Public Health Management Corporation
( PHMC )

On behalf of

City of Philadelphia
Department of Human Services

FY 2014
Request for Proposal
DHS Out-of-School Time Project

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OVERVIEW

I. INTRODUCTION AND STATEMENT OF PURPOSE

The Department of Human Services (“DHS” or “the Department”) invites high-performing, youth serving organizations to operate developmentally appropriate, afterschool and summer programming (also referred to as out of school time programming) for youth in grades K-12, in neighborhoods across the City of Philadelphia (City). The network of programming, referred to as the DHS Out-of-School Time Project (“DHS OST Project” or “Project”), is part of the agency’s continuum of prevention programs and activities designed to contribute to the overall well-being of youth through access to services that promote their healthy, physical, social, educational, and emotional development. These services are voluntary; they reflect the mission of the Department and are designed for all children and youth, particularly children and youth who are at-risk of or may have previous involvement with the child welfare system.

The Public Health Management Corporation (PHMC) is the competitively-procured administrative entity for the Department’s investment in after school and summer programming. In this role, PHMC, in collaboration with DHS, supports the provider solicitation process, manages data collection and reporting related to provider service delivery, oversees provider contract development, execution, invoicing and payment, as well as provides program quality support. PHMC is releasing this Request for Proposal (RFP) on behalf of DHS.

The DHS OST Project, under the auspices of the Department, has both evolved and expanded to compliment the agency’s current efforts to develop higher accountability standards and measurable results for its investment in child protection services as evidenced by implementation of the Improving Outcomes for Children Initiative (IOC). A comprehensive, citywide initiative, IOC aims to decentralize the provision of direct case management services through a network of Community Umbrella Agencies (CUA or CUAs) that can demonstrate the capacity and ability to provide child protection and child welfare services that are based within the community. (See Appendix A for Geographical and zip code information for Improving Outcomes for Children (IOC) Initiative). This approach is based on the premise that positive outcomes are achieved through the use of child protection and child welfare services that are family-centered, community-based, culturally competent, integrated, timely, and accountable for results.

While the IOC is designed to improve the outcomes for children, youth and families and targets those involved with the child welfare system in Philadelphia, the DHS OST Project is uniquely positioned to achieve similar results for those who are at risk of or may have previous involvement with the child welfare system. In order to achieve these positive results as a complimentary effort to IOC, particularly well-being for children and youth, the work of the DHS OST Project is organized within the following three goal areas:
Goal Area 1: Life Skills
Create opportunities that focus on building youth assets and strengths as they transition through the various stages of their development.

Goal Area 2: Academic Enrichment
Support youth to develop skills needed to achieve school success as demonstrated by grade promotion and high school graduation.

Goal Area 3: College and Career Readiness
Youth actively participate in college and career readiness activities that contribute to clearly-defined, post-secondary goals.

The DHS OST Project will address the three goal areas through high-quality, intentional activities that directly impact the following six youth outcomes:

• Improved Life Skills
• Engagement in Learning
• Improved Relationships
• Engagement in School
• Aspires to Educational Excellence
• Prepared for Higher Education and Employment

Diagram 1: DHS OST Project Goal Areas and Youth Outcomes
II. DEPARTMENT OVERVIEW

The mission of DHS is to provide and promote safety and permanency for children and youth at risk of abuse, neglect, and delinquency. The goal of the Department is to strengthen and preserve families while empowering them to make choices that lead to safety, stability, and well-being. In addition, DHS works to establish partnerships with communities, providers, advocates, and others in order to:

- Protect children and youth who are alleged to have been abused or neglected and to ensure their safety from immediate threats and impending dangers.
- Develop and deliver preventative and culturally appropriate services that are consistent with the needs of Philadelphia’s diverse communities.
- Ensure that well-being needs are met, including appropriate and ongoing medical and behavioral health care, and education.
- Secure permanency and life connections for children and youth who are unable to return home.

The Department is comprised of five (5) divisions:

- Children and Youth Division (CYD)
- Juvenile Justice Services (JJS)
- Administration and Management (A&M)
- Finance
- Performance Management and Accountability (PMA)

Currently, the Department provides the following array of services:

Preventative Services

- Voluntary supportive services to families whose children and youth are found by DHS to be safe but who may be experiencing elevated risk factors, such as poverty or a life crisis. These are voluntary services often initiated by the family.
- Support to families who are receiving child welfare or child protective services as a way of meeting objectives contained in the families’ Family Service Plan. These services include parenting education and support programs, housing services, mentoring services, social supports, positive programming for at-risk youth, case management services for specific populations, and programs targeted at preventing truancy and delinquency.

Juvenile Justice Services

- Through its Division of Juvenile Justice Services (JJS), DHS is responsible for operating the county youth detention center, developing the City’s budget for delinquency services, contracting with providers for treatment services, and receiving and disbursing funds used for delinquency services. JJS incorporates a need for public safety and a need to provide juveniles with an opportunity for positive change.
In-Home Services

- Non-safety-related in-home services provide supportive services for families whom DHS has found to be safe but for whom a court has ordered in-home intervention. On many occasions a court initiates this type of service as an effort to improve school attendance or to help stabilize a child or youth who is demonstrating challenging behaviors.
- Safety-related in-home services provide interventions to families whose children or youth have been found by DHS to be experiencing active safety threats but who, with the implementation of a Safety Plan, can be maintained safely in their own homes.
- Aftercare services to ensure successful reunification or other permanency.

Placement Services

- Placement Services are provided to families whose children and youth have been found by DHS to be unsafe in their home of origin and who cannot be maintained safely there through the implementation of a Safety Plan, or are otherwise ordered into placement by the court. Placement services can be kinship and resource home placements, or placements in congregate care settings (i.e. group homes or institutions).

III. DHS OST PROJECT

A. FY 2013 Overview and FY 2014 Outlook

Currently, there are 180 after school and summer programs funded by DHS and administered by PHMC in collaboration with the Department. Existing providers serve youth from kindergarten to 12th grade in three distinct models: Elementary (K to 5th grade), Middle (6th to 8th grade), and High (9th to 12th grade). The majority of programs (128) fall within the Elementary Model with the remaining number split almost equally between the Middle (27) and High (25) Models. More than half are in public schools; 90% are DPW-licensed. About 70% of programs have slot levels less than 50, with the average among these being 31 slots. Approximately 25% of programs have a slot level between 50 and 100, with the average among these being 63 slots. Only 5% of programs have a slot level greater than 100.

DHS, in assessing the scope and range of funded OST programming, noted a gap in opportunities at the middle and high level. Consequently, DHS anticipates a significant increase in the number of middle and high model programs that will be funded in FY 2014 and a corresponding decrease in the number of elementary model programs that will be funded.
**B. Role of PHMC**

In May 2008, PHMC was selected through an open solicitation process to serve as intermediary for the DHS OST Project. PHMC successfully participated in a second, open solicitation process initiated by DHS to identify an intermediary for the Project in April 2012. As DHS OST intermediary, PHMC manages the DHS OST contract and provides contract oversight, data management, and fiscal oversight. PHMC hosts and maintains the web-based *Provider Contract Attendance Performance and Payment System* (PCAPS) management information system (MIS), which supports PHMC’s ability to assess key contract deliverables. PCAPS supports PHMC in tracking performance, contract compliance, and fiscal information. PCAPS manages proposal submissions, provider and client information, and provider invoicing and payment. Beginning in FY 2014, providers will enter youth outcome data into PCAPS.

PHMC is a nonprofit public health institute that builds healthier communities through partnerships with government, foundations, businesses, and community-based organizations. It fulfills its mission to improve the health of the community by providing outreach, health promotion, education, research, planning, technical assistance, and direct services. PHMC has served the Greater Philadelphia region since 1972 as a facilitator, developer, intermediary, manager, advocate, and innovator in the field of public health. With nearly 1500 employees, 250 programs, eleven subsidiaries—one with programs throughout Pennsylvania, and another nationwide—70 sites, and close to 200,000 clients served annually, PHMC has become one of the largest and most comprehensive public health organizations in the nation.

*Diagram 2: DHS Collaboration with PHMC to Administer the DHS OST Project*
C. DHS OST Project Partners

In addition to the administrative and program quality services provided by PHMC, the DHS OST Project also works with the following agencies, through contractual and non-contractual relationships to create a system of support to assist provider efforts to deliver high quality programs. These agencies are referred to as the DHS OST Project Partners.

After School Activities Partnership (ASAP)
The After School Activities Partnership (ASAP) facilitates weekly enrichment clubs – chess, debate, Scrabble, and drama – that correlate to improved academic achievement (e.g. strategic thinking, problem solving skills and literacy) and promote positive socialization (e.g. teamwork and peer-to-peer relationships). Program curricula are designed to complement classroom learning through structured weekly sessions and to build communities of diverse yet like-minded youth through program events such as regional and citywide competitions and theatrical performances.

ASAP provides the following services to OST providers:

- Professional Development: On-site staff trainings -- beginner, intermediate, and advanced -- for all four ASAP initiatives.
- Materials: Club leader manuals with strategies on starting and maintaining clubs and all necessary program equipment (e.g. chess and Scrabble pieces and boards, dictionaries, notation sheets, chess clocks, etc.).
- Oversight: Weekly emails, phone calls, and periodic site visits.

For providers seeking to maximize youth outcomes and leverage additional ASAP resources, ASAP offers a variety of opportunities to develop skills, track and acknowledge individual and group progress while also broadening students’ horizons:

- Weekday and Weekend Chess, Debate and Scrabble Tournaments: Tournaments are organized into beginner, intermediate and advanced sections and held at colleges or cultural institutions (e.g. Temple University, Franklin Institute). ASAP provides transportation, healthy snacks and team and individual awards.
- End-of-year Drama Showcase: ASAP invites participating youth to perform for families and friends on the main stage of the Lantern Theater.
- Sponsorship: For youth with distinguished records of performance or participation, ASAP will provide sponsorship to regional and state competitions.
- Additional Instructional Support: ASAP will provide ongoing outreach to recruit volunteers to assist OST Staff club leaders. ASAP will complete criminal background, child abuse and FBI fingerprinting clearance checks for volunteers.

The Free Library of Philadelphia (Free Library)
The Philadelphia Out-of-School Time Literacy Initiative (POSTLI), a project of the Free Library of Philadelphia (Free Library) supports after school literacy education using high impact literacy strategies delivered through professional development and supportive on-site coaching grounded in the context of project based learning (PBL). This support uses
the focus and goals of individual programs to infuse literacy into their work with youth in the following ways:

- **Professional Development Workshops** are scheduled through the United Way, the Free Library of Philadelphia, and at provider sites throughout the city, and cover a wide variety of approaches including independent reading, interactive read aloud, writing, and literacy games that are immediately useful for DHS OST staff.
- **STEM Focus.** Science, Technology, Engineering and Math (STEM) can be infused with existing activities. A Learning Coach provides on-site technical assistance to assist providers to provide STEM infused programming.
- **Technical Assistance** is provided through regular on-site visits by trained Literacy Coaches who provide coordination with Free Library of Philadelphia resources, program planning, feedback to group leaders, professional development, and options for data collection and analysis and more.
- **Observation Opportunities** are available at several sites including two elementary level Youth Education for Tomorrow (YET) demonstration sites that provide observation opportunities of high quality literacy-supported PBL programming for the Philadelphia OST community.
- **Data Collection and Analysis** can be provided to help programs choose appropriate outcome measures and assess impact of training, professional development, and overall program quality.

**The Health Promotion Council**

With funding through the Healthy Kids, Healthy Communities initiative and the Philadelphia Department of Public Health's Get Healthy Philly Initiative, the Health Promotion Council created ten nutrition and physical activity guidelines for all non-school hour programs. (See Appendix E for these Healthy Living and Physical Activity Guidelines) In FY 2013, DHS OST programs incorporated three of the ten guidelines as an introduction to these standards. Starting in FY 2014, all programs will be required to comply with all ten guidelines.

**Out of School Time Resource Center**

The Out-of-School Time Resource Center (OSTRC) at the University of Pennsylvania promotes youth achievement by supporting staff and enriching programs. With a focus on out-of-school time, the OSTRC supports the DHS OST Project by:

- **Identifying and coordinating resources.** The OSTRC produces a monthly Newsletter and two Area Resource Directories; maintains an online Professional Development Calendar and a Document Library; hosts regular Peer Networking Meetings; and offers ongoing professional support and technical assistance. In addition, they connect individuals to one another and provide access to diverse fields, programs, and resources.
- **Conducting research and evaluation.** The OSTRC conducts and disseminates literature reviews and empirical research to identify promising practices in professional development and program quality. They also design and implement
surveys, focus groups, interviews, and observations to measure staff, program, and youth outcomes.

