meaningful dialogue on the Standards' fundamental role in out-of-school time programs in the District of Columbia. As time goes on, the Trust will review and modify the Standards to reflect the current realities of out-of-school time programs.

The publication of the Standards supports several goals for the Trust. First, the Trust is reporting on the many years of investment in this project, acknowledging both those who contributed to this project and the importance of continuing this work. Second, the Trust seeks to re-engage the community around the factors contributing to high quality community-based after-school programs. These Standards will provoke meaningful discussion and serve as the basis for developing criteria for the various types of after-school programs. And finally, with the publishing of the Standards, the next phase of the project can begin. Plans are underway to develop a two-stage pilot implementation project in which selected community-based organizations will first assess their programs and then begin adopting the Standards.

### How to Use the Standards

While the Standards presented in this document are primarily intended for community-based organizations, they also provide useful information to parents, teachers, school administrators, and funders seeking to understand the components of a high quality after-school program.

For community based after-school program providers, the Trust recommends using these Standards as a tool or a guide. Since no two after-school programs are exactly alike, some of the Standards may not be applicable across the board. However, all after-school programs will be able to obtain some guidance from the Standards.

The Standards are designed to help you:

- Understand the principles of youth development and their impact on a high quality out-of-school time program
- Assess the strengths of your program and identify areas that may not currently meet the Standards
- Think about the organizational needs or constraints that may impact your program's ability to adopt the Standards, in whole or in part
- Plan and develop strategies to adopt the Standards within a reasonable time period
- Discuss with your board, staff, and other personnel how they can contribute to help your program comply with the Standards
- Dialogue with peers and other community stakeholders on the impact these Standards have on your program, specifically, and out-of-school time programs, in general

Compliance with the Standards may seem daunting to some community-based organizations. Discussions are underway with the funding community to make available the technical assistance and resources needed for these organizations to make progress in Standards compliance. It is suggested that you identify the Standards your program can meet and/or implement over a three to five year period as an initial goal. While compliance with the Standards is not currently mandatory, evidence indicates that some level of quality assurance for after-school programs is imminent.

Finally, you are encouraged to use this document to its fullest: photocopy pages, if necessary; make notes in the margins; share it with your board and staff and record their input. The Trust plans to hold a series of meetings with after-school providers to elicit feedback on this first edition of the Standards. This feedback will be incorporated and presented in a workbook format in the next edition for organizations to use in their planning for Standards compliance.

## Acknowledgments

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The Standards project truly represents a community-wide effort. Our heartfelt thanks and appreciation therefore go out to the entire Washington, DC community for their efforts to give our children the care and support needed to become healthy and productive adults.

There are a number of individuals and organizations whose particular contributions we wish to acknowledge. This project would not be if not for their support, hard work, and belief in its importance.

An initial grant from the Charles Stewart Mott Foundation to the Community Foundation for the National Capital Region (CFNCR) helped lay the groundwork for developing and implementing the Standards. We are especially indebted to Terri Lee Freeman, president of CFNCR; Silvana Straw, senior program officer; and others on the staff of CFNCR for their support through the early phases of this project.

Support from the Fannie Mae Foundation helped to move the project forward to the final stages and helped us pilot the Standards on a small scale in the city. We thank Stacey Stewart, president and chief executive of the Foundation, former staff member Greg Taylor, and current staff Ed Davies and Robin Eve-Jasper for believing in this work and the difference it will make for our children and youth.

We appreciate DC Agenda's contributions to this project. They provided the financial assistance that allowed us to complete the research and editing of the final draft of the document; and, under the leadership of John McKoy and Carrie Thornhill, was instrumental in vetting the Standards through the DC Children and Youth Investment Partnership (CYIP) and the DC Children and Youth Inter-Agency Action Team (CYIAT). Through these networks, we obtained invaluable feedback on implementing standards in the community. We would also like to say thank you to DC Agenda staff member Julie Dean, who served as part of the team that researched and provided documentation to support the rationale for a number of Standards and their indicators.

We also acknowledge Connie Spinner, acting state education officer and former executive director of the Trust. It was under her watch that the work on the Standards first began.

Joy Majied, the talented consultant who shepherded this project from the beginning and stayed with it for nearly three years, deserves a medal for her patience and perseverance. We are indebted to Joy for keeping us on task, researching best practices, conducting the focus group sessions, preparing reports, and assembling teams of community stakeholders to review the Standards and develop the indicators. If not for Joy, this document in its current state would not have been possible. We sincerely appreciate her commitment to this work.

We wish to thank the National School Age Care Alliance (NSACA), the National Institute for Out-of-School Time (NIOST), and The After-School Institute in Baltimore for being in the forefront of this movement, providing guidance, and giving us the tools to develop standards for out-of-school time programs in the nation's capitol.

Lastly, I would personally like to acknowledge the Trust's Board of Directors and staff - particularly Arlene Williams and Ellen London - for their dedication to this project and their commitment to the community we serve. As a result of all these efforts, we are proud to present these DC Standards for Out-of-School Time.

Greg Roberts  
*Executive Director*



## *Part I*

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# Youth Development Framework

# Youth Development *Framework*

**Youth Development** is the process by which young people seek ways to meet their basic physical, emotional, and social needs and to build the competencies necessary to succeed in adolescence and adulthood. **Youth Development** is also an approach to youth programming and policy that has preparation as its ultimate goal, rather than prevention, deterrence, and deficit reduction. This approach addresses the field of youth work and the competencies youth workers must possess in order to be successful in helping the youth reach positive developmental outcomes.

**Youth Development Principles** focus specifically on issues related to the participation of young people, the people with whom they are engaged, their environment, the opportunities available to them, and the impact partnerships have on the youth. Youth development programs offer opportunities, services, and support. The following guiding principles serve as the framework on which the Standards were built and support a seamless web of high-quality services and opportunities that promote the healthy development of the city's young people.

## The Guiding Principles For Youth Development

**Adult Caring Behaviors.** It is critical that the youth are in a safe, respectful, nurturing, fair and well-supervised environment where they are (1) challenged to reach their full potential and (2) provided a full range of support to ensure their success.

**Youth Leadership.** The goal is not to “fix” youth, but to challenge them to reach their full potential. We must convince them that they can meet and exceed high expectations as well as develop leadership skills.

**Youth Participation.** Young people must have opportunities to make and implement decisions and assume ownership for outcomes. Youth participation has three essential elements: (1) youth making change, (2) youth directing their own activity, (3) youth taking responsibility.

**Opportunities, Services, and Support.** All young people will work toward satisfying their fundamental needs. We must provide young people with opportunities, services, and support so that they will not turn elsewhere.

**Emphasis on Competencies.** Academic and vocational skills are necessary for a successful transition into adulthood. But there are other equally important competencies such as:

- Social, civic, and cultural competencies that allow young people to form healthy, effective relationships in the community
- Cognitive and creative competencies that allow young people to solve problems and respond to unique and changing conditions, and
- Health and mental competencies that allow young people to achieve and maintain a sense of well-being and a positive self esteem.

**Supportive Organizations and Communities, including Family and Peer Support.** Youth development must include the active participation of families, schools, community, religious, and civic organizations, as well as other youth.

## Key Youth Development Concepts and Assertions

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### Key Youth Development Concepts

**Youth Development** is an approach to youth programming and policy that has preparation, rather than prevention, deterrence, and deficit reduction, as its ultimate goal.

**Youth Outcomes** responds to the youth development argument that a “problem-free” youth is not “fully-prepared.” It is important that youth workers (and other influential adults) identify and promote positive goals for youth rather than identify problems.

**Adolescents in Context** refers to the important realization that while young people play an active role in the world and youth development applies to all young people, individuals experience the world differently. Where, how, and with whom youth and children live are key issues influencing perceptions about them.

**Youth Development Principles** focus specifically on issues related to the participation of young people, the people with whom they are engaged, their environment, the opportunities afforded to them, and the impact of partnerships they’ve formed. Youth development programs offer services, opportunities, and support.

**Youth Worker Core Competencies** refer to the basic areas of knowledge, skills, and attributes that youth workers need to attain in order to provide young people with the services, support, and opportunities necessary to develop healthfully.

**Supportive Organizations and Communities** suggests that accountability for the youth needs to be shared. Youth development must include families, schools, community, religious and civic organizations, as well as other youth.

### Assertions

**Problem free is not fully prepared.** Current youth programs and their policies tend to focus on “fixing” the youth, by deterring negative outcomes and correcting deficits. Such approach diminishes expectations for achievement. Preventing high-risk behaviors, even if achieved, is not the same as helping young people prepare for the future. Preparation requires an equal commitment to helping the youth understand life’s challenges, accept responsibilities and learn basic skills necessary for success.

**Preventing problems does not necessarily promote development.** The notion of prevention is usually not enough to fully prepare the youth for adulthood. If a young person does not become pregnant, use drugs, or join a gang, it does not necessarily mean that he or she has the skills, knowledge, or personal attributes to succeed.

**Youth development (such as working towards developmental outcomes) is the best strategy for problem prevention.** Striving for more positive goals that promote development often gives youth the skills and motivation they need to adopt healthy lifestyles.

**Academic and vocational competencies, while critical, are not enough.** Academic and vocational skills are necessary for a successful transition into adulthood. Equally important, however, are the social, civic, and cultural competencies that

- Allow young people to build mutually satisfying, effective relationships
- Develop cognitive and creative competencies that allow young people to solve problems and respond to unique and changing conditions, and
- Develop health and mental competencies that allow young people to maintain and achieve a sense of wellbeing and a positive self esteem.

**Competence alone is not enough; confidence and connection are critical.** Identity – one’s perceptions of and attitudes toward self and others – provides the young person with the motivation and capability to use competencies productively, and is the basis for self-awareness and mental health. Important dimensions of identity include a sense of safety, self-worth, mastery, and membership.

## Youth Development Glossary of Terms

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**Youth Development Conceptual Definition.** A process by which all young people seek ways to meet their basic physical and social needs and to build competencies (knowledge and skills) necessary to succeed in adolescence and adulthood.

**Youth Development Practical Definition.** An approach to working with young people that defines goals (outcomes) based on capacities, strengths and developmental needs of youth.

**Youth.** A period of development that begins with the “double digit” years through the teenage years (10-20).

**Youth Outcomes.** The knowledge areas, skills, and attributes young people need to be healthy, caring and responsible young adults. They include problem prevention outcomes, achievement outcomes, and developmental outcomes.

**Problem Prevention Outcomes.** Young people are deemed competent and healthy when they do not engage in problem behavior, such as drug and alcohol use, delinquency, and early sexual activity.

**Achievement Outcomes.** Young people are deemed competent and healthy when they achieve endpoints of a successful transition to adulthood. These transitions may include graduating from high school, finding stable employment, and/or attending post-secondary education.

**Developmental Outcomes.** Young people are deemed competent and healthy when they:

- (A) Develop a positive sense of self and a sense of connection and commitment to others, and
- (B) Develop abilities and motivation to succeed in school and participate fully in family and community life.

**Opportunities.** Activities, roles, and responsibilities taken on and done by the young people — chances to explore, express, earn, belong and influence.

**Services.** Provision of resources, knowledge or goods to young people.

**Supports.** Things done with the young person – interpersonal relationships addressed by expectations, guidance, and boundaries.

**Youth Participation.** Young people having the power to make and implement decisions, together with a share of the responsibility for the outcomes. Youth participation has three essential elements:

- (1) Youth making change
- (2) Youth directing their own activity
- (3) Youth taking responsibility

**Youth Worker.** An individual who works with youth to promote developmental outcomes. Youth workers range from entry-level, direct-service staff to supervisors and program managers, and can have a focus or specialty in areas such as sports, recreation, youth development, informal education, child/after-school care, health counseling, the arts, environmental education, vocational skills training, group work, social work, probation, and casework/assessment. They can work with youth in structured, semi-structured, or unstructured (outreach/street work) settings.

**Core Competencies.** Core competencies are based on the knowledge, skills, and personal attributes of youth development workers. We propose to define core competencies as “demonstrated capacities” that allow a youth development worker to become a resource to youth, organizations, and communities.



## *Part II*

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# Organizational Standards

## District of Columbia Quality Standards for Out-of-School Time Programs

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### ORGANIZATIONAL STANDARDS

*Note: All references to “children” or “youth” are intended to apply to all school-age program participants. References to “parents/ guardians” are intended to apply to all family/ caregivers. Following each question, give your organization a “grade” by circling 1-5, with 1 being the least accurate and 5 being the most accurate.*

#### A. Human Relationships

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- A-1 Staff relates to all children and youth in positive ways.** 1 2 3 4 5
- a) Staff treats children and youth with respect and listens to what they say.
  - b) Staff makes children and youth feel welcome and comfortable.
  - c) Staff responds to children and youth with acceptance and appreciation.
  - d) Staff is engaged with children and youth.
- A-2 Staff responds appropriately to the individual needs of children and youth.** 1 2 3 4 5
- a) Staff knows that each child has special interests and talents.
  - b) Staff recognizes the range of abilities of each child and youth.
  - c) Staff can relate to children’s cultural style and primary language.
  - d) Staff responds to the range of children’s feelings and temperaments.
- A-3 Staff encourages children and youth to make choices and to become more responsible.** 1 2 3 4 5
- a) Staff offers assistance that supports the initiative of children and youth.
  - b) Staff assists children and youth without taking control but encouraging them to take leadership roles.
  - c) Staff gives children and youth many opportunities to choose what they want to do, how they will do it, and with whom.
  - d) Staff helps children and youth make informed and responsible decisions.
- A-4 Staff interacts with children and youth to help them learn.** 1 2 3 4 5
- a) Staff asks questions that encourage children and youth to think for themselves.
  - b) Staff shares skills and resources to help children and youth gain information and solve problems.
  - c) Staff varies the approaches they use to help children and youth learn.
  - d) Staff helps children and youth express themselves during conversations.
- A-5 Staff uses positive techniques to guide the behavior of children and youth.** 1 2 3 4 5
- a) Staff gives attention to children and youth when they cooperate, share, care for materials, or join in activities.
  - b) Staff sets appropriate limits for children and youth.
  - c) Staff does not use harsh disciplinary methods.
  - d) Staff encourages children and youth to resolve their own conflicts and intervenes only if needed to discuss and resolve the issues.



**A-6 Staff ensures that children and youth interact with one another positively.** 1 2 3 4 5

- a) Children and youth appear relaxed and involved with each other.
- b) Children and youth show respect for each other.
- c) Children and youth usually cooperate and work well together.
- d) When problems occur, children and youth often try to discuss their differences and work out a solution.

**A-7 Staff and families interact with each other in positive ways.** 1 2 3 4 5

- a) Staff makes families feel welcome and comfortable.
- b) Staff and families treat each other with respect.
- c) Staff shares the languages and cultures of the families they serve and the communities in which they live.
- d) Staff and families work together to ensure smooth arrivals and departures.
- e) Education and outreach to parents, guardians and primary caregivers encourage closer monitoring of after-school program and increased involvement in their children's education.

**A-8 Staff works well together to meet the needs of children and youth.** 1 2 3 4 5

- a) Staff communicates with each other while the program is in session to ensure continuity.
- b) Staff is cooperative with each other.
- c) Staff is respectful of each other.
- d) Staff serves as positive role model.