- Recommends changes in practice and policy. Through brokering, consulting, research, and publications, the OSTRC informs and advocates for high-quality staff and programs on a local, regional, and national level.

Philadelphia Youth Network (PYN)
Philadelphia Youth Network (PYN) is a non-profit organization that serves as a catalyst for collective action by developing and delivering models that change systems and improve educational and economic outcomes for youth. Our vision is that all of Philadelphia’s young people will take their rightful places as full and contributing members of a global economy.

To pursue this vision, we support a range of programming that occurs in three primary settings: in the workplace, schools, and community. In FY 2011, DHS established a contractual relationship with PYN to operate the summer component of the High Model. Through this arrangement, youth have access to a wage earning experience. In addition, youth participate in activities, which specifically teach the following four targeted work-readiness skills:

- Teamwork/ Collaboration
- Professionalism/Work Ethic
- Openness to Feedback/Supervisor
- Oral communication

DHS expects to continue to provide older youth with this opportunity through this arrangement in FY 2014. Particular emphasis will be placed on connecting youth who participate in the school year component of the High model with the summer component to ensure youth participation in a year round experience.

United Way of Greater Philadelphia and Southern New Jersey
United Way of Greater Philadelphia and Southern New Jersey’s (UWGPSNJ) mission is to harness, leverage, and strategically invest the collective power of donors, advocates, and volunteers, to drive measurable results that improve the lives of people in the region. Recently, UWGPSNJ has developed a more targeted, strategic approach to its work in the areas of education, income, and health. In the area of Education, their work is focused on four key transitional points, from cradle to career, to ensure that children and youth stay on track throughout their educational experience:

1. To be ready to enter kindergarten, children will have access to more high quality early childhood education programs.
2. To read at grade level by the end of third grade, children will improve their literacy levels in the early elementary grades.
3. To successfully transition to high school, middle grade students will be self-regulated and self-directed, and will receive targeted interventions to improve school attendance, to pass math and English courses, and to avoid poor behavior.
4. To graduate high school college and career ready, students will receive work-based opportunities and guidance to assist them in being prepared to successfully pursue post-secondary education options.

For the OST Professional Development Project, UWGPSNJ’s primary role is to coordinate training for various levels of DHS OST staff in numerous topics. All DHS-funded trainings offered by UWGPSNJ bear PQAS certification and Act 48 credit hours.

D. FY 2014 DHS OST Project

In FY 2014, the DHS OST Project will transition from a general focus on program quality to ensuring that programs achieve positive results for children and youth in three major goal areas: Life Skills, Academic Enrichment, and College & Career Readiness. Previously, program effectiveness was determined by quality of staff/child interactions, levels of youth participation and retention, youth-led activity planning, age-appropriate activities, and adherence to Pennsylvania Department of Welfare child care regulations.

The FY 2014 DHS OST Project will maintain its commitment to continuous quality improvement. Research clearly indicates that youth programs with well-trained and educated staff, along with consistent and sustained high quality operations can contribute to the positive development of youth. However, clearly articulating the intended youth impact of programming aligns the activities and services of the Project with the safety, permanency, and well-being needs of children and youth who are a priority for DHS. Moreover, the shift in program focus positions the DHS OST Project to be viewed as a critical, long-term child welfare preventive strategy that can contribute to lower incidences of child maltreatment and delinquency by enhancing protective factors. (Caliber Associates, 2001).

Current research indicates a strong correlation between the healthy social and emotional development of youth and reduced incidence of child maltreatment and delinquent behavior. (Child maltreatment prevention: Past, present and future, 2011). Similarly, research on juvenile justice and delinquency prevention points to maximizing the protective factors, such as increased opportunities for prosocial involvement, access to caring adults and supporting academic success through skill development, as a key component in effective prevention strategies.

Diagram 3: FY 2014 Transition to Focus on Youth
FY 2014 DHS OST Project Redesign Process

**Phase One: Planning**

DHS facilitated a planning process, which spanned over a three-month period as part of the first phase of the Project redesign. The primary objective of the planning process was to better understand the impact of current DHS-funded after school and summer activities on children and youth participants. Data gathered as a part of the planning process was used to identify the three Project Goal Areas and six Youth Outcomes.

The planning process included several listening sessions with DHS OST Executive Directors and Site Directors who have current DHS OST contracts. The experiences of the agencies who provide support to the Project are reflected in the vision. Youth voice was captured through survey data collected by PHMC’s Research and Evaluation Group. The DHS OST Administrator also met with a range of key stakeholders, including senior DHS staff and other City agencies. An assessment of DHS organizational practice models, tools and evaluation protocols were conducted as well.

*Diagram 4: Logic Model to Illustrate the Outcome Planning Process.*
Over 80 programs were represented in the listening sessions. The transition in focus from only looking at program quality to also looking at measuring individual youth outcomes required a broad conversation in the first listening session about the DHS mission, goals, priorities, and internal system reform efforts. Subsequent listening sessions were designed to allow providers to assess current program practices with the five initial youth outcomes and related indicators. The objective was to align recommended changes to the Project service delivery model with current program operations. This approach balanced the need to preserve the existing Project framework while accommodating the shift in funding priorities.

The analysis of the data gathered from the listening sessions was used to confirm the youth outcomes identified at the beginning of the planning process. An additional youth outcome, “improved relationships” was added to reflect the importance of healthy family functioning in addressing children maltreatment. Enhancing youth ability to positively interact with family members, other adults, and peers can contribute to family stabilization and ultimately reduced incidences of maltreatment.

The DHS OST Project Partners were asked to consider how they would deliver their varied services to support provider agencies to achieve youth impact. As part of the discussion, consideration was given to the inclusion of health and safety as an identified youth outcome in light of the considerable effort to infuse healthy eating and physical activity in programming through implementation of standards. It was decided not to expand the existing list of youth outcomes but to continue to rely on current provider practices of implementing activities which promote physical activity and healthy eating along with program standards which address youth safety in programming. The following chart outlines the six youth outcomes and related indicators, which will be the Project focus for FY 2014.

**Diagram 5: 2014 Youth Outcomes and Indicators**

<table>
<thead>
<tr>
<th>FY 2014 Youth Outcomes</th>
<th>FY 2014 Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improved Life Skills</td>
<td>• Goal Setting</td>
</tr>
<tr>
<td>• Improved Relationships</td>
<td>• Personal Accountability</td>
</tr>
<tr>
<td></td>
<td>• Work with others to accomplish goals</td>
</tr>
<tr>
<td></td>
<td>• Improved Interaction with Peers</td>
</tr>
<tr>
<td></td>
<td>• Improved Interaction with Adults</td>
</tr>
<tr>
<td>• Increased school engagement</td>
<td>• Improved Quality of Homework</td>
</tr>
<tr>
<td>• Increased engagement in learning</td>
<td>• Increase Opportunities for Problem Solving and Critical Thinking</td>
</tr>
<tr>
<td>• Aspire to educational excellence</td>
<td>• Awareness of High School Choices</td>
</tr>
<tr>
<td>• Prepared for Higher Education and Employment</td>
<td>• Awareness of Interest in Careers and Employment Pathways</td>
</tr>
</tbody>
</table>

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Phase Two: Implementation
In FY2014, the Project will begin to collect specific program and youth outcome information related to the corresponding indicators as part of the implementation phase. The Project plans to facilitate a process similar to that used in the planning phase to confirm and refine data collection and measurement tools based on various stakeholder input.

Planning related to data collection, measurement tool refinement, and professional development will be addressed during the Implementation phase as well. The Project plans to facilitate a process similar to that used in the planning phase to maintain ongoing provider, youth, family, and other stakeholder input as well as inform implementation activities.

E. Funding Source
The DHS investment is currently the sole source of funding for this RFP. Consequently, it is imperative that applicants recognize the priorities of both the Project and DHS in order to determine whether the resulting mix of programs, services, and requirements are aligned with their organization’s internal mission, resources, and capabilities.

IV. VALUE OF OST PROGRAMMING
Since the 1990s, the importance of the out-of-school time programming for children and youth grew in response to the needs of working families, concerns about problem youth behaviors, and poor academic performance. There is a consensus on the social and emotional benefits for children and youth who participate in high-quality after school programming. The social and emotional outcomes associated with after school program participation include increased self-confidence, self-esteem, and self-efficacy, decreased behavior problems, improved communication skills, as well as enhanced ability to effectively interact with peers and adults. (Little et. al, 2007)

Philadelphia has a long-standing history of supporting out-of-school time programming, evidenced by the development of quality standards (See Appendix D for the Core Standards for Philadelphia’s Youth Programs). In addition, over the past ten years, Philadelphia has dedicated City funding for program operations. Mayor Michael Nutter, during his administration, repeatedly demonstrated his commitment to maintain out-of-school time programming, realizing its value as an important strategy to support administration priorities related to education. Moreover, Mayor Nutter’s support of out-of-school time programming was instrumental in Philadelphia’s selection as one of nine cities funded by The Wallace Foundation’s Next Generation OST Initiative to embark on a three-year project to build a city-wide out-of-school-time system.

V. BUILDING THE OST SYSTEM OF SYSTEMS
A key objective of the Building the OST System of Systems Project is to improve Philadelphia’s service delivery system to better support all youth, families, communities,
and providers. The Collaborative for Building After School Systems (CBASS), defines afterschool systems as “including all the groups in a distinct geographic area that have a stake in quality after-school programs, the policies and regulations that influence the relationships between these groups, and the funding and resources needed to provide and support programming” (Systems, 2007). Stakeholders in afterschool systems include provider agencies, funders, public and private resource agencies, formal and informal regulators, families, and the youth themselves.

Philadelphia is unique in that system-building work is currently taking place within each of its four City, after-school networks – the DHS OST Project, Parks & Recreation After School, Free Library of Philadelphia L.E.A.P. and DHS Positive Youth Development. The individuality of each network driven by funding and agency priorities, network strengths, culture and style lends itself to a distinct and different experience for youth participants. However, coordinated system building efforts across the four City networks can serve as the basis for expansion to include the large number of thriving, non-City after-school networks through the standardization of common youth outcomes, measurement tools, data collection, and evaluation processes. More importantly, these efforts can help to shape and inform the citywide collaborative work of the OST System of Systems Project to build a high-quality, scalable after school system. Applicants are encouraged to learn more about the OST System of Systems Project at the project’s website http://www.sp2.upenn.edu/ostrc/phillyost/PhiladelphiaOST.html.

One aspect of the city's afterschool systems-building project is its support of the Program Locator/Directory maintained by the After School Activities Partnership (ASAP). ASAP is in the midst of launching its updated website and directory, complete with various tools and applications helpful to all types of users. In addition, a protocol has been developed with the United Way so that its 2-1-1 system (www.211sepa.org) links the caller or person making an electronic inquiry to the ASAP Directory. DHS is encouraging all OST programs throughout the city to ensure that their after school program information is always current at ASAP (www.phillyasap.org/ProgramForm.aspx).

A. DHS Coordination to Ensure Better Services to Children and Youth

DHS views its investment in the Project as the catalyst to create and sustain meaningful, system level cross collaborations and partnerships to bring services to schools, neighborhoods and communities most in need.

School District of Philadelphia
In FY 2011, the creation of the Memorandum of Understanding (MOU), between DHS and the School District of Philadelphia (“District”) not only makes facilities available for program operations, but also facilitates partnerships between provider organizations and school leadership on behalf of youth. This legal, binding document outlines the general expectations and arrangements for school-based programs, reflecting the following guiding principles for effective school and provider relations:
• Ongoing communication between the school and the external provider regarding all aspects of programs taking place after the school day ends;
• Clearly defined roles, responsibilities, and tasks;
• Availability of a menu of activities and services that are aligned with and support the mission of the school;
• Common understanding about use of school space (designated and/or shared);
• Shared identification of appropriate students for activities and services; and
• Shared opportunities for family input and involvement

The MOU includes a Scope of Work as well as a site specific Collaboration Plans. The Scope of Work outlines predetermined responsibilities for both school and provider. Within the Scope of Work is a site specific Collaboration Plan where site specific details (e.g. space allocation and sharing, days and times of operation, information sharing, etc) that require agreement between the agency and school leadership in regard to the agency delivering after school programming at the specific school location. The MOU Scope of Work and Collaboration Plans must be reviewed and signed annually. Programs funded to operate in a School District of Philadelphia school in FY 2014 will need to complete the MOU.

The MOU also recently set the stage for data sharing with the District in order to gain knowledge of the academic efficacy of the Project on youth participants. DHS is poised to continue its collaborative efforts with the District to minimize the impact of recent school closures on students and their families by locating after school programs in school locations identified by the District as most in need of resources. See Appendix B for a list of School District of Philadelphia schools where OST programs were housed in FY 2013 or which will receive students due to a school closing.