## B. Indoor Environment

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**B-1 The program's indoor space meets the needs of children and youth.** 1 2 3 4 5

- a) There is enough room for all program activities.
- b) The space accommodates a range of activities, including physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating, and socializing.
- c) The space is arranged so that various activities can go on at the same time without much disruption.
- d) There is adequate and convenient storage space for equipment, materials, and personal possessions of participants and staff.

**B-2 The indoor space allows children and youth to take initiative and explore their interests.** 1 2 3 4 5

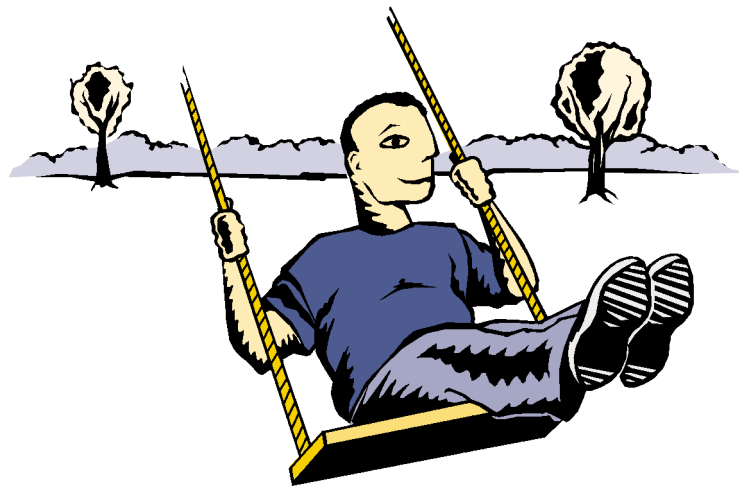
- a) Children and youth can get materials out and put them away by themselves with ease.
- b) Children and youth can arrange materials and equipment to suit their activities.
- c) The indoor space reflects the work and interests of the children and youth.
- d) Some areas have soft, comfortable furniture on which children and youth can relax.

## C. Outdoor Environment

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**C-1 The outdoor play area meets the needs of children and youth and the equipment allows for independence and creativity.** 1 2 3 4 5

- a) Each participant has an opportunity to play outdoors for at least 30 minutes out of every three hours.
- b) Children and youth use a variety of outdoor equipment and games for both active and quiet play.
- c) Permanent playground equipment is suitable for the sizes and abilities of all children and youth.
- d) The outdoor space is suitable for a wide variety of activities.





## D. Community Involvement

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**D-1 Parents/guardians are encouraged to participate in their children's learning.** 1 2 3 4 5

- a) Staff and parent representatives develop a community/parent involvement plan.
- b) Opportunities for parents/guardians to participate are scheduled monthly.
- c) Parent/guardian input in planning activities is actively sought and documented.
- d) Feedback from parents and guardians on planned activities is documented and used to plan future involvement.

**D-2 Staff and parents/guardians are oriented to roles and responsibilities to ensure program quality.** 1 2 3 4 5

- a) Parent/guardian roles and responsibilities are documented.
- b) Policy on parent/guardian involvement is communicated with parents/guardians.
- c) Clear roles for parents/guardians and opportunities to participate are included in program design.

**D-3 Community members are encouraged to visit and support the programs.** 1 2 3 4 5

- a) Program staff develops a schedule for community visitation.
- b) Schedules are shared with key community members.
- c) Invitations are sent to the community to encourage support and involvement.
- d) Opportunities for community members to support the program are developed and marketed.
- e) All strategies are documented.
- f) Recognition for community support and participation is provided in newsletters, thank-you notes, etc.

**D-4 Staff develops partnerships with other organizations and agencies to expand programs.** 1 2 3 4 5

- a) Program plans are reviewed by staff to identify various forms of partnerships.
- b) Other organizations are actively sought and invited to collaborate.
- c) Clear roles and guidelines for participation is documented through Memorandums of Understanding (MOUs).
- d) Opportunities to recognize partnerships are created and documented.

**D-5 Staff develops programs and activities that encourage volunteer participation.** 1 2 3 4 5

- a) Staff creates a volunteer program plan.
- b) Volunteers are actively recruited from the local community and volunteer organizations.
- c) Volunteers are trained and recognized for their efforts.

## E. Safety, Health & Nutrition

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### E-1 The safety and security of children and youth are protected. 1 2 3 4 5

- a) There are no observable safety hazards in the program space.
- b) Systems are in place to protect the children and youth from harm.
- c) Equipment for active play is safe and meets all safety and environment standards.
- d) A system is in place to keep unauthorized people from taking children and youth from the program.
- e) All staff members have physicals and are tested for drug use.
- f) Parents/caregivers provide confirmation of their children's physical within the past twelve months and current immunizations.
- g) All paid and volunteer staff is screened for prior criminal records, child protective services findings, and other improper conduct.
- h) All indoor and outdoor areas meet all applicable DC laws and regulations for use of space and occupancy rates.

### E-2 The program provides an environment that protects and enhances the health of children and youth. 1 2 3 4 5

- a) The indoor and outdoor facilities are clean.
- b) There are no observable health hazards indoor or outdoor.
- c) There are adequate supplies and facilities for hand washing.
- d) The indoor heat, ventilation, noise level, and light are comfortable.
- e) At least one staff who is first aid and CPR certified is always in the facility.
- f) A strict, consistently enforced code of conduct is publicly displayed.
- g) Where appropriate, security staff and/or police are present.

### E-3 The program staff protects and enhances the health of children and youth. 1 2 3 4 5

- a) Staff is responsive to each participant's health needs.
- b) Age-appropriate information about health clinics and contraceptives is accessible.
- c) Staff protects the children and youth from communicable disease by separating children and youth who are ill.
- d) Staff protects children and youth from potential hazards such as overexposure to heat or cold, caustic or toxic art materials and cleaning agents, medications, and hot liquids.
- e) Staff, children, and youth wash hands frequently, especially after using the toilet and before preparing foods.

### E-4 Children and youth are carefully supervised to maintain safety. 1 2 3 4 5

- a) Staff monitors when children and youth arrive, when they leave, and with whom they leave.
- b) Staff knows the whereabouts and activities of the children and youth.
- c) Staff closely supervises activities that may be potentially harmful.
- d) A parent, guardian, school or public transportation offers children and youth safe passage home.



**E-5 The program serves nutritional foods and drinks that meet the needs of children and youth.** 1 2 3 4 5

- a) The program serves healthful foods.
- b) Drinking water is readily available at all times.
- c) If an after-school facility operates for four consecutive hours a day, a snack which meets USDA Child and Adult Care Food Program guidelines is provided.
- d) Meals and snacks are provided on schedule.
- e) Provision is made for proper food storage.
- f) Children's allergies and other food restrictions are considered in food preparation and service.
- g) Food is eaten under sanitary conditions.
- h) Menus for meals and snacks are posted for parents' information.
- i) Staff members sit with children and youth and provide a pleasant social environment during meals and snacks.
- j) Small group size at tables permits conversation.
- k) A sufficient amount of food is provided for children and youth. This includes second servings, supplementary food and extra snacks.
- l) Where appropriate, eating times offer learning experiences and opportunities for discussion. Children and youth, for example, participate in preparing, cooking, and serving food, allowing children and youth to learn important information about foods' nutritional value and discussing their interests and events of the day.
- m) Parents are informed about the nutritional value of foods and the eating habits of children and youth.



## F. Administration

**F-1 Staff-children and youth ratios and group sizes permit the staff to meet the needs of children and youth.** 1 2 3 4 5

- a) Staff-participant ratios vary according to the ages and abilities of children and youth. The ratio is between 1:10 and 1:15 for groups of children and youth age 6 and older. The ratio is between 1:8 and 1:12 for groups that include children and youth under age 6.
- b) Staff-participant ratios and group sizes vary according to the type and complexity of the activity, but group sizes do not exceed thirty.
- c) There is a plan to provide adequate staff coverage in cases of emergency.
- d) Substitute staff is used to maintain ratios when regular staff is absent.

**F-2 Children and youth are supervised at all times.** 1 2 3 4 5

- a) Children and youth arrivals are supervised.
- b) Children and youth departures are supervised.
- c) Staff has a system for knowing the whereabouts of children and youth at all times.
- d) Staff plans for different levels of supervision according to the level of risk involved in an activity.

**F-3 Staff supports family involvement in the program.** 1 2 3 4 5

- a) Program policy allows family members to visit throughout the day.
- b) Staff offers orientation sessions for new families.
- c) Staff keeps families informed about the program.
- d) Staff encourages families to give input and participate in program events.

**F-4 Staff, families, and schools share important information to support the wellbeing of children and youth.**

1 2 3 4 5

- a) Program policies require that staff and family members communicate about the wellbeing of children and youth.
- b) Staff, families, and schools work as a team and, when necessary, with outside specialists to set goals for each participant.
- c) Staff and families share information about how to support the development of children and youth.
- d) Staff and families come together to communicate regularly and work with the schools.

**F-5 The program builds links to the community.**

1 2 3 4 5

- a) Staff provides information about community resources to meet the needs of children and youth and their families.
- b) The program develops a list of community resources which expand program offerings.
- c) The staff plans activities to help familiarize children and youth of the larger community.
- d) The program offers community-service options, particularly for older children and youth.
- e) The program includes the leader of the Community Development Corporation in planning.

**F-6 The program's indoor space meets the needs of staff.**

1 2 3 4 5

- a) The indoor space for staff to plan various program activities is adequate.
- b) Staff has access to adequate and convenient storage.
- c) The indoor space meets or exceeds local health and safety codes.
- d) Written guidelines are in place regarding the use and maintenance of the program space.

**F-7 The outdoor space is large enough to meet the needs of participants and staff.**

1 2 3 4 5

- a) There is sufficient outdoor space for all program activities.
- b) The outdoor space meets or exceeds local health and safety codes.
- c) Staff uses outdoor areas to provide new outdoor play experiences.
- d) There is a procedure in place for regularly checking the safety and maintenance of the outdoor play space.

**F-8 Staff and children and youth work together to plan and implement activities that are consistent with the program's philosophy.**

1 2 3 4 5

- a) Staff asks children and youth to share program ideas for activities reflecting children and youth's interests.
- b) The program's daily activities are in line with its mission and philosophy.
- c) Staff records their activities to share program ideal, health and safety codes.
- c) Staff2recu



**F-9 Program policies and procedures are in place to protect the safety of children and youth.** 1 2 3 4 5

- a) Children and youth know how to deal with general emergencies.
- b) The program has established procedures to avoid accidents and manage emergencies.
- c) The program has established policies that comply with all legal requirements for vehicles and drivers, and ensure the safe transport of children and youth.
- d) A system is in place to prevent unauthorized people from taking children and youth from the program.
- e) Parent provides written permission for child's participation in program and activities.

**F-10 Program policies exist to protect and enhance the health of all children and youth.** 1 2 3 4 5

- a) There is current documentation showing that the program has met the state and/or local health and safety guidelines and/or regulations.
- b) There are written policies and procedures to ensure the health and safety of children and youth.
- c) No smoking is allowed in the program.
- d) The staff is always prepared to respond to accidents and emergencies.

**F-11 Adequate personal support is provided for children and youth.** 1 2 3 4 5

- a) Each child or youth has consistent, ongoing access to at least one staff member who tracks his/her progress.
- b) Program staff maintains "open-door" policy in which staff is accessible to discuss issues and concerns experienced or raised by the children and youth.
- c) Program staff cultivates and maintains a relationship with each child's parents/caregivers and involve them in programs.
- d) Program staff consistently enforce strict confidentiality policies.
- e) Program staff encourages respectful, honest, fair and open relationships between children and youth and the staff.
- f) Children and youth are supervised at home, school, church, work, street, other programs.
- g) Program staff rewards children and youth on their achievements and positive behaviors, particularly in front of their peers on a regular basis.
- h) Each child is consistently called by his/her name.

**F-12 All staff are professionally qualified to work with children and youth.** 1 2 3 4 5

- a) Program staff has the required experience.
- b) Program staff meet the requirements, specific to school-age children and youth care and relevant to their particular jobs.
- c) Program staff meets minimum age requirements set forth by local regulations and activities/programs offered.
- d) Based on staff-child ratios, qualified staff is in place to meet all levels of responsibility, relative to program administration, operations, and supervision.

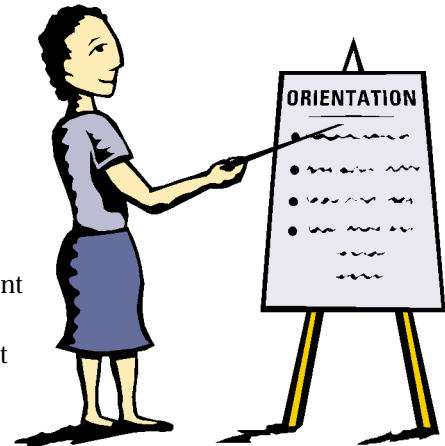
**F-13 Staff (paid, volunteer, and substitute) are familiarized with the job prior to working with children and youth.** 1 2 3 4 5

- a) A written job description outlining responsibilities to children and youth, families, and to the program is reviewed with each staff member.
- b) Written personnel policies are reviewed with staff.
- c) Written program policies and procedures, including emergency procedures and confidentiality policies are reviewed with staff.

**F-14 The training needs of the staff are assessed, and the training provided is relevant to the responsibilities of each job.**

1 2 3 4 5

- a) Assistant Group Leaders receive at least 15 hours of training, annually.
- b) Group Leaders receive at least 18 hours of training, annually.
- c) Senior Group Leaders receive at least 21 hours of training, annually.
- d) Site Directors receive at least 24 hours of training, annually.
- e) Program Administrator receives at least 30 hours of training, annually.
- f) All staff receives training in children and youth development.
- g) Staff receives training on working with families and relating to children and youth in ways that promote development.
- h) Program directors and administrators receive training in program management and staff supervision.
- i) Staff receives training on setting up space and designing activities to support program goals.
- j) Staff receives training on promoting the safety, health and nutrition of children and youth.



**F-15 Staff receive appropriate support to make their work experience positive.**

1 2 3 4 5

- a) The program offers wages and working conditions that encourage staff retention. Staff is given paid breaks and paid preparation time.
- b) Full-time staff receives benefits, including health insurance and paid leaves of absence.
- c) Staff are given ample time to discuss their own concerns regarding the program.
- d) Staff receives continuous supervision and feedback. This includes written performance reviews on a timely basis.

**F-16 The administration provides sound management of the program.**

1 2 3 4 5

- a) The financial management of the program supports the program's goals.
- b) The administration oversees the recruitment and retention of program staff.
- c) The director involves staff, board, families, and children and youth in both long-term planning and daily decision-making.
- d) The program has procedures for tracking enrollment and participation.
- e) All children and youth participants are enrolled in the program.

**F-17 Emergency information for each child is on file and accessible.**

1 2 3 4 5

**F-18 Program policies and procedures address the needs of children, youth, and families in the community.**

1 2 3 4 5

- a) A mission statement outlines the program's philosophy and goals.
- b) The program uses community resources and sources of subsidy and, as a result, is affordable to all families.
- c) The program's hours of operation are based on families' needs.
- d) The program enrolls children and youth with special needs.
- e) The program is open a minimum of 3 hours a day, 5 days a week, during the school year.
- f) The program surveys children and youth to ascertain their needs.