While providers are encouraged to operate programs in District buildings, applicants are not to contact schools regarding letters of support or other endorsement for their proposals.

Philadelphia Parks and Recreation
To have an intentional connection within Philadelphia neighborhoods is a core function for the Deputy Mayor’s Office for Environmental and Community Resources; and collaboration with DHS is an important part of this process. Increased partnership is a priority for DHS and the Department of Parks and Recreation to maximize resources for Philadelphia youth. DHS is committed to funding OST programs located in Philadelphia Parks and Recreation (PPR) centers as a means of promoting collaboration between the DHS and PPR systems. Applicants proposing to operate in PPR centers will need to subscribe to PPR’s youth development system known as REACH.

The REACH system offers wellness services to youth through intentional programming designed to promote an appreciation for the environment and outdoors, athletics and sports, the arts, and healthy habits through fitness. PPR maintains over 140 facilities that support these priorities including 75 Pools (five of which are indoor and open year round), 55 Gyms, 260 Sports Fields, 400 Ball Fields, and five Ice Rinks.
The REACH system will provide an intentional structure offering three types of developmental program pathways for youth: (1) access, (2) exposure and (3) experiential. Access programs target all youth who attend the facility and are designed for youth to participate based on interest. Exposure programs target youth to an intentional activity and is designed for youth to become competent in something new. Experiential programs are intentional skill driven programs that are designed to have measurable results that impact the youth in a developmental way.

Through this RFP, DHS will fund middle school model OST programs located in PPR centers that already provide programming for elementary (K-5) youth. In FY 2014, DHS seeks agencies to participate in this pilot by implementing programming targeted to middle school youth, which address the exposure and experiential pathways of the PPR REACH model. Programming is expected to begin in September 2013, with required planning sessions and professional development opportunities occurring before September.

While providers are encouraged to operate programs in PPR buildings, applicants are not to contact PPR center staff regarding letters of support or other endorsement for their proposals.

B. Truancy Prevention Initiative
DHS has identified the 22nd police district for targeted truancy prevention services due to its high poverty, crime, and truancy rates. There are currently 22 public schools in this police district. The schools will be separated by grade and strategies will be developed based on ages and grades of youth. In FY 2014, DHS seeks agencies to support the Truancy Prevention Initiative by operating programming in this area. Programming is expected to begin in September 2013, with required planning sessions and professional development opportunities occurring before September.

C. Priorities
DHS remains committed to funding OST programs for all children and youth in Philadelphia. However, in support of the above-mentioned priorities, DHS will prioritize funding to programs that:

- Propose to serve older youth, namely middle and high school students
- Propose to operate middle model programs subscribing to the REACH model in Philadelphia Parks and Recreation Centers
- Propose a location in Police District 22 (CUA 5) with the intent to participate in the Truancy Prevention Initiative

D. Period of Performance
The period of performance will commence as early as July 1, 2013, but no later than September 16, 2013, and terminate by June 30, 2014. Program start date will be determined as follows:

- July 1, 2013 – PHMC-managed DHS OST programs funded in FY 2013 have the option to receive funding for a summer program.
• September 16, 2013 – All other programs will only receive funding for a school year program. New providers in FY 2014 and existing providers with new locations not associated with a SDP school closing may not operate summer programs in FY 2014.
APPLICATION GUIDANCE

I. APPLICATION DEADLINE

Submissions must be made via the web-based DHS OST Management Information System called Provider Contract Attendance Performance and Payment System or PCAPS by Tuesday, April 9, 2013, 3:00 pm. No late submissions will be accepted. PCAPS will prohibit proposal submission after the deadline.

PHMC strongly recommends that you make your submission well in advance of the deadline. Please expect the system to operate more slowly closer to the deadline, as more users will be logged in simultaneously.

II. BIDDERS’ CONFERENCE AND QUESTIONS

Applicants are strongly encouraged to attend the bidders’ conference, which will be held on Wednesday, March 20, 2013, 9:00 am to 12:00 noon at the Parkway Central Library, 1901 Vine Street, Montgomery Auditorium (ground floor), Philadelphia, PA 19103.

Interested applicants are encouraged to submit questions regarding this RFP to ostemail@phmc.org as soon as possible. PHMC and DHS will provide answers to all questions posed through Thursday, March 21 in writing on the PCAPS homepage on Monday, March 25, 2013. All other questions must be submitted by close of business Thursday, March 29, 2013. Answers to these questions will be posted on Tuesday, April 2, 2013.

III. PCAPS TRAINING

New PCAPS users are encouraged to attend training on the use of PCAPS. Existing users are also welcome to attend. Training will take place:
- Monday, March 25, 2013, 1:00 pm to 3 pm
- Tuesday, March 26, 2013, 10:30 am to 12:30 pm
- Wednesday, March 27, 2013, 9:30 am to 11:30 am
- Wednesday, March 27, 2013, 5:30 pm to 7:30 pm

Please email ostemail@phmc.org to register for training.

IV. SUBMISSION GUIDANCE

Please refer to the SUBMISSION INSTRUCTIONS section, for step-by-step instructions for applying.
AWARD PROCESS

I. SELECTION CRITERIA

Submissions will be scored based on the following criteria:

- **Organizational Capacity** – Capacity to support implementation of quality and age appropriate non-school hour programming. Experience delivering non-school hour programs and services. Experience collaborating with schools. Success in meeting agency goals and objectives. Capacity to set measurable goals and objectives and capacity to measure success in meeting program and youth outcomes. Capacity to participate in the advancement and implementation of meaningful and measurable outcomes – system-wide, by school, and by individual youth. Capacity to support increased school engagement, engagement in learning, improved life skills and educational excellence. Capacity to operate on a fee-for-service basis. Where applicable, current organization performance with programs as part of the DHS OST Project network of programming.

- **Target Community and Population** – Familiarity with and understanding of the needs of the target community and population. Description of approaches to prioritize enrollment of the target population with an emphasis on meeting the needs of the families in the community. Strength of strategies and approaches that will be taken in the program in order to address those needs. Experience working with youth and families in the target community. Program location as it relates to the priorities as outlined in this RFP.

- **Program Design** – Effectiveness of the program design, including the plans for ensuring community and family engagement, plans for creating a program that will appeal to the target population, plans for coordination with the school for academic enrichment activities, plans for recruiting and retaining youth, as well as diverse, responsive and well-trained staff and volunteers. Ability to implement a project based learning approach in programming. Ability to implement developmentally appropriate, intentional program activities designed to demonstrate connectedness to the six youth outcomes and three Project goal areas.

- **Budget** – Appropriateness and reasonableness of the budget items for the services to be provided, clarity of the budget narrative, responsiveness to the budget guidance. Ratio of requested dollars to agency operating budget. Strength of the fiscal plan for attracting additional resources to the program.

- **Administration** –Ability of the organization to provide sound fiscal oversight, reporting, and management of the award amount. Where applicable, organization performance with administration of programs as part of the DHS OST Project network of programs.

II. NOTIFICATION OF AWARD

It is anticipated that awards will be announced in mid-May 2013. If you have any questions about the award process prior to this date, contact Amy Friedlander, Public Health Management Corporation at amyf@phmc.org or 215-985-2512 or Lorraine McGirt, DHS Administrator at lorraine.mcgirt@phila.gov or 215-683-4008.
PROGRAMMATIC REQUIREMENTS

I. TARGET POPULATION

Programs must be located in Philadelphia and serve youth who are residents of Philadelphia.

II. PROGRAM OPERATION TIME FRAME

Applicants may propose to operate:
- A 12-month (year round) program which will include a summer component and a school year component, OR
- A 10-month (school year) program which will include only school year programming

Applications proposing to operate summer only programs will not be considered.

As per the “Period of Performance” section, new programs and expansion programs will be restricted to operating during the school year only.

The summer component must operate for a minimum of six weeks, Monday to Friday, within the period July 1, 2013 to August 30, 2013. The school year component must operate a minimum of 175 days within the period Monday, September 16, 2013 to Friday, June 20, 2014. Providers in community-based locations may have additional flexibility in starting the school year program component earlier; however, DHS will provide compensation only for the minimum operations days indicated.

III. PROGRAM MODELS

All after school and summer programming will operate according to models specific to the age group of the youth served, as indicated below. Programming within each model should include a mix of structured activities and unstructured activities.

Structured activities are sequenced activities that require regular attendance for a specific period in order to achieve specified learning or skill gains. Examples might include a project to improve math or reading skills using a curriculum/lesson plan that moves participants from one skill level to the next; a team sport that teaches youth the basic skills needed to play successfully, knowledge of the rules, and winning strategies; curriculum-based dance or arts programs; a drama class that leads up to a performance; GED preparation, ESOL, or computer skills programs; and service projects. The project based learning approach, experiential learning, and service learning are applicable methodologies for structured activities.
Unstructured activities are supervised activities that do not involve sequenced lesson plans or require regular attendance by participants, but offer open access to resources such as the gym, game room, computer lab, teen lounge, or quiet zone. (Concept Paper for NYC Beacons, 2012)

Multiple models may be requested for one site, provided that each proposal responds to the specific model selected.

The expectations for each Model are based on current research and best practice and are outlined below. Also, see Appendix C for an OST Best Practice Resource List.

1. **Elementary (Grades K-5)**

   Characteristics of elementary school aged youth:
   - High energy and need lots of activity
   - Practicing large muscle and fine motor skills
   - Developing physical flexibility
   - Growing attention span
   - Respond to simple rules and limits
   - Eager to learn
   - Creative
   - Beginning to reason
   - Feel their ideas count
   - Easily hurt and insulted
   - Identify with the family
   - Eager to please
   - Enjoy small groups
   - Emphasize fairness

   Activities that appeal to elementary school aged youth may include:
   - Games with simple rules
   - Outside experiences
   - Imaginative play opportunities
   - Projects that apply school day lessons to family and community
   - Opportunities to read aloud, silently, and to talk about books and ideas
   - Matching, ordering and sorting activities
   - Opportunities to apply arithmetic problems in real-world ways
   - Small experiments with everyday products
   - Opportunities to work with a variety of materials for projects
   - Physical activities, not necessarily involving competition
   - Music, dance and drama opportunities
   - Opportunities to try experiences from diverse cultures

   **Summer**
   - During the summer, programs are required to operate Monday to Friday for at least eight hours per day
• Enrolled youth are expected to attend at least four days per week.
• Activities should include field trips and academic enrichment activities that target summer learning loss and support basic academic skills.

School Year
• During the school year, programs are required to operate Monday to Friday for at least three hours immediately afterschool, generally from 3:00 pm to 6:00 pm
• Enrolled youth are expected to attend at least four days per week.
• Programs are to focus on:
  o Homework quality designed to support basic academic skills and encourage regular school attendance.
  o Reading and Math skill building to support basic academic skills. STEM or literacy services of the Free Library of Philadelphia are appropriate.
  o Creating an environment of learning and inquiry supported by positive youth-adult and peer relationships to support improved adult and peer relationships.
  o Utilizing a Project Based Learning approach for enrichment opportunities (structured activities) related to life skills, arts, culture, health, prevention that build social and emotional skills and resilience, develop effective communication skills, and foster personal responsibility and pro-social behaviors and norms.
  o Physical activities (structured or unstructured activities)

2. Middle (Grades 6-8)

The Middle Model is designed to provide youth with opportunities to develop leadership and life skills, enhance their academic and study skills, and help them explore new interests with the guidance of a nurturing and caring adult.

Characteristics of middle school aged youth:
• High energy and need lots of activity
• Like to achieve and be seen as competent
• Seem inconsistent in ideas and moods
• Use logic and reasoning
• Think beyond the immediate experience
• Can exchange ideas
• Seek independence
• Want voice in decisions
• Feel awkward and embarrassed in some situations
• Need praise and approval
• Identify strongly with peers
• Interested in experimentation

Activities that appeal to middle school aged youth may include:
• Wide variety of options
• Connections to real-world experiences
• Opportunities to interact in large and small groups as well as individual recognition
• Experiences that explore ethics and values with respected adults
• Opportunities to serve others
• Physical activity
• Opportunities for decision-making and leadership
• Opportunities to apply school day lessons through performances and projects
• Experiences emphasizing reasoning and problem-solving in art, science, mathematics
• Quiet times for homework with adult help and peer help when needed
• Games that provide opportunities to practice basic skills, such as chess, checkers, puzzles, word games
• Wide range of reading activities with discussion of the ideas found in the books
• Experiences built on a wide diversity of cultures and ethnic groups

Summer
• During the summer, programs are required to operate Monday to Friday for at least six hours per day
• Activities should include field trips and academic enrichment activities that target summer learning loss and support basic academic skills.
• All youth are required to complete a project that incorporates post-secondary/career exploration and/or a community service activity responsive to community need to promote career readiness and foster personal and civic responsibility.
• Enrolled youth are expected to attend at least three days per week.