## *Part III*

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# Program Standards

## PROGRAM STANDARDS

Note: This section is comprised of seven programmatic areas, including requirements that go beyond the standards created by the NSACA's standard for quality. Unlike the organizational standards, these standards have not been extensively tested. For that reason, these standards should be seen as initial requirements to be reviewed and enhanced over the course of the next several years. During this period, the Children and Youth Investment Trust Corporation, through its capacity-building, will help providers develop and generate information required to meet these standards.

### I. ACTIVITIES

**A-1 The daily schedule is flexible and offers the necessary security, independence, and stimulation to meet the needs of all children and youth.** 1 2 3 4 5

- a) The routine provides stability without being rigid.
- b) Children and youth meet their physical needs in a relaxed way.
- c) Children and youth move freely from one activity to another, usually at their own pace.
- d) When children and youth move as a group, the transition is smooth.

**A-2 Children and youth can choose from a wide variety of activities.** 1 2 3 4 5

- a) There are regular opportunities for active physical play.
- b) There are regular opportunities for creative arts and dramatic play.
- c) There are regular opportunities for quiet activities and socializing.
- d) Children and youth have a chance to join enrichment activities that promote basic skills and cognitive development.

**A-3 Activities reflect the mission of the program and promote the development of all children and youth in the program.** 1 2 3 4 5

- a) Activities complement the styles, abilities, and interests of the individuals in the program.
- b) Activities are compatible with the age range of children and youth in the program.
- c) Activities reflect the languages and cultures of the children and youth and families served.
- d) Activities promote strong sense of personal identity.
- e) Activities reflect and support the program's mission.

**A-4 All programs/activities are designed to allow children and youth to participate and master at least one program component skill, knowledge or competency in both an academic and non-academic activity.** 1 2 3 4 5

[Mechanisms are in place to monitor, evaluate, and recognize the development and enhancement of skills, knowledge, or competency.]

**A-5 Throughout the entire organization there is an infusion of opportunities for cognitive development — e.g., literacy, oral and written communication, critical thinking, self-analysis, and introspection.** 1 2 3 4 5

[Mechanisms are in place to monitor and evaluate cognitive development.]



**A-6 There are sufficient materials to support program activities.**

1 2 3 4 5

- a) Materials are complete and in good condition.
- b) There are enough materials for the number of children and youth in the program.
- c) Materials are age appropriate for the children and youth in the program.
- d) Materials are culturally and linguistically pertinent.
- e) Materials promote the program's mission.

## II. PROGRAM AREAS

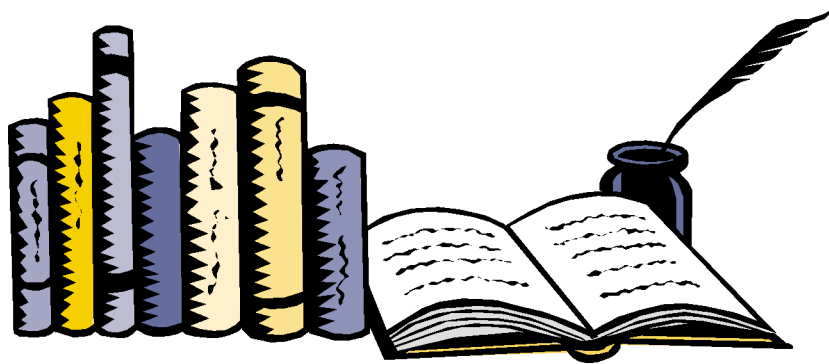
### A. Cognitive Development

Context: High quality out-of-school time programs that provide academic enrichment should seek to create connections with the curriculum and instruction offered by schools during traditional hours. Such programs should not only emphasize core skills, but also problem solving, communication, teamwork, perseverance, and conflict resolution. However, programs must not duplicate regular school day activities. Instead, they should integrate creative ways of learning for children and youth. Central to this is planning and developing strong relationships between the out-of-school time program management and the teachers and staff who work daily with children and youth.

**A-1 Program activities purposely complement school-day classroom instruction, improving children's ability to meet learning standards.**

1 2 3 4 5

- a) Children and youth can select from a variety of activities that are aligned with DCPS/No Child Left Behind (NCLB). Activities are designed around participants' interests and involve enhancing skills in reading, mathematics, science, social studies, languages and language arts, and technology.
- b) The program staff integrates educational opportunities that support and enrich classroom-based instruction through an extension of classroom instruction and experiences.
- c) Academic progress is initially assessed and monitored on a regular basis.
- d) Children and youth are assisted with homework assignments.
- e) There are opportunities for both independent and cooperative learning.
- f) There are opportunities for students to integrate knowledge and to apply concepts and processes to situations within and outside the school.
- g) Research-based, engaging materials and strategies are widely utilized.
- h) Children and youth are provided competitive and non-competitive opportunities for cognitive development.



**A-2 Programs provide opportunities for participants to become competent and thoughtful readers, writers, listeners, and speakers.**

1 2 3 4 5

- a) A wide range of written, oral, and visual texts such as poetry, plays, fiction, and non-fiction are readily available for children and youth.
- b) Children and youth participate in small and large group discussions and are improving public speaking skills
- c) Children and youth use technological and other information resources to conduct research regularly.
- d) Children and youth develop oral and written skills to effectively communicate with one another
- e) Children and youth are equipped with a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.
- f) Children and youth whose native language is not English develop competency in English.

**A-3 Programs provide opportunities that support the development of mathematical reasoning and problem solving skills.**

1 2 3 4 5

- a) Children and youth are provided opportunities to estimate, calculate, use appropriate measurement tools, and solve increasingly complex problems.
- b) Activities interconnect concepts and skills, and provide a balanced emphasis on recall of facts, use of algorithms, and solving routine and non-routine problems.
- c) Children and youth are actively involved in exploring, conjecturing, analyzing, and applying mathematics in a real-world context.
- d) Activities are supported by the use of concrete learning materials, calculators, and computers.
- e) Children and youth are provided opportunities to speak and write about mathematics.

**A-4 Programs provide opportunities for participants to utilize technology to explore and express ideas, exchange information, solve problems, and derive meaning.**

1 2 3 4 5

- a) All children and youth have ample access to appropriate technology (e.g. calculators, computers, educational software, and the Internet).
- b) Children and youth are provided opportunities to utilize technology to locate, manage, and exchange information.
- c) Activities reinforce the responsible and ethical use of technology.



**A-5 Programs provide opportunities for children and youth to participate in educational field trips. 1 2 3 4 5**

- a) All field trips are approved by the proper authority and appropriately supervised.
- b) Field trips are available to all participants.
- c) Field trips have educational validity and include various aspects of learning.
- d) Chaperones are knowledgeable about field trip policies and procedures that ensure the safety and supervision of children and youth.

## **B. Recreation**

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Context: Recreational programs include sports, athletics, games, outdoor explorations, crafts, and hobbies. The source for these standards is the Self-Assessment Manual for Quality Operation of Park and Recreation Facilities: A Guide To Standards For National Accreditation.

**B-1 Recreational programs are varied in subject matter and type. 1 2 3 4 5**

- a) Programs include a variety of activities, including athletics, games, outdoor and nature exploration, and hobbies.
- b) Programs offer both competitive and non-competitive recreational activities.

**B-2 Recreational programs offer both individual and team recreational activities. 1 2 3 4 5**

- a) Opportunities for indoor and/or outdoor recreation requiring solo participation are provided.
- b) Opportunities for recreation requiring small group participation are provided.
- c) Opportunities for recreation requiring large group participation are provided.
- d) Adequate time and facilities are provided for all participants.