School Year
• During the school year, programs are required to operate Monday to Friday for at least three hours immediately afterschool, generally from 3:00 pm to 6:00 pm
• Enrolled youth are expected to attend at least three days per week.
• Program activities should be delivered within the context of a program cycle, e.g. 8-10 week cycles, with clearly defined goals and objectives. ASAP Clubs and similar club-like activities are recommended programming for Middle model. Activities should be intentional in design to build social and emotional skills and resilience, develop effective communication skills, and foster personal responsibility and pro-social behaviors and norms. Gender specific programming is also encouraged for this model.
• Programs are to focus on:
  o Homework quality designed to support basic academic skills and encourage regular school attendance
  o Reading and Math skill building to support basic academic skills. STEM or literacy services of the Free Library of Philadelphia are appropriate programming.
  o Creating an environment of learning and inquiry supported by positive youth-adult and peer relationships to support improved adult and peer relationships.
Post-secondary/career exploration skill building to support career readiness. This component may include:

- Exposure to universities, community colleges, and technical schools
- Exploration of careers in specific fields, such as technology and media, led by skilled professionals
- Entrepreneurship
- Community service learning projects

Utilizing a Project Based Learning approach for enrichment opportunities (structured activities) related to:

- Enrichment (Life skills,
- Arts and culture,
- Health,
- Performing, Visual and Language Arts,
- Technology
- Traditional and non-traditional athletics

3. **High (Grades 9-12)**

The High School model will have a single defined focus which will allow youth to thoroughly explore an area related to college and career preparedness. Through this model, youth will be provided the opportunity to explore a specific career area and/or college readiness within a set of structured and engaging activities. The Project Based Learning approach (with an emphasis on development of key 21st century skills), service learning and occupational skills training that are targeted by focus area will support the content delivery. Programs should be fun, engaging and consist of experiential learning opportunities that allow youth the ability to learn, apply, and reflect on their experiences in a substantial way.

**Characteristics of high school aged youth:**

- Concerned about body and appearance
- Highly developed motor skills
- Worry about clumsiness, illness and diet
- Think abstractly
- Learn by doing
- Less influenced by parents, more influenced by peers
- Need and demand more freedom and privacy
- Mask true feelings
- Need praise and adult recognition
- Admire heroes that demonstrate characteristics of friendship and romance
- Recognize diversity of ideas

**Activities that appeal to high school aged youth may include:**

- Opportunities to discuss and address physical risk, including smoking, drugs, drinking, and sexual activity
- Opportunities to tutor younger children
Opportunities to show competence in a public setting
- Individual projects as well as teamwork in small and large groups
- Substantial choice with clear limits
- Opportunities to express feelings through projects and activities
- One-on-one opportunities to talk with adults
- Loud and quiet areas and activities
- Discussions of diverse ideas and opinions with adults and peers
- Specific help with skill areas that are causing problems
- Opportunities to catch up or move ahead with academic interests
- Opportunities to work on school day projects and papers with library and Internet support
- Problem-solving and reasoning skills practice

School Year
- During the school year, programs are required to operate Monday to Friday for at least three hours immediately afterschool, generally from 3:00 pm to 6:00 pm
- Enrolled youth are expected to attend at least two days per week
- Program activities should be delivered within the context of a program cycle, e.g. 8-10 week cycle, with clearly defined goals and objectives.
- The following are key components of the High School Model
  - Focus on a specific focus area and provide the opportunity for youth to learn about the career opportunities through engaging hands-on learning experiences to promote career readiness. Selected industry areas should be aligned with the interest of youth. Suggested areas of focus are:
    - Arts (e.g. theater, dance, vocal arts, instrumentation, visual)
    - Technology (e.g. web design, digital media, automation)
    - Sports (e.g. athletic leagues, sports management, physical therapy)
    - Journalism (e.g. spoken word clubs, poetry, short-stories)
    - Entrepreneurship
  - Using the selected specific focus, programs are to deliver activities that provide academic support and activities that support school attendance, high school graduation and post-high school opportunities exploration.
  - Acquisition of critical workplace skills as described by the Partnership for 21st Century Skills. These skills are listed below:
    - Critical Thinking / Problem Solving
    - Oral Communications
    - Written Communications
    - Teamwork / Collaboration
    - Information Technology Application
    - Leadership
    - Creativity / Innovation
    - Lifelong Learning / Self Direction
    - Professionalism / Work Ethic
  - Exposure and skill acquisition within the targeted industry area that will equip youth with a working knowledge of the industry area. As youth move through the program and learn the basic skills within the targeted career
area, the programming should continue to expose youth to more advanced skills.

- An incentive-based payment system to participants based on milestones/benchmarks achieved during the program. Incentive payment programs are based on youth earning points for certain achievements throughout the program session. Incentive payments should be structured to match individual program goals. Programs may not exceed a total of $500 per youth in incentive payments per year.
- Creating an environment of learning and inquiry supported by positive youth-adult and peer relationships to support improved adult and peer relationships.

IV. DHS FY 2014 YOUTH OUTCOMES

For all models, the six outcomes fall under three goal categories: Life Skills, Academic Enrichment and College and Career Readiness. Under each goal, DHS has defined youth outcomes related to the current agenda of Improving Outcomes for Youth.

DHS intends to collect and measure specific program and youth outcome information from funded providers in a fashion depicted in the chart below. These desired outcomes are directly related to the required program elements

<table>
<thead>
<tr>
<th>Goal</th>
<th>Outcomes</th>
<th>Indicator</th>
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| Participating youth will develop positive Life Skills | • Improved Life Skills  
• Improved Relationships | • Goal Setting  
• Personal Accountability  
• Work with others to accomplish goals  
• Improved Interaction with Peers  
• Improved Interaction with Adults |
| Participating youth will have Academic Success | • Increased school engagement  
• Increased engagement in learning  
• Aspire to educational excellence | • Improved Quality of homework  
• Increase opportunities for problem solving and critical thinking  
• Awareness of High School Choices |
| Participating youth will be Ready for College and/or Career | • Prepared for Higher Education and Employment | • Awareness of interest in careers and employment pathways |
V. PROGRAM QUALITY

The DHS OST system supports quality programs. The following are at the core of this approach.

**Core Standards**
Agencies that receive funding must operate in a manner consistent with fiscal, quality, health, safety, and data-collection requirements, including, demonstrably and consistently providing activities for youth according to the *Core Standards for Philadelphia Youth Programs*. See Appendix D for a copy of the standards.

**Healthy Living Guidelines**
Agencies that receive funding must operate in a manner consistent with the ten healthy living and physical activity guidelines outlined in Appendix E. Applicants may reference the Healthy Living Guidelines toolkit at [http://www.hpcpa.org/site/index.php?option=com_content&view=article&id=77&Itemid=55](http://www.hpcpa.org/site/index.php?option=com_content&view=article&id=77&Itemid=55) to obtain helpful tips and resources for implementation.

**Pennsylvania Department of Public Welfare Licensure**
While DPW childcare licensing standards have served as the primary means of quality assurance for DHS-funded after-school programs, the Project recognizes that such standards are not applicable to all of our youth serving organizations, particularly those serving youth in middle and high school. For older youth, these programs serve less of a childcare purpose in that in many cases, the decision to attend programming is related to youth desire and choice. In addition, DHS offers programming that offers a diverse range of experiences that support youth development. DHS believes it is essential to evolve the ways that we observe and develop program quality in order to maximize the potential of these programs to support the positive development of youth.

Recent studies suggest a trend supporting greater individualization in after-school program evaluation. Massachusetts After-School Research Study (MARS) published an innovative report in November 2005, using its own qualitative measurements of program characteristics including staff engagement with youth, youth engagement, high quality, challenging activities, quality homework time, and family relationships at pick-up time. All of these characteristics were highly correlated with overall program effectiveness and alignment with high-quality programming.

Findings published by the William T. Grant Foundation complement this new evaluative approach. Their research is based on the meta-analysis of Joe Durlak and Roger Weissberg, who observed 73 after-school programs in 2007. Despite the fact that they only observed programs focused on personal and social skills, almost all of the observed programs produced noticeable academic improvement as well. This led them to conclude that “a program’s specific focus is less important than *having* a focus and then pursuing it as well (Improving After School Quality, p.9)

Assuring program quality is essential in order to achieve youth outcomes, but DPW licensing standards are not the only means of doing this, and in fact may restrict valuable organizations from providing support to youth, particularly those at-risk of involvement or
have experienced previous involvement with DHS. Since 1999, programs have typically been exempt from childcare licensing requirements if their declared purpose was "education or tutorial." (After school programs for low-income children, p.94). Based on new research done by organizations such as MARS and the William T. Grant Foundation, DHS believes we need to expand such exemptions to accommodate the needs of other programs that may serve similar needs under varying guises.

Therefore, only those agencies that receive funding to operate the Elementary model must be licensed through the Pennsylvania Department of Public Welfare. Licensure provides guidance regarding minimum health and safety standards for program operation. See Appendix F for the PA Code for licensure regulations for childcare facilities.

**Project Based Learning Approach**

All programs will be required to incorporate project based learning in all models. The DHS funded OST system has used the project based learning approach since 2009. This methodology has allowed the system to infuse youth voices into programming and increase 21st century skills while engaging youth in the learning process. The Project anticipates that effective practice of the project based learning approach can support programs in helping youth achieve the desired six youth outcomes

Project based learning emphasizes, (among other things):
- **Depth of understanding** rather than content
- **Comprehension of concepts and principles** rather than knowledge of facts
- **Development of complex problem-solving** rather than building skills in isolation
- **Youth voice** rather than a fixed curriculum
- **Opportunity for increased structure and rigor in the out-of-school time setting**
- Opportunity to observe measure and youth skill development

(Click [here](http://www.gvedfound.org/RESEARCH%20INFO.htm) for more information)

Please note that agencies are strongly encouraged to use additional methodologies (service learning, occupational skills training, etc.), particularly as part of the Middle and High models, to implement programming.

**Program Administration and Staffing**

The provider shall develop an adequate infrastructure to support the program. A model infrastructure should include internal program quality assurance processes and protocols that are implemented on a regular basis to ensure compliance with contractual requirements and timely communication between the provider agency and the program site to ensure adequate resources to effectively implement, operate, and evaluate the program.

The provider shall implement a staffing pattern that meets the requirements of Pennsylvania’s childcare regulations (PA Code, Title 55, Chapter 3270). The following staffing pattern meets both these requirements and the expectations of DHS.
Note that, in some cases, DHS may require additional staffing restrictions or requirements not found in the Pennsylvania childcare regulations. The provider is expected to meet both the requirements of the Pennsylvania childcare regulations, and any additional expectations required by DHS:

- One (1) full time (at least 30 hours per week) Director (formerly called “Site Director”) who is assigned solely to the OST program.
  - Director Responsibilities
    - In a program operating 30 hours per week or fewer, the Director must be present at the facility at least 20% of the program’s operational hours.
    - In a program in which 45 or fewer children are enrolled, the director may also function as a group supervisor.
    - The Director is responsible for the general management of the program, including program planning, coordinating daily activities and written evaluation of staff on a regular basis.
  - Director Qualifications
    - The Director must have attained one of the following qualification levels:
      - Bachelor’s degree in early childhood education or a closely related field with one (1) year of experience with children; or
      - Associate’s degree in early childhood education or a closely related field with three (3) years of experience with children

- One (1) full time (at least 30 hours per week) Group Supervisor is required for each group of 45 enrolled children (or additional partial group of 45 children).
  - Group Supervisor Responsibilities
    - A Group Supervisor is a full time (at least 30 hours per week) staff person who works at the program site for 100% of the program hours.
    - A Director may not function as a Group Supervisor in a program in which more than 45 children are enrolled.
    - A Group Supervisor is responsible for planning and implementing daily program activities and coordinating activities of assistant group supervisors and aides.
  - Group Supervisor Qualifications
    - A Group Supervisor must have attained one of the following qualification levels:
      - Bachelor’s degree in early childhood education or a closely related field
      - Associate’s degree in early childhood education or a closely related field with two (2) years of experience with children.

- A sufficient number of Assistant Group Supervisors (formerly called “Group Leaders”) such that, for each group of 12 youth (for grades K-3) and 15 youth (for grades 4-12) who will attend program daily, one staff person who works at the program site for 100% of the program hours is present.
  - Assistant Group Supervisor Responsibilities
An Assistant Group Supervisor is responsible for assisting in the implementation of daily activities.

- **Assistant Group Supervisor Qualifications**
  - An Assistant Group Supervisor must have attained one of the following qualification levels:
    - A high school diploma with 2 years of experience with children.

- **An Aide (formerly called “Assistant Group Leader”)** must be supervised at all times by a staff person qualified at minimum as an Assistant Group Supervisor.

  - **Aide Qualifications**
    - An Aide must have attained the following qualification level:
      - A high school diploma or a general education development certificate
      - Although, under the childcare regulations, an Aide may be qualified with a minimum of an 8th grade education and 2 years of experience with children, all program staff in the DHS OST network are required to have attained at least a high school diploma or general education development certificate.

VI. PERFORMANCE GOALS AND FINANCIAL REQUIREMENTS

In order for OST programs to demonstrate meaningful outcomes, youth must be engaged consistently and over a long period. Starting in FY 2010, the DHS OST system began to focus more closely on youth level participation and retention. In FY 2013 system-wide utilization rates by model-type were above target with over 80% of programs exceeding their individual performance targets. In FY 2014, the emphasis on “dosage” or the hours of service received by each youth will continue.

All models are 100% fee-for-service. Regardless of the budgets submitted, providers will be compensated only for services rendered.

**For the Elementary model**, payment will be based on the average daily attendance, since these youth are expected to attend programs on an almost daily basis. Existing programs that choose to operate summer programs will be allocated summer slots up to their FY 2013 level. During the school year, programs must have no fewer than 30 slots and no more than 175. The rates per Elementary model slot are as follows: $650 (summer) and $1,900 (school year).

**For the Middle model**, youth will be required to participate for at least 80 hours during the summer and 25 hours per month during the school year. Existing programs that choose to operate summer programs will be allocated summer slots up to their FYm2013 level. During the school year, programs must have no fewer than 15 slots and no more than 70. The rates per Middle model slot are as follows: $650 (summer) and $2,200 (school year).
For the High model, youth will be required to participate 15 hours per month during the school year. Programs must have no fewer than 15 slots and no more than 120. The rates per High model slot are as follows: $2,350 (school year) plus $500 (school year incentive for youth).

VII. INVOICING

Providers will be required to submit monthly invoices, generated from PCAPS by the 10th day of the following month of service. The amount earned will be displayed within PCAPS as it will calculate the amount due based on the performance goals and payment mechanism. Payment is typically provided within 21 days of PHMC’s receipt of an approvable invoice. Given this timeline, providers must have the financial resources sufficient to sustain the organization through such a payment schedule.
REPORTING REQUIREMENTS

Providers will be required to input data on clients, staff, and the agency on a monthly basis. Data-entry into PCAPS must be 100% accurate and consistent with records maintained at the agency. Provider payment will depend upon timely and accurate data entry into PCAPS, as well as validation of this data by PHMC personnel.

I. STAFF INFORMATION

Providers will be required to maintain staff files with the following information. Providers will also be required to enter data relevant to the following in PCAPS.

- Child Abuse Clearances (needed once, within 30 days of hire)
- Criminal Record Clearances (needed once, within 30 days of hire)
- FBI Clearances (needed once upon hire, if hired effective July 1, 2008 or later)
- Staff Health Assessments (needed within 60 days of hire, then biannually thereafter; TB screen needed once upon hire)
- Confidentiality Agreements (needed once upon hire)
- Training Hours
- Date of Birth (upon hire)
- Qualifications (updated annually)

II. CLIENT INFORMATION

Providers will be required to maintain client files with the following information. Providers will also be required to enter data relevant to the following in PCAPS.

- DPW Emergency Contact Form (needed semi-annually)
- Child Health Assessment Form (needed within 60 days of enrollment, upon entry into the program or in Kindergarten, 6th, or 9th grade).
- Means Test Worksheet (needed within 30 days of enrollment, then annually thereafter)
- Student ID (public school students only, needed only once and within 30 days of enrollment)
- OST Consent Form (needed within 30 days of enrollment, then annually thereafter)
- School District Consent Form (needed within 30 days of enrollment, then annually thereafter)
- School (needed upon enrollment, then updated annually)
- Grade (needed upon enrollment, then updated annually)
- Attendance information from youth (daily sign-in and sign-out times from youth sign-in/sign-out sheets)
- Outcomes measurement related data (to be determined)
III. PROGRAMMATICE REPORTS

Providers may be required to submit periodic reports outlining programmatic performance and progress toward program and system outcomes. Report templates will be communicated well in advance of the report due dates.

IV. END OF YEAR FINANCIAL RECONCILATION

Providers may be required to submit a financial reconciliation for their program no later than July 31, 2014. The reconciliation will show all program revenues and expenses for the year, including those from non-DHS funding sources.
SUBMISSION INSTRUCTIONS

I. PROPOSAL SUBMISSION GUIDE

All applicants must follow the procedures outlined in this RFP. Submissions will be reviewed to verify that they are complete and consistent with the guidelines.

- To access PCAPS: Go to http://pcaps.phmc.org
- For assistance using PCAPS, please contact the PCAPS Help Desk at 215-731-2435 or email ostemail@phmc.org.
- No documents or attachments, other than those specifically requested, should be included.
- Applications that do not follow the required format will not be considered.
- Incomplete, mailed, faxed, or e-mailed applications will not be considered.
- Certification and return it with their application.
- Before submitting the proposal providers are expected to certify that they:
  - Agree to the City’s Reservation of Rights.
  - Agree to provide proof of insurance coverage according to the Insurance Checklist (Appendix G) of this RFP prior to the commencement of service, should they receive this award.
  - Are not indebted to the City of Philadelphia as outlined in the City of Philadelphia Tax and Regulatory Status and Clearance Statement (Appendix H) of this RFP.
  - Agree to raise 15% of program budget as cash match for use in FY 2014.
- Applicants who seek as a positive factor in the City’s consideration of their application that they meet the Local Business Entity or Local Impact criteria as provided in Mayoral Executive Order No.04-12 should complete Appendix I (Local Business Entity or Local Impact Certification) and submit this via email to ostemail@phmc.org.

II. APPLICATION INSTRUCTIONS

All interested applicants, including those currently funded, must apply via PCAPS. There are five steps to applying:

Step 1: **Agency Registration** – Register your agency in PCAPS
Step 2: **Agency Information Update** – Complete Agency Info screens (Agency Info, Staff Demographics, and Provider Board).
Step 3: **Site Creation** – Set up the program sites from which you propose to operate OST programs.
Step 4: **Proposal Creation** – Create proposals for each program that you propose to operate.
Step 5: **Proposal Completion and Submission** – Complete and submit proposals for each program that you propose to operate.

**Step 1. Agency Registration**
- Existing Applicants – Please proceed to step 2, as your organization is already registered.
• New applicants – All new applicant organizations must complete the following
  a. Go to http://pcaps.phmc.org (using Internet Explorer browser only) and select the link “Are you a new agency to PCAPS and need to register to create a proposal?”
  b. Complete the following information to register and create a login and password:
     • Agency Name
     • Agency Address
     • Start Date (enter current date)
     • Contact Person Name
     • Contact Person Phone
     • Contact Person Email
     • Password (please record this password, as you will be required to enter it to log in to PCAPS)
     • Click “Save.” You will be taken back to the login screen where you will enter your user name (email address) and password to begin using PCAPS.

**Step 2. Agency Information Update**

• All Applicants – All applicants must complete the following information regarding the applicant organization.

1. Go to Provider Management → Agency Info
2. Click on Agency Info tab.
3. Complete all requested data. This data relates to the applicant organization and is not specific to the proposed program.
4. Complete all fields related to the applicant organization’s Chief Executive Officer.
5. Complete all fields related to the applicant organization.
6. Complete all fields under Clients Served. Total percentage must equal 100% for all categories.
7. When complete, click “Save.” “Date Last Updated” field should update to reflect current date.
8. Click on Staff Demographics tab.
9. Click “Edit” button to the left of “Total” under “Total Staff.”
10. Enter the total number of staff employed by the applicant organization. This data relates to the applicant organization and is not specific to the proposed program.
11. Click on each “Edit” button for each category and indicate the total number of staff, as applicable. The percentages will update accordingly.
12. When complete, click “Verify.”
13. Click on Provider Board tab.
   a. Existing applicants – update the information indicated by editing each line.
   i. Click “Edit,” update the information as relevant, click “Update” when complete.
   ii. Click “Delete” to remove members.
   iii. Complete information under “Add New Board contacts” for new members. For contacts already listed in “Personnel,” select from the
dropdown under “Existing Contact,” indicate if a “Resident of Target Community,” then Click “Add Contact.”
b. New applicants – enter information for Board members
   i. Disregard “Existing Contact”
   ii. Enter all fields for each contact, then click “Add Contact.”
c. All applicants – When complete, click “Verify.”

**Step 3. Site Creation**
- All Applicants – All applicants must complete the following steps to create or register proposed site(s).

1. Go to Proposals → Create site
2. If your proposed site is not listed, enter the zip code of the proposed site, and click “Search.”
3. Select the proposed site from the list that appears
4. Review the information that is generated and provide the site name as you would reference the site. The site name can match the “Building Name” indicated.
5. Click “Create Site.”
6. If the proposed site is not listed, click “Create New Building” at the bottom of the page.
7. If your agency is applying for programs are multiple sites, repeat steps 2. through 6. as applicable.

**Step 4. Create Proposal**
- All Applicants – All applicants must complete the following steps to create a proposal. A separate proposal is required for each program proposed.

1. Go to Proposals → Create proposal
2. Select your site from the drop down list
3. Select your RFP type from the drop down list as follows. Please pay careful attention to this step to ensure that you are making the correct selection.
   a. FY 2014 Elementary Year Round
   b. FY 2014 Elementary School Year Only
   c. FY 2014 Middle Year Round
   d. FY 2014 Middle School Year Only
   e. FY 2014 High (School Year Only)
4. Enter the number of slots requested. Refer to **III. DHS OST PROJECT, A. FY 2013 Overview and FY 2014 Outlook** to help you determine a feasible slot level.
5. When selections are complete, **review to ensure that the correct site, proposal type, and slot number is indicated.**
6. Click “Create Submission.”
7. Click “OK” on the confirmation screen. This will take you to Proposals → Proposal List.
8. If your agency is proposing to operate multiple programs, a separate proposal is required for each. Repeat steps 2. through 6. as applicable.
Step 5. Complete and Submit Proposal
• All Applicants – All applicants must complete and submit each proposal.

1. Go to Proposals → Proposal List to access the proposal(s) you created.
2. Click on “Review Submission.”
3. Complete all information as requested under each of the three tabs: “Program Info,” “Narrative,” and “Budget,” as requested. Refer to this RFP for guidance on completing the “Budget” screens.
4. Where applicable, click “Save,” or “Mark Complete,” as indicated.
5. When all information for each tab is complete, click “Complete,” in the upper left of each of the three screens.
6. Be sure that all information is exactly as you would like it before proceeding to the next step. If changes are needed, uncheck “Complete,” and repeat steps 3. through 5.
7. Click the “Program Summary” tab. All buttons should appear green for “Completed.”
8. Check each of the “Certifications” indicated.
9. Click “Submit.”
10. You will receive a submission confirmation notice. Click “Print Confirmation” to print a copy of this confirmation for your records.
PROPOSAL NARRATIVE GUIDANCE

I. APPENDICES

Several RFP appendices provide resource and reference information to assist you in completing this narrative. Please review these resources before you begin your responses.

A. Geographical and zip code information for Improving Outcomes for Children (IOC) Initiative
B. School District of Philadelphia schools where OST programs were housed in FY 2013 or which will receive students due to a school closing
C. OST Best Practice Resource List
D. Core Standards for Philadelphia’s Youth Development Programs
E. Healthy Living and Physical Activity Guidelines
F. PA Code – Chapter 3270 – Child Day Care Centers (Licensing Requirements)
G. Certificate of Insurance Checklist
H. City of Philadelphia Tax and Regulatory Status and Clearance Statement
I. Local Business Entity or Local Impact Certification

II. NARRATIVE INSTRUCTIONS

Each question has a character limit to guide you regarding the length of your response. These character limits are for guidance only; programs must provide enough information to respond adequately to all questions, within the designated character limits. As a reference, one page of narrative is roughly equal to 3100 characters.

Applicants must complete all questions in Sections A through C.

III. NARRATIVE QUESTIONS

Section A: Executive Summary (1/2 page)
1) Highlight the contents of the submission in a clear and concise manner. Please consider this section as one that may be used in the future as a brief summary of your program for promotion purposes.

Section B: Organizational Capacity (3 pages)
1) Briefly describe your organization, its history, vision, mission, goals, and objectives.
2) Briefly describe your organization’s success in achieving its goals and objectives from last fiscal year.
3) Describe your organization’s experience administering out-of-school time programs.
4) If you are proposing to operate a program in the 22nd Police District, please describe any experience your organization has in operating or supporting truancy prevention programming. Please also describe your intent to work with DHS in supporting the Truancy Prevention Initiative.
5) Describe your organization’s capacity to supplement DHS OST funding with additional cash resources at least equal to 15% of the program’s costs during FY 2014.