**B-3 Recreational programs allow for and promote participation by participants with diverse interests, objectives, preferences, and physical/mental abilities. 1 2 3 4 5**

- a) Programs provide opportunities for passive and active play.
- b) Programs offer recreational activities requiring varying levels of intellectual concentration and creativity.
- c) Programs offer recreational activities requiring varying levels of interaction with others.
- d) Programs offer recreational activities requiring varying levels of physical exertion.

**B-4 Programs offer both directed and self-directed activities with varying levels of leadership. 1 2 3 4 5**

- a) Programs offer directed activities.
- b) Programs offer self-directed activities.
- c) Programs with less levels of responsibility are provided.
- d) Participants are encouraged to be activity leaders.

**B-5 Recreational programs encourage skill acquisition and promote full participation regardless of skills and experience.**

1 2 3 4 5

- a) Programs offer a range of activity, from simple to complex.
- b) Programs offer a progression of activities based upon abilities of the participants.
- c) Program staff plans and tracks participants' progress through activities of increasing intensity or difficulty.
- d) Programs provide opportunities to explore recreational activities unfamiliar to participants.

**B-6 Programs support educational and community goals.**

1 2 3 4 5

- a) Programs provide opportunities for physical engagement and learning (e.g., knowledge of rules of a particular sport, knowledge and appreciation of history of a particular sport or hobby, appreciation and understanding of natural resources, etc.).
- b) Program staff supports community literacy efforts by creatively building reading incentives into recreational programs.
- c) Programs facilitate positive peer influence and interaction.

**B-7 Programs promote participant leadership and involve participants in program planning and activities.**

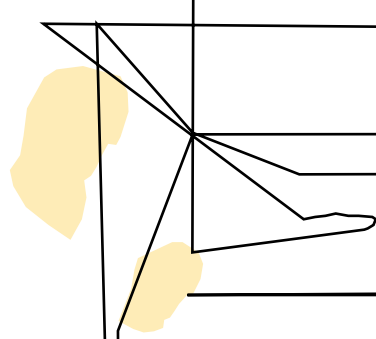
1 2 3 4 5

- a) Participants are encouraged to offer input in the design of programs.
- b) Participants are encouraged to participate as volunteers, judges, sponsors, etc., in activities.

**B-8 Recreational activities facilitate bonding with the staff and/or adult leader.**

1 2 3 4 5

- a) Adequate staff or adult leaders are present for appropriate activities.
- b) Staff or adult leaders feedback on performance is positive and frequent.
- c) Staff or adult leaders interact and get to know participants.





## C. Workforce and Career Development

Context: “Workforce Development” means the development of skills, knowledge and competencies that lead to careers and self-sufficiency. It also stresses the connection between learning and work. “Career Development” means the process through which an individual comes to understand his/her place in the professional world; and/or the development and identification of careers through a continuum of career awareness, exploration, and exposure that helps an individual discern an interest-based career path.

### C-1 Programs for older youth include age-appropriate career awareness, planning and readiness activities.

1 2 3 4 5

- a) Program offers multiple and sequential exploration experiences including: assessment of interests, career and college planning, job shadowing, company tours, college trips, and guest speakers to talk about career options.
- b) Program staff guides participants through self-assessment of personal interests and goals.
- c) Career counselors or other staff guide participants to access job reference library, job listings, labor market information, and/or to complete job application.
- d) Program encourages local employers to offer job-shadowing opportunities.
- e) Program connects participants to internships or jobs related to their career interests.
- f) Program offers counseling sessions dedicated to career planning, including assessment of personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.
- g) Program helps participants develop awareness of entrepreneurship and small business management.
- h) Program offers workshops and courses that cover career topics such as resume writing, interview skills, job hunting, and job keeping skills.
- i) Program staff helps participants develop and maintain a career plan.
- j) Program activities and goals emphasize job retention and career advancement over entry-level placement.

### C-2 Programs for older youth focuses on employer engagement.

1 2 3 4 5

- a) The program structures service learning and community service experiences to teach transferable skills.
- b) The program teams with trade unions to offer apprenticeship or pre-apprenticeship opportunities.
- c) The program creates opportunities for participants to work with professionals.
- d) The program integrates academic and vocational curriculum.
- e) The program maintains contact with employer after hire and provides coaching during learning stages of new job.
- f) The program provides hands-on activities/projects in actual work setting.
- g) The program invites businesses to share their technical business expertise (e.g. management, training).
- h) The program engages employers in active roles such as steering committees.
- i) The program staff gathers feedback and data regularly from employers for continuous improvement.
- j) The program invites employers to provide instructional staff, training facilities, and other resources.
- k) The program actively engages employers in interaction with/as mentors for their youth employees.
- l) The program develops a range of employer linkages to provide jobs and internships.

### **C-3 The program connects work and learning.**

1 2 3 4 5

- a) The program creates project-based experiences designed to teach transferable skills and relate the importance of workplace expectations to career development.
- b) The program constructs a “Work Experience Ladder” that allows participants to progress; develop strategies to make an effective transition from school to career.
- c) The program involves participants in service learning activities that mirror the materials discussed in class, develop job skills, teach the value of contribution to the community, and relate the importance of lifelong learning to career success.
- d) The program instills the value of self-discovery and learning from one’s mistakes by having staff, employers, and/or community members serve as coaches and facilitators to participants.
- e) The program creates participant-run projects that are, or simulate, actual business enterprises.
- f) Participants develop portfolios of learning experience as a resource as they move to future career/education plans; and apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.
- g) The program offers tuition-free college credit to high school participants and dual enroll participants in college and high school.
- h) The program encourages growth of savings accounts for participants (such as Individual Development Accounts) to use for future education and/or training.
- i) The program utilizes Americorps or other funds to provide scholarships for participants post-program.
- j) The program provides educational services affording participants to receive a high school diploma.
- k) The program integrates challenging academic work throughout program activities.
- l) The program provides opportunities to learn about and/or visit colleges and universities.
- m) The program assists with preparation and enrollment for college (SAT, financial aid, etc.).
- n) The program assists with transition and/or tutoring/mentoring after college acceptance and utilizes career resources to develop a career information database that includes international career opportunities.
- o) All program staff work well with men and women from a variety of cultural, national, political, economic, regional, or ethnic backgrounds. They display tolerance, demonstrate respect for all people, respond appropriately to discriminatory practices, and do not discriminate.

### **C-4 Programs enable participants to interact with professionals at all levels.**

1 2 3 4 5

- a) Participants learn how to build relationships with others to achieve professional or other goals, work with others toward some common goal or outcome, and work as part of a team to assist others.
- b) Participants learn to present persuasive point of views, achieve consideration from and by others, influence agendas, procedures or approaches, and argue in support of people, ideas, and changes.
- c) Participants learn principles of negotiation; e.g. to work incrementally toward agreements, come to terms through the resolution of divergent interests, resolve conflict or effect compromise.
- d) Participants develop skills on how to guide and teach others: to instruct others with less knowledge or skills through explanation, demonstration, coaching, answering questions, or by providing verbal support.
- e) Participants learn to share knowledge and information, listen and respond, pay attention to verbal and non-verbal cues, ask questions, and paraphrase and check for understanding/meaning.
- f) Participants develop leadership skills, including providing direction to others around common goals.
- g) Participants learn to be adaptable, being able to respond to and fill additional roles in relation to their scope of work.

### **C-5 Programs enable participants to engage in creative thinking.**

1 2 3 4 5

- a) Participants can originate, generate, invent, and design new applications, ideas, relationships, systems, or products, including artistic contribution.
- b) Participants can synthesize information and/or create new ideas.
- c) Participants can initiate brainstorming and forum for innovation.



**C-6 Programs enable participants to engage in critical thinking.**

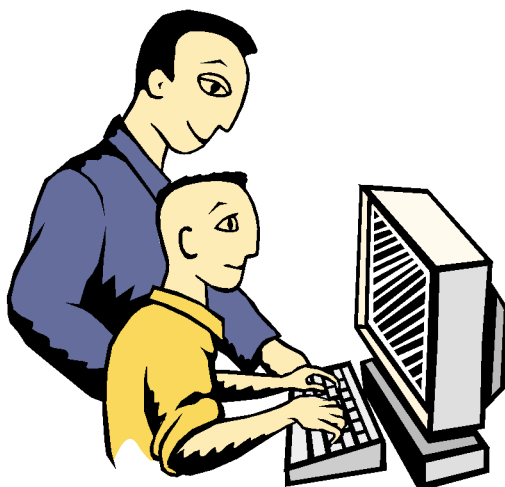
1 2 3 4 5

- a) Participants can sort, find, and maintain information.
- b) Participants can comprehend, classify, organize, maintain, translate, or process information.
- c) Participants “learn to learn” can work with new material or information, grasp its implications for a specified purpose or problem, and relate/recast information from a new perspective or in a new application.
- d) Participants use skills to translate information to a new situation.
- e) Participants recognize problems, devise and implement plans of action, and use logic and analysis to identify the strengths and challenges of different approaches.
- f) Participants apply rules in solving a problem, distinguish trends and impacts, identify causes and consequences, and assess performance.
- g) Participants examine actual processes and results and compare them to desired processes and results.
- h) Participants weigh the relative pros and cons of various actions in relation to broader goals, specify goals and constraints, and generate alternatives, considers risks, and choose best alternative.
- i) Participants use “systems thinking”; program activities help them understand complex interrelationships, develop the ability to evaluate and make suggestions on improving system performance, and see the big picture and think intuitively.
- j) Participants take responsibility for their own decisions and actions.
- k) Participants use math skills to compute and develop reports.

**C-7 Programs develop participants’ communication skills: listening, speaking, writing, presentations, and technology.**

1 2 3 4 5

- a) Participants receive, attend to, and interpret verbal messages and other cues. They listen and comprehend oral instructions, show awareness or react, and attend to non-verbal clues.
- b) Participants are able to depict information visually: e.g. create tables, graphs, drawings, sketches, and other types of non-narrative forms of communication.
- c) Participants effectively communicate information and ideas with others, use languages and gestures to communicate, and organize and put forth ideas and information to an audience in logical sequence.
- d) Participants communicate thoughts, ideas, information, and messages through print, create documents such as letters, directions, manuals, reports, graphs, and flow charts, write, edit, create table/graph/flow charts and summarize them in writing, shape language to communicate effectively in terms of purpose, audience and context.
- e) Participants develop public presentation skills, oral summarizations, and are able to describe, recount, debate, and propose.
- f) Participants utilize communications technology effectively, choose the appropriate equipment or software, apply the technology to a task, and maintain/troubleshoot presentation equipment.



**C-8 Programs develop participants' skills related to resource management, planning and scheduling.**

1 2 3 4 5

- a) Program activities include management of finances, materials, equipment, and facilities.
- b) Program provides opportunities for youth to practice successful workforce skills – such as punctuality, follow-through, self-management, and personal decorum, etc.
- c) The program allows participants to use, prepare, evaluate budgets, make forecasts, prioritize use of resources for competing purposes/tasks, and practice financial recordkeeping, inventory control, space allocation, and materials storage.
- d) Participants understand the impact of delays on schedule and learn to develop contingency plans for scheduling problems.

## **D. Entrepreneurship Development**

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Context: “Entrepreneurship Education” is the process of providing individuals with the concepts and skills to recognize opportunities that others have overlooked and to have the insight, self-esteem and knowledge to act where others have hesitated. It includes instruction in opportunity recognition, marshalling resources in the face of risk, and initiating a business venture. It also includes instruction in business management processes such as business planning, capital development, marketing, and cash flow analysis.

**D-1 Programs enable youth participants to recognize that entrepreneurs possess unique characteristics and to evaluate the degree to which they themselves possess those characteristics.**

1 2 3 4 5

- a) Participants will discuss and identify what an entrepreneur does and what it takes to be an entrepreneur.
- b) Participants have the opportunity to access their own entrepreneurial traits, cite examples of how they might be used and explore how to strengthen those traits.
- c) Participants develop a personal plan for building on their strengths.
- d) Participants have the opportunity to explore the role of the entrepreneur in business.
- e) Participants discuss the differences between an entrepreneur and an employee, and the role one plays as manager of his or her own business.
- f) Participants analyze how consumer satisfaction is essential for success.
- g) Participants are able to explain the relationship of annual net profit in determining the market value of a business.
- h) Participants have the opportunity to engage in problem identification and solution activities.
- i) Participants explore how to recognize opportunities and pursue it.

**D-2 Programs enable youth participants to analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.**

1 2 3 4 5

- a) Participants define and discuss marketing and summarize how it differs from selling.
- b) Participants choose an actual or hypothetical product, identify a buyers market, and then determine much the buyers market would be willing to pay for the product.
- c) Participants have the opportunity to prepare a marketing plan for a prospective business.
- d) Participants are able to describe how customer relations are altered by good or poor customer service.
- e) Participants analyze the benefits of networking and mentoring.



**D-3 Programs enable youth participants to apply economic concepts when making decisions for entrepreneurial ventures.**

1 2 3 4 5

- a) Participants analyze situations and list “opportunity costs” in business and in personal life.
- b) Participants can list and explain the basic types of economic systems.
- c) Participants learn the role of profit/risk.
- d) Participants analyze how a command economy and a free market economy affect business.
- e) Participants explain the operation process of production-distribution chain.
- f) Participants have the opportunity to assess their own attitudes toward risk (through the risk-taker self-assessment inventory).
- g) Participants explore the role of government and how regulations relative to taxes, employees’ social security, workplace regulations, health insurance, etc. affect entrepreneurs.
- h) Participants are able to identify how local and state government is involved in business as it relates to sales tax, health regulations, etc.

**D-4 Programs offer youth participants practical experience and skill sets in financial management required of entrepreneurs.**

1 2 3 4 5

- a) Participants learn to calculate the cost of purchasing wholesale products at different prices.
- b) Participants have the opportunity to research and estimate the cost of manufacturing a product.
- c) Participants have the opportunity to identify and estimate start-up costs for a particular business.
- d) Participants practice identifying sources of funding such as family, friends, personal savings, and bank loans.
- e) Participants discuss the options of venture capital.
- f) Participants read income statements of classmates and recommend improvements.
- g) Participants read annual reports of businesses to determine profit and/or loss.

**D-5 Programs allow youth participants to recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.**

1 2 3 4 5

- a) Participants discuss and explain why keeping good records are essential for success.
- b) Participants record and track personal expenses for a specific time period, and discuss what they learned from the experience.
- c) Participants learn to identify various types of business records.
- d) Participants practice establishing and using personal and business records.
- e) Participants practice reviewing and interpreting business records.

**D-6 Programs give participants the opportunity to develop a management plan for an entrepreneurial venture.**

1 2 3 4 5

- a) Participants develop a vision statement for their venture.
- b) Participants learn to evaluate goal achievement.
- c) Participants discuss how to hire people who share the vision.
- d) Participants discuss the roles of team building, mentorship and partnerships in entrepreneurial ventures.
- e) Participants practice developing short and long term goals.
- f) Participants learn how to monitor achievement of the vision.