6) Explain how the proposed program will be incorporated into the organization’s structure.

7) Submit via email to ostemail@phmc.org a one-page proposed organizational chart that indicates where the proposed program will be located within the organization and the proposed programs’ relationships with other departments. Please highlight relationships with other organization departments that deliver prevention services, particularly those that are funded by DHS.

Section C: Proposal Plan

1) Goal (1 page)
   a) State your goal for the proposed program. How does this goal align with your organization’s mission and goals? How does this goal align with the three goal areas for the DHS OST Project? How will you measure success in meeting your proposed goal?

2) Response to DHS OST Outcomes (2 pages)
   a) Describe in detail the strategies you will use to address the six outcomes defined for the DHS OST Project.
      • Improved Life Skills
      • Engagement in Learning
      • Improved Relationships
      • Engagement in School
      • Aspires to Educational Excellence
      • Prepared for Higher Education and Employment

3) Program Plan (2 pages)
   a) Discuss a typical week during the school year portion of the proposed program. Be sure programming aligns with the core program services outlined under each program model (See “Program Models” section of the RFP for a description of the models). Discuss the proposed activities, the grades of youth to be served by each activity, the duration of each activity, and the staff facilitating each activity.
   b) Please describe plans, where applicable, to operate a Middle Model program, which addresses the R.E.A.C.H. model, at a Philadelphia Parks and Recreation location.
   c) Please describe plans, where applicable, to utilize After School Activities Partnership (ASAP) to implement clubs.
   d) Please describe plans, where applicable, to utilize the Free Library of Philadelphia to infuse literacy and/or STEM in programming.
   e) Provide a sample one-week schedule.

4) Program Space and Location (1/2 page)
   a) Describe the proposed program space.
   b) How will youth get to and from the program?
5) **Client Recruitment and Retention (1/2 page)**
   a) Describe your strategy for recruiting and retaining youth in the proposed program.

6) **Family Engagement (1/2 page)**
   a) Describe your plan to engage families in the proposed program.

7) **Community Engagement (1 page)**
   a) Describe the target community. Include the geographical boundaries that define the proposed target community, along with relevant demographic and socio-economic characteristics. Describe the population that will be served by the program. Provide a description of the strengths and challenges of the targeted population.

   b) Describe the need for the proposed programs. Why should DHS fund the proposed program? Describe the out-of-school time opportunities available within a one-mile radius of the proposed program location. How will the proposed program fit into this landscape?

   c) Describe the community partnerships that your organization will bring to the proposed program, the purpose of these partnerships, and the intended benefit.

8) **Staffing Plan (2 pages)**
   a) Describe your staff orientation process for the proposed program.

   b) What activities will your organization conduct to ensure staff engagement and retention?

   c) Provide a position description, including qualifications, of key staff positions that will support this program. Provide brief curricula vitae for persons already identified to fill key staff positions. Indicate the proposed FTE allocation. Indicate the number of staff in each position.

9) **Quality Assurance (1 page)**
   a) Describe your program’s quality assurance protocols. Include your approach to monitoring and supporting staff, providing professional development, and ensuring progress toward outcomes.

   b) Describe your agency’s mandated reporting protocols.

   c) Describe which services your proposed program will provide through subcontracts with partner organizations.

   d) Discuss the potential barriers to your program’s success. How will your organization address these barriers?

10) **Data Capacity (1 page)**
    a) Describe your organization’s capacity for data collection, maintenance of records, confidentiality safeguards, and any activities that measure program outcomes. Include in this description the number of FTEs and position titles of your staff involved in this activity, including staff devoted to data collection, data entry, data management.

    b) Estimate the number of hours per month you will devote to data management. How will you ensure the accuracy of data?

    c) What will you need in terms of hardware, software, and technical assistance to comply with the data collection requirements of this project?
BUDGET GUIDANCE

I. BUDGET
Applicants must submit a budget via the PCAPS Budget Form showing expected revenues and expenses for the period July 1, 2013 to June 30, 2014 for year round providers OR for the period September 1, 2013 to June 30, 2014 for school year only providers. Budgets are required to assist applicants in properly allocating adequate sums for critical items, and to assist reviewers in understanding applicants' capacity to allocate resources to meet programmatic requirements. PHMC reserves the right to provide awards for less than the requested amount, given funding availability and the assessed organizational capacity.

As this is a competitive proposal process, applicants are expected to adhere specifically to these budget instructions.

Costs
Your award ceiling is calculated by your requested slot level (i.e. the total number of youth you anticipate reaching the performance goals) multiplied by the base rate per slot. Be sure to tally summer (where applicable) and school year for the award total.

All budgets must account for both DHS-funded expenses and non-DHS funded expenses, including in-kind (non-cash) contributions e.g., donated space, volunteer staff, etc. For assistance in preparing your program’s budget, go to www.wallacefoundation.org/cost-of-quality. This online calculator will help you determine what a quality program, of comparable size and location, is expected to cost. Please follow the below guidance in recording these costs in the PCAPS budget.

Employees: Enter the job titles of all staff that are paid as employees. These should be payroll positions and have associated payroll taxes and/or fringe benefits. Do not enter non-payroll positions in this category. You must list under the Consultants/Contractors section any staff persons for whom there are no associated payroll taxes. Enter the DHS-funded expenses for these employees on the corresponding line of the DHS column. Enter only one staff person per line item. If there are multiple staff per position type, please enter as many of the position type as is necessary. (e.g. each of the required Group Leaders should be listed separately; staff with the same title should not be grouped together)

- **Administrator**: This can be an Executive Director (ED) or other position. The Administrator can be the direct or indirect supervisor of Site Directors and/or Coordinators. The Administrator cannot be the same person as the Coordinator. The ED’s time charged to this program should not exceed 10% of the annual salary unless the ED directly serves children, daily.
- **Coordinator**: This position can describe middle managers -- direct supervisors of Site Directors. The Coordinator cannot be the same person as the ED. Coordinator time charged to the grant should not exceed 50% of the annual salary.
• **Director**: One Director (formerly called “Site Director”) employed full time (i.e., at least 30 hours per week) is required. The Director must dedicate 100% of his or her time to the OST program. Site Directors must have attained one of the following qualification levels: Bachelor’s degree in early childhood education or a closely related field, with one year of experience with children OR Associate’s degree in early childhood education or a closely related field, with three years of experience with children.

• **Group Supervisor**: One full-time (at least 30 hours per week) Group Supervisor for each group or partial group of 45 who will attend programming daily. Group Supervisors must dedicate 100% of their time to the out-of school time program. Supervised by the Director, the Group Supervisor can coordinate Assistant Group Supervisors (formerly called “Group Leaders”) and can lead children's groups, directly. Groups can be made up by age, activity, interest, etc.

• **Assistant Group Supervisor**: A number of Assistant Group Supervisors (formerly called “Group Leaders”) sufficient to meet Pennsylvania childcare regulations for staff to child ratio is required. (Ratio requirement may be met in combination with Aides, formerly called “Assistant Group Leaders,” although Aides must be supervised at all times by staff members qualified, at a minimum, as an Assistant Group Supervisor.) Supervised by Site Director or Group Supervisor. Lead children's groups. Groups can be made up by age, activity, interest, etc.

• **Aide**: Formerly called “Assistant Group Leader,” an Aide is supervised by the Director or Group Supervisor, and can be instructed by Assistant Group Supervisors (formerly called “Group Leaders”) in assisting with children's groups. However, an Aide must be supervised at all times by a staff person qualified, at a minimum, as an Assistant Group Supervisor. Groups can be made up by age, activity, interest, etc.

• **Youth Worker**: Youth workers under 18 years of age must always be supervised when working directly with children, and are not counted as a staff person when calculating staff to child ratio.

• **Volunteer**: All volunteers 18 year of age and older must have clearances.

• **Data-entry/Program Support Personnel**.

• **Other**: Please note any other staff that serves the program.

**Fringe Benefits**: Enter the fringe benefit rate and check the box next to each employee receiving the benefits. PCAPS will calculate the prorated total.

**Payroll Taxes**: Enter the payroll tax rate and check the box next to all employees. No employee paid by the provider agency can be paid as a third-party consultant. PCAPS will calculate the prorated total. This amount must not be lower than 7.65%.

**Consultants/Contractors**: These are separate entities and individuals for whom the provider pays no payroll taxes or benefits. Please indicate via the drop down menu, if the line item is for a contract (entity) OR for a consultant (individual).

**Operating Costs**: Enter the costs for the appropriate line item. It is not required that each line item have an associated expense. The following line item headers are preloaded in PCAPS for ease of use.
Rent
Utilities
Office Supplies: Consumable items used by program staff for program operation
Program Supplies and materials: Consumable items such as such as gross-motor equipment, art supplies, first-aid supplies, food ware, cleaning agents, etc. used in the course of conducting the scope of work for your program.
Equipment: Any article of nonexpendable, tangible property having potential use of more than one year. For the duration of the grant, provider should maintain records documenting equipment purchased, date of purchase, vendor name, and invoice number.
Telephone
Liability Insurance: Insurance is required for every OST program.
Printing and Advertising
Postage
Local Travel: These costs must benefit the proposed program and include travel associated with program training, outreach, and other enhancement.
Staff Training: Expenses for staff to attend non-DHS supported trainings, including training curricula, workshops, afterschool conferences, etc.
Cultural/Recreational Field Trips: These costs are for only children attending the program and listed in PCAPS enrollment. Fields trips are recommended for both summer and school year programs.
Meals and Snacks
Clearances and Health Assessments
Maintenance
Security
Administrative Expenses: DHS recommends that Administrative Expenses not total more than 10% of the grant award amount. Staff who are not directly funded by this grant, but who do work to support your program, can be included under the administrative expenses category. Estimate the cost of indirect staff activities, and total them for the administrative expense line item. The following activities, if dedicated to the operation of this program, would count as administrative expenses: general administration, contract and grant administration for this grant, personnel functions, accounting and budgeting functions, travel or event planning, newsletter/ brochure preparation, processing and tracking purchase orders, maintaining general departmental databases, proposal budget preparation, purchasing, payroll/human resources, bookkeeping, financial monitoring, reconciling accounts/ledgers, correspondence/report preparation, space management, equipment inventory, etc.

Revenue
Expenses cannot exceed revenue.

DHS Funds: PCAPS automatically displays your potential award amount based on the slots you entered. Please align your budget line items to total the same as the revenue amount for DHS costs in PCAPS. PCAPS will prohibit submission of the budget if the revenue and expenses do not match.
**Non-DHS Funds:** Experience in administering OST programs has shown that complete reliance on the City’s dollars is a precursor to a troubled, less than robust program. **Therefore, applicants must provide a monetary match of at least 15% of the program costs.** Please list sources and expected award amount from non-DHS sources of revenue, including revenues generated from fees and subsidies. Please also indicate if they are committed or anticipated. In no instance may grant funds be used to supplant an existing or more appropriate funding source.

**In-Kind Revenue:** Itemize your in-kind revenue, including:
- Name of entity from which you will receive in-kind services and donations, including, but not limited to:
  - Volunteer time
  - Donated equipment, books, program supplies, space, etc. Indicate fair market value for space in schools.
- Value of each in-kind donation.

**II. BUDGET NARRATIVE**
Using the “Comment” notepad to the left of the line item titles in PCAPS, per the instructions below, complete a budget narrative description, for each line item. PCAPS will prohibit submission if the budget narrative is missing or incomplete. Please identify succinctly which expenses have a non-DHS component, and the dollar value of that non-DHS component.

**Personnel:** State the qualification of the employee. Indicate the name of the person, if known. If a position is vacant, indicate “to be hired” and state the anticipated start date for the new hire. For salaried positions, state the annual salary and the percentage of time to be devoted to the program. For hourly employees, state the hourly rate and indicate the average number of hours weekly or the total hours anticipated for the contract period. PHMC recommends you calculate total hours based on the number of program hours PLUS an allowance for training hours, preparation time, time for staff orientation, time for staff meetings, and time for semiannual parent conferences. Budget narratives that do not indicate these allowances will be scored less favorably.

Compensation for employees engaged in grant activities must be consistent with the pay for similar work within the agency and the local OST field.

For all positions, briefly describe the duties to be performed.

**Fringe Benefits:** Fringe benefits should be based on actual known costs or an established formula that is concurrent with the applicant organization. Fringe benefits are for the employees listed in the budget, and only for the percentage of time devoted to the project. Please describe specifically which fringe benefits are included in your rate.

**Payroll Taxes:** Indicate the taxes and applicable rates.

**Consultants/Contractors:** For each consultant/contractor, indicate:
• Legal Name of individual consultant or contracted entity
• Cost per service the consultant charges (hourly, per activity, etc.)
• Activity(ies) that the consultant will provide
• Frequency of Activity(ies) in the program – indicate daily, weekly, monthly, or yearly number of contact days the consultant will have with your program and/or children.

Consultants operating as a business in the City should have a City’s Business Privilege License and if appropriate, should seek certification as a minority business. For further details, go to the City’s web site www.phila.gov.

**Supplies**

**Other Costs:** List other items with known costs, e.g. copying, telephone, postage, equipment, travel, maintenance, and the basis of their computation.

**Administrative Rate & Costs:** An administrative cost rate is acceptable in lieu of detailing numerous and minor costs associated with providing services, e.g. administrative staff or office costs shared with multiple programs/services. Indicate your agency’s applicable, standard rate as long as it excludes items specified elsewhere and is consistently applied in other grant-funded programs. Note that your administrative rate is subject to future audits. Apply the rate to the sum of your total personnel and operating costs for each period.

**Occupancy Costs:** Indicate costs related to rental fees, utility costs, etc. If a formula is used to determine occupancy costs, please indicate.

**Non-Recurring Costs:** Categorically list one-time expenses within the sub-categories of "equipment" and "other." Indicate the cost per item and the number of items. Describe the source of all non-DHS expenses. Provide formulas for any expenses that have a per-child component, e.g., field trips and local travel.

**Other Revenue:** List each non-DHS source of funding for your program. Provider is required to obtain non-DHS funding that makes up at least 15% of the program’s budget.
WORKS CITED


Appendix A:
Geographical and Zip Code Information for Improving Outcomes for Children (IOC) Initiative
Zip Codes by CUA Boundaries Grid
Appendix B:

List of School District of Philadelphia Schools Where OST Programs Were Housed in FY 2013 or which will Receive Students Due to a School Closing
## APPENDIX B

School District of Philadelphia schools where OST programs were housed in FY 2013 or which will receive students due to a school closing:

<table>
<thead>
<tr>
<th>School Name</th>
<th>FY 2014 Grade Configuration</th>
<th>FY 2013 DHS OST Program Model</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy at Palumbo</td>
<td>Grades 9-12 High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaire, Alexander</td>
<td>K-8</td>
<td>Elementary, Middle</td>
<td></td>
</tr>
<tr>
<td>Alcorn, James</td>
<td>K-8</td>
<td>Elementary, Middle</td>
<td>New Renaissance</td>
</tr>
<tr>
<td>Anderson, B.</td>
<td>K-8</td>
<td>Elementary, Middle</td>
<td></td>
</tr>
<tr>
<td>Barry, John</td>
<td>K-8</td>
<td>Elementary, Middle</td>
<td>New Renaissance</td>
</tr>
<tr>
<td>Barton, Clara</td>
<td>K-2</td>
<td>Elementary</td>
<td></td>
</tr>
<tr>
<td>Bethune, Mary</td>
<td>K-8</td>
<td>Elementary, Middle</td>
<td></td>
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<td>Blaine, James G.</td>
<td>K-8</td>
<td>Elementary, Middle</td>
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<td>Blankenburg, Rudolph</td>
<td>K-8</td>
<td>Elementary, Middle</td>
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<td>Brown, Henry A.</td>
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<td>Elementary, Middle</td>
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<td>Carnell, Laura H.</td>
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<td>Elementary, Middle</td>
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<td>Cassidy, Lewis</td>
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<td>Elementary</td>
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<td>Catharine, Joseph</td>
<td>K-5</td>
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<td>Childs, George W.</td>
<td>K-8</td>
<td>Elementary, Middle</td>
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<td>Cramp, William</td>
<td>K-5</td>
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<td></td>
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<td>DeBurgos, Julia</td>
<td>K-8</td>
<td>Elementary, Middle</td>
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<td>Dick, William</td>
<td>K-8</td>
<td>Elementary, Middle</td>
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<td>Duckrey, Tanner</td>
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<td>Elementary, Middle</td>
<td></td>
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<td>Dunbar, Paul L.</td>
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<td>Promise</td>
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<td>Edison, Thomas</td>
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<td>High</td>
<td>Promise</td>
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<td>Emlen, Eleanor C.</td>
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<td>Farrell, Louis H</td>
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<td>Fell, D. Newlin</td>
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<td>Elementary</td>
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<td>Feltonville Arts and Sciences</td>
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<td>Feltonville Intermediate</td>
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<td>Forrest, Edwin</td>
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<td>Frankford HS</td>
<td>Grades 9-12 High</td>
<td>High</td>
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<td>Grades 9-12 High</td>
<td>High</td>
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<td>Grades 9-12 High</td>
<td>High</td>
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<td>Gideon, Edward</td>
<td>K-8</td>
<td>Elementary, Middle</td>
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Appendix C:
OST Best Practice Resource List
APPENDIX C

OST Best Practice Resource List


2. Expanding Minds and Opportunities. (n.d.) Retrieved from http://expandinglearning.org/expandingminds/table-contents. This compendium is available chapter by chapter online or for sale on Amazon. It covers topics from student success to community partnerships.


9. Youth Development Institute, Fund for the City of New York, (2006). Demystifying Outcomes. Retrieved from http://www.ydinstitute.org/resources/publications/DemystifyingOutcomes.pdf. This website defines some sample outcomes for youth programs and identifies indicators for measurement. This can be a resource for programs who are looking at how outcomes may define some aspects of OST programming.

10. Health Promotion Council’s Out-of-School Time Healthy Living Guidelines Toolkit found at http://www.hpcpa.org/site/index.php?option=com_content&view=article&id=77&Itemid=55. This resource provides helpful tips and activities to help OST providers meet the ten healthy living and physical activity guidelines.
Appendix D:
Core Standards for Philadelphia’s Youth Programs
Acknowledgements

The Core Standards for Philadelphia’s Youth Programs were developed by representatives from a wide variety of Philadelphia youth-related organizations with strong interest and expertise in positive youth development and youth workforce development. The Standards are grounded in a youth development framework that encourages a comprehensive asset-based approach to program planning and implementation.

Members of the public-private working group represented the following organizations:

- Archdiocese of Philadelphia
- ASPIRA, Inc. of PA
- Boys & Girls Clubs of Metropolitan Philadelphia
- City of Philadelphia, Division of Social Services, Office of Children’s Policy
- City of Philadelphia, Department of Human Services
- Congreso de Latinos Unidos
- Drexel University
- Exploring Programs
- Fairmount Park Commission
- Foundations, Inc.
- Free Library of Philadelphia
- Greater Philadelphia Federation of Settlements
- Indo-Chinese American Council
- Lincoln Family Center
- Montgomery Early Learning Centers, Southeastern Pennsylvania School Age Child Care Project
- New Frankford Community Y
- Pennsylvania School for the Deaf
- Philadelphia Citizens for Children and Youth
- Philadelphia Department of Recreation
- Philadelphia Futures
- Philadelphia Reads
- Philadelphia Safe and Sound
- Philadelphia Workforce Development Corporation
- Philadelphia Workforce Investment Board
- Philadelphia Youth Council
- Philadelphia Youth Network
- School District of Philadelphia, Comprehensive Day Care
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- School District of Philadelphia, Family Resource Network
- Temple University
- Tilden Middle School
- United Way of Southeastern Pennsylvania, After-School Initiative
- United Way of Southeastern Pennsylvania, Center for Youth Development
- Universal Homes/University Center for Employment Training
- Youth Empowerment Services
Roberta L. Newman, author

Roberta L. Newman is a child care and youth program training and development consultant with over 35 years of experience in child care and education. She has provided training and consulting services to state and local government agencies, military child and youth programs, corporations, school systems, parent organizations, and other child and youth programs across the nation. Ms. Newman is a frequent presenter of keynote addresses at national, regional, and state conferences on issues related to out-of-school programs for youth and general topics related to leadership and management of a variety of child and youth programs and systems.

Roberta is the author of a number of publications including: Keys to Quality in School-Age Child Care a video and training series; a training guide for use with The Activities Club Program developed by Dr. Joan Bergstrom; Building Relationships with Parents and Families; and Real World Connections: Theme-Based Activities for Working with 9 to 12 Year Olds. She is also co-author of Caring for Children in School-Age Programs, a series of 13 training modules and the basis for the U.S. Army Child and Youth Services credentialing program for school-age staff; and co-author of PAY ATTENTION!!! Answers to Common Questions About the Diagnosis and Treatment of Attention Deficit Disorder;

Roberta was a founding board member of the National School-Age Child Care Alliance (now NSACA), was founder and director of the American Child Care Foundation, a member of the National Advisory Panel of the Child Care Action Campaign, and is a member of the NSACA Board. She holds both a bachelor’s and master’s degree in music education from the American Conservatory of Music, Chicago, Illinois.

Diane P. Barber, contributor

Diane Barber is the Project Director of the Southeastern Pennsylvania School Age Child Care Project, a training and technical assistance center for school-age practitioners. She has over twenty years of experience developing and directing both educational and recreational programs for school-age and middle-school youth.
Diane Barber was a founding member and the first chairperson of the Pennsylvania School-Age Child Care Alliance (PENN SACCA). She served as Treasurer of the National School-Age Care Alliance (NSACA) Board of Directors from 1994-1999. Diane is an Endorser for the NSACA Program Improvement and Accreditation System and co-chair of the School-Age Review, NSACA's professional journal. She is frequently called upon to present at local, state, and national conferences on out-of-school time program planning and development.

Introduction

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

Mayor John F. Street

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

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

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

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

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

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

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

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1 National Institute on Out-of-School Time. Fact Sheet on School-Age Children’s Out-of-School Time. NIOST: Wellesley, MA. (www.niost.org)
In response, various initiatives across the country are customizing existing standards to provide guidance and assistance to youth serving programs, especially those serving older youth. Public and private funders are beginning to use standards as base criteria for the programs they support.

**Philadelphia’s Story …**

The standards planning and development process began in Philadelphia in 1999 under the administration of Mayor Edward G. Rendell. The Mayor’s Children and Families Cabinet and its Executive Director, Jean Hunt, provided significant leadership to a movement designed to increase partnerships between government, the private sector, and community organizations to improve outcomes for children. The Children and Families cabinet included top level officials from nearly every city government department.

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

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

Following the January meeting, the Center for Youth Development convened a group of public and private sector stakeholders to draft a set of standards that could be used to guide out-of-school programs in Philadelphia.
With the inauguration of Mayor John F. Street, the process moved quickly forward. The City of Philadelphia’s, Division of Social Services, new Child Policy Unit, convened a group of representatives from the majority of city government departments and agencies to continue the work begun on these draft standards for use in a new funding initiative designed to expand the quality and quantity of after-school opportunities for Philadelphia’s Youth.

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

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

In the summer of 2000, this group issued The Core Standards for Philadelphia’s Youth Programs. The Core Standards are designed to assist in the development and implementation of high quality after-school and youth development programs. The Core Standards are based on the work of a number of national youth advocacy organizations such as the National School-Age Care Alliance, the National Youth Employment Coalition’s Promising Practices Network, the Sar Levitan Center for Social Policy Studies, the American Youth Policy Forum, YouthBuild, and Job Corps.
The Core Standards also reflect standards developed by Baltimore Safe and Sound, the U.S. Department of Labor’s regulations on the provision of the Workforce Investment Act, and the Pennsylvania Department of Public Welfare child care licensing regulations.
The Core Standards

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

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

The categories include:

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

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

C. **Program Implementation**
   The program implementation category describes the tools and structures needed to move planning into action.
D. Activities
If we visited the program, what would we see? The keys in activities describe the kinds of opportunities high quality programs provide for youth.

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

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

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

H. Safety, Health, and Nutrition
Fundamental policies and procedures are outlined in this key. Guidelines include policies and procedures for health and safety hazards; risk management; transportation of youth; and snacks.
Meeting the Standards

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

**Level 1: Minimum Standards**

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

**Level 2: First Year Standards**

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

**Level 3: Continuous Improvement**

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

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

The Components of the Guide

The Implementation Guide is organized into three key components:

- Introduction
- The Core Standards for Philadelphia's Youth Programs
- The Core Standards in Action: Practical Ideas and Strategies

The heart of the Implementation Guide is Part 3: The Core Standards in Action: Practical Ideas and Strategies. It looks specifically at each of the eight Core Standard categories in the following ways:

- **The Keys:** Lists the keys to quality associated with the category and the results of meeting the keys.
- **Getting Started:** Provides basic information summarizing the concepts of the category.
- **Taking the Lead:** Suggests who takes leadership in implementing the keys. Describes how
the keys relate to the roles of individual staff and administrators.
Core Standards for Philadelphia’s Youth Programs
Implementation Guide (DRAFT)

Learning: Provides methods, tools, and examples for learning and teaching the concepts contained in the category.

Evaluating: Describes a self-study evaluation process to determine how well the program is meeting the keys in the category.

Taking Action: Describes how programs develop a plan to set priorities and organize for action in addressing the keys.

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

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

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

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

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

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

- **Are standards tied to funding?**

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

- **How will our program be evaluated on the standards?**
Organizations receiving funding from the City of Philadelphia are required to participate in a self-assessment process and to develop an organizational learning plan to ensure continuous improvement.
Introduction

- Does our program have to meet all of the standards right away?
  Organizations are expected to work towards the achievement of all of the Core Standards for Philadelphia’s Youth Programs, but the minimum standards have been identified and are noted in the section listing the standards.

- The Core Standards are called Draft documents – what does this mean?
  Over the next year, we will be collecting feedback concerning both the application of the Standards and the usefulness of the Implementation Guide to Philadelphia’s after-school and youth development programs. There is an expectation, that at the end of this review period, modifications may be made to both the standards and the guide.

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

- What if my program is not designed to meet all of the Standards?
  The Core Standards apply to a variety of program types for youth first grade to young adulthood. As a result, not all standards may be applicable to all programs. The Standards are designed to provide a foundation for program quality and a benchmark for professionalism in the service delivered. We encourage all programs serving youth, first
grade through young adults, to read the Core Standards and reflect on how the standards could assist them in program development and improvement.
How do the Core Standards relate to Pennsylvania Department of Public Welfare Licensing Regulations?

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

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

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

Are these standards connected to youth outcomes?

The Core Standards describe best practices that lead to high quality programs for youth first grade through young adulthood. While the Philadelphia Core Standards have not been in existence long enough to assess or measure the impact on youth well-being, research suggests that participation in high quality out-of-school time programs
increases participant's academic achievement, reduces risky behaviors, and promotes better youth leadership skills.
## Glossary

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

<table>
<thead>
<tr>
<th><strong>Administration</strong></th>
<th>Program planners, directors, and supervisors who have overall responsibility of the operation of the after-school or youth development program.</th>
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<tbody>
<tr>
<td><strong>After-school programs</strong></td>
<td>General term used to describe programs that operate during youths' out-of-school time. This includes before-school, after-school, evenings, school vacations, summer, and weekends.</td>
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<td><strong>American Youth Policy Forum (AYPF)</strong></td>
<td>The American Youth Policy Forum is a nonpartisan professional development organization providing learning opportunities for policymakers working on youth issues at the local, state, and national levels. (<a href="http://www.aypf.org">www.aypf.org</a>)</td>
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<tr>
<td><strong>Assets</strong></td>
<td>Critical factors and benchmarks for young people's growth and development. (<a href="http://www.search-institute.org">www.search-institute.org</a>)</td>
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<tr>
<td><strong>Baltimore Safe and Sound</strong></td>
<td>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. (<a href="http://www.safeandsound.org">www.safeandsound.org</a>)</td>
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Center for Youth Development (CYD)
The Center for Youth Development is a project of the United Way of Southeastern Pennsylvania and serves as a central resource for building a youth services system based on youth development principles and practices through training opportunities and technical assistance, community education, collaboration and coordination of resources. (www.uwsepa.org)

Child Care Works
Pennsylvania’s plan for improving quality and increasing availability of safe, affordable child care for children and youth age 0 through 12 years old. Primarily associated with the funding provided to eligible parents to purchase child care. Also known as the subsidized child care system.

Contextual Learning
Contextual learning enables students to uncover academic content through real-world applications.

Daily Schedule
When and what kinds of activities are conducted on a daily basis.

Department of Public Welfare (DPW)
The Pennsylvania Department of Public Welfare regulates and licenses child day care services for children and youth ages 0 through age 15 years old.

Developmentally Appropriate
Youth change greatly during the ages 6 to 21. Physical growth, cognitive abilities, social skills, and emotional development may not proceed at the same rate. Developmentally appropriate after-school and youth development programs design their programs to respond to the ages, developmental stages, and individual differences of youth.
Job Corp

Job Corps is the nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24. (www.jopbcorps.org)
Mission

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

National School-Age Care Alliance (NSACA)

NSACA is a national membership organization representing the entire array of public, private, and community-based providers of after school programs. NSACA promotes national standards of quality school-age care for children and youth 5 - 14 years old, and grants accreditation to programs meeting the standards. (www.nsaca.org)

National Youth Employment Coalition (NYEC)

NYEC is a non-partisan national organization dedicated to promoting policies and initiatives that help youth succeed in becoming lifelong learners, productive workers, and self-sufficient citizens.

Philadelphia Youth Council

A legislatively mandated subcommittee of the Workforce Investment Board established under the 1998 Workforce Investment Act (WIA). The Youth Council is responsible for policy and oversight of WIA funded youth programs. The Youth Council's vision is the development and implementation of a citywide coordinated youth workforce development system.

Philadelphia Youth Network (PYN)

Philadelphia Youth Network (PYN) is a not-for-profit, intermediary organization developed to broker services between major stakeholders in the youth workforce development system including, employers, schools and youth serving agencies.

Philosophy

A philosophy is what an organization believes, values, and respects as
important in their work with children, youth, and their families. The philosophy states the principles, beliefs, and goals of a program.

**Ratios**

The number of staff at a program in relation to the number of youth. Example: for youth 4th grade and above, there should be one staff member for every 15 youth.
| **Core Standards for Philadelphia’s Youth Programs**  
<table>
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<th>Implementation Guide (DRAFT)</th>
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### Sar Levitan Center for Social Policy Studies
The Sar Levitan Center conducts research, issues policy papers, and is actively involved in systems building with urban areas around issues regarding support to out-of-school youth to address their education and labor market needs. ([www.levitan.org](http://www.levitan.org))

### School-Age Child Care (SACC)
Organized and accountable programs for children and youth Kindergarten through fifteen years old operating between three and five days a week, before- and/or after-school and licensed by the Pennsylvania Department of Public Welfare.

### 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 purposes of the Core Standards, young people aged 7 through 21 years old

### YouthBuild
YouthBuild is a comprehensive youth and community development program as well as an alternative school. YouthBuild, designed to run on a 12-month cycle, offers job training, education, counseling, and leadership development opportunities to unemployed and out-of-school young adults, ages 16-24, through the construction and rehabilitation of affordable housing in their own
communities. (www.youthbuild.org)
## A. Human Relationships

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

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

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

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

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

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- Staff offers assistance in a way that supports a youth’s initiative.
- Staff gives youth many choices regarding what they will do, how they will do it, and with whom.
- Staff helps youth make informed and responsible choices.
- For programs serving older youth, staff provides information for decision making on issues related to sexuality, pregnancy, family planning, sexually transmitted diseases, and intimacy.

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

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- Staff varies the approaches they use to help youth learn.
- Staff helps youth develop conversational skills by creating opportunities for frequent conversations and exercises that build verbal competency.
## Core Standards for Philadelphia’s Youth Programs (1/02)

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<td>c.</td>
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<tr>
<td>X</td>
<td>Staff asks questions that encourage youth to think for themselves.</td>
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<td></td>
<td>d.</td>
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<tr>
<td>X</td>
<td>Staff shares skills and resources to help youth gain information and solve problems.</td>
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<td>e.</td>
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<td>X</td>
<td>For programs serving older youth, staff provides opportunities for youth to explore their perceptions and concerns with regard to personal, racial and ethnic identity, and methods of dealing with all types of discrimination including race, gender, national origin, class background, and sexual orientation.</td>
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### A-5  Staff uses positive techniques to guide the behavior of youth.

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<td>a.</td>
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<td>X</td>
<td>Staff uses no corporal punishment or harsh discipline methods.</td>
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<td>b.</td>
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<tr>
<td>X</td>
<td>Staff does not tolerate violence and intervene appropriately when youth resort to violence.</td>
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<td></td>
<td>c.</td>
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<tr>
<td>X</td>
<td>Confidentiality guidelines are made clear and all commitments of confidentiality made by staff are scrupulously kept.</td>
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<td>d.</td>
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<tr>
<td>X</td>
<td>Staff sets appropriate limits for youth.</td>
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<td>f.</td>
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<tr>
<td>X</td>
<td>Staff serves as a mediator and encourages youth to resolve their own conflicts without resorting to violence.</td>
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<td></td>
<td>g.</td>
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<td>X</td>
<td>For younger youth, staff gives attention to youth when they cooperate, share, care for materials, or join in activities. For older youth, staff reward examples of mutual assistance, respect, patience, and high expectations. Staff encourage youth to encourage and support each other.</td>
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<td></td>
<td>h.</td>
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<td>X</td>
<td>A contract between the program and each youth governs behaviors, expectations, and consequences for violating these agreements.</td>
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<td></td>
<td>i.</td>
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<tr>
<td>X</td>
<td>A system of bonuses, awards, or other incentives (recognition) for good performance is systematically and consistently implemented.</td>
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<td>j.</td>
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<tr>
<td>X</td>
<td>Youth usually cooperate and work well together, discussing their differences and resolving problems as they arise.</td>
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### A-6  Staff promotes positive youth interactions with other youth.

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<td>a.</td>
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<td>X</td>
<td>There are regular opportunities for quiet activities and socializing.</td>
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<tr>
<td>X</td>
<td>Staff promotes an experience where youth are involved with each other.</td>
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<td></td>
<td>c.</td>
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<tr>
<td>X</td>
<td>Youth show respect for each other.</td>
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### Core Standards for Philadelphia’s Youth Programs

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

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

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<td></td>
<td>a. The views of parents and guardians are solicited regularly concerning content and delivery of activities and services, and the needs of participating youth.</td>
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<td>X</td>
<td>b. The program issues effective regular communications with parents and guardians concerning program activities, as well as strategies that promote positive youth development, e.g., newsletters, orientations, open houses, phone calls and, where appropriate, home visits.</td>
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<td></td>
<td>c. Staff is sensitive to the cultures of the families they serve and the communities in which they live, and to the extent possible, communicates in the languages of parents.</td>
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#### A-8 Parents are invited to become active partners in the life of the program.

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

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#### B-1. Program planning is comprehensive in scope.

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- **a.** The program's daily activities are consistent with its mission and philosophy.

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- **b.** Staff and youth work together to plan suitable activities, which are consistent with the program's philosophy and reflect youth's interests.

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- **c.** Staff documents activity planning and keeps the documentation on file.

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- **d.** Staff plans activities that reflect the cultures of the families in the program and the broad diversity of human experience.

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

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- **a.** Staff and youth are engaged as both teachers and learners in all program activities and are encouraged to use their skills and talents to enhance program activities.

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- **b.** Program assessments and activities are designed to engage youth through their skills and talents and identify their strengths as well as their needs.

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- **c.** Community assets and resources are utilized to strengthen and enhance the program.

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- **d.** The program is designed to address the complex and multi-faceted needs of youth including personal, social, recreational, and academic.

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- **e.** The program utilizes learning strategies that engage the creativity of youth.

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

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- **a.** A plan for monitoring and assessing the program, and determining how well it reaches its goals, is designed and implemented.

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- **b.** The program has procedures for tracking enrollment and participation of youth. Tracking shall apply to drop-in, as well as enrollment programs.
### C. Program Implementation

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

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<tr>
<td>a.</td>
<td>Program staff regularly rewards youth's achievements and positive behaviors, particularly in front of their peers.</td>
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<td>b.</td>
<td>Individual youth move smoothly from one activity to another.</td>
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<td>X</td>
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<tr>
<td>c.</td>
<td>When it is necessary for youth to move as a group, the transition is smooth.</td>
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<td>d.</td>
<td>Each youth is consistently called by his/her name.</td>
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<td>e.</td>
<td>The routine provides stability without being rigid. For programs serving older youth in particular, programs should be more individualized.</td>
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#### C-2. There are sufficient and appropriate materials to support program activities.

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<tr>
<td>a.</td>
<td>Materials are complete, current and in good condition.</td>
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<tr>
<td>b.</td>
<td>There are enough materials for the number of youth in the program.</td>
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<td>c.</td>
<td>Materials are developmentally appropriate for the age range of youth in the program.</td>
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<tr>
<td>d.</td>
<td>Materials promote the program's mission.</td>
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<tr>
<td>e.</td>
<td>Materials are engaging and reflective of youth’s interests.</td>
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## Core Standards for Philadelphia’s Youth Programs (1/02)

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<td><strong>C-3.</strong> The program communicates high standards and expectations for all participating youth.</td>
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<td>X</td>
<td>a. Program activities are designed to realize quantifiable