**D-7 Programs give participants the opportunity to analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.** 1 2 3 4 5

- a) Participants discuss and make predictions of trends.
- b) Participants discuss the roles of import/export restrictions and balance of trade.
- c) Participants explore corresponding with businesses in other countries.

**D-8 Programs give participants the opportunity to analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.** 1 2 3 4 5

- a) Participants discuss different types of business ownership.
- b) Participants learn the difference between franchising and licensing.
- c) Participants review government regulations that impact the starting and operating of a business.
- d) Participants discuss the value of treating customers and employees ethically.
- e) Participants explore and explain the meaning of ethical standards.
- f) Participants role-play situations in which an entrepreneur must make a decision based on business ethics.
- g) Participants have the opportunity to develop a business plan that includes elements such as: describe goals, products, and customers; list advisors, legal structure and description of employees and/or consultants; specify start-up costs item by item; specify sources of financing including the percentage of ownership; and prepare budget and describe accounting and filing systems and/or electronic systems and software.

## E. Artistic Development

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Context: “Artistic Development” refers to introducing art disciplines that assist children and youth acquire knowledge and self-expression while instilling positive social skills and promoting academic success.

**E-1 Programs emphasize importance of community inclusion.** 1 2 3 4 5

- a) Children and youth take field trips to community arts organizations, museums, exhibits, etc.
- b) The program encourages family participation in planning and attending scheduled performance/exhibit openings/readings.
- c) Scheduled arts activities allow participation of both parents and children/youth.
- d) Program activities involve professional local artists of diverse ethnicities and cultures.
- e) The arts are used as medium for community celebration.
- f) Participants can engage in community projects and performances centered on community issues.
- g) Children and youth collaborate with peers enrolled in other arts programs/projects.

**E-2 Programs introduce a variety of artistic disciplines requiring the use of multiple skills with instruction encompassing all levels of ability.** 1 2 3 4 5

- a) Arts instruction is offered in dance, visual arts, music, theatre, and creative writing.
- b) Historical aspects of each discipline are explored.
- c) Children and youth participate in arts activities from a myriad of cultures.
- d) Children and youth understand and exhibit principles, processes, and terms related to specific arts disciplines.
- e) Arts instruction promotes extended participation in the artistic process.
- f) Children and youth evaluate and assess the merits of both theirs and their peers’ performance/work.
- g) Children and youth understand the significance of artistic expression in everyday life.



- h) Children and youth understand the arts as a tool for self-discovery, appreciation, and expression.
- i) Children and youth understand the work opportunity of mastering an artistic discipline.
- j) Instruction caters to diverse learning styles.
- k) Participants, with and without special needs, participate in inclusive settings.

**E-3 Programs encourage teamwork, self-discipline, and leadership.**

1 2 3 4 5

- a) Program activities present and reinforce positive social skills.
- b) Participants engage in conflict resolution.
- c) Children and youth actively participate in planning and promoting performance/exhibit openings/readings.
- d) Individual and group activities are encouraged.
- e) Children and youth participate in collective research activities.
- f) Activities promote a positive self-image for children and youth.
- g) Program activities encourage setting goals.
- h) Opportunities for self-directed learning are incorporated into the arts curriculum.
- i) Children and youth participants are encouraged to take risks.

**E-4 Programs promote the arts as a tool for reinforcing lessons learned in the classroom.**

1 2 3 4 5

- a) Arts instruction is used to assist children and youth in understanding and mastering concepts in math, science, reading, and social studies.
- b) Arts instruction promotes critical thinking development.
- c) Technology is used in conjunction with arts instruction.

## F. Civic Development

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**F-1 Community service opportunities are developed by staff and children and youth participants.**

1 2 3 4 5

- a) Children and youth are encouraged to identify their own contribution and service goals which program staff regularly monitors.
- b) Staff and participants develop community service opportunities.
- c) Leadership opportunities such as youth forums, journals, and other venues exist.
- d) Children and youth are involved in community development projects (e.g., surveys, needs assessments, children and youth mapping, etc.).
- e) Program staff facilitates relationships between children/youth and local public and community agencies (e.g. police, fire, library, ANC).
- f) Program staff facilitates ongoing civic involvement such as letter writing campaigns to elected officials, voter registration drives, etc.
- g) Program staff facilitates community volunteers from diverse backgrounds mentoring children and youth.

**F-2 Services provided by children and youth are recognized and documented.** 1 2 3 4 5

- a) Program staff develops a youth recognition strategy that is tied to ongoing development activities.
- b) Recognition tools are created and/or thought through via public partnerships.
- c) Staff exhibits exemplary behavior.
- d) Annual youth recognition ceremony are planned to engage youth and parents.

**F-3 Civic education, leadership development and citizenship activities link children and youth to their neighborhood and communities, and address issues of race, ethnicity, and gender.** 1 2 3 4 5

- a) Program staff collaborates and designs a civic education/leadership development plan.
- b) Participation in workshops and activities to improve neighborhoods involving local community leadership is an ongoing part of program activity.
- c) Citizenship curricular is obtained and infused in ongoing activities of the organization.
- d) Leadership opportunities for youth are actively created through both academic and sports programs.
- e) Program staff reviews established indicators re: civic education on an ongoing basis.
- f) Issues of race and gender are infused wherever possible in ongoing and civic leadership activities.

## G. Open Time

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**G-1 Programs include daily opportunities for “free choice,” monitored time: group interaction, socializing, and fun.** 1 2 3 4 5

- a) Program schedules reflect planned “free choice” time.
- b) Program staff is assigned to monitor “free choice” time.
- c) Student input in design of “free choice” fun activities is sought and used.

**G-2 Programs address character development:** 1 2 3 4 5

- a) Children and youth regularly participate in peer discussion groups, moderated by trained adults or students on various topics, including race relations, male-female relations, sexuality,



## Sources and Resources

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### I. Youth Development Framework

DC BEST “*Advancing Youth Development*” curriculum; developed by the Academy of Educational Development/ National Training Institute (<http://nti.aed.org>) and delivered through the DC Children and Youth Investment Trust Corporation ([www.cyitc.org](http://www.cyitc.org))

### II. Organizational Standards

NSACA Standards for Quality School-Age Care, National School-Age Care Alliance ([www.nsaca.org](http://www.nsaca.org))

### III. Program Standards - Program Areas

#### A. Cognitive

- Developed by District of Columbia Public Schools

#### B. Recreation

- Self-Assessment Manual for Quality Operation of Parks and Recreation Facilities: A Guide To Standards for National Accreditation

#### C. Workforce & Career Development

- National Business Education Association: Business Education Standards – Career Development
- National Youth Employment Coalition (NYEC): Promising and Effective Practices Network (PEPNET) – Workforce Development
- Idaho Business Education Standards: Core Competency Standards
- National School-To-Work Principles and Glossary of Terms DC School-to-Careers/Youth Investment Council

#### D. Entrepreneurship

- National Business Education Association: Business Education Standards – Entrepreneurship
- Center for Entrepreneurial Leadership Clearinghouse on Entrepreneurial Education (CELCEE)
- National Foundation for Teaching Entrepreneurship – Program Curriculum

#### E. Artistic Development

- Arts Education Partnership and The President’s Committee on the Arts and Humanities. *Gaining the Arts Advantage*. Washington, DC: 1999.
- Fiske, Edward ed. *Champions of Change: The Impact of the Arts on Learning* Washington, DC: The Arts Education Partnership and the President’s Committee on the Arts and Humanities, 1999.
- The National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts.
- U.S. Department of Education and National Endowment for the Arts: *How The Arts Can Enhance After-School Programs* 2000

#### F./G. Civic Development and Open Time

- Adapted from the ad hoc Strategy Team on After-School/Out-of-School Opportunities and part of the Baltimore Standards and District resident input and feedback.



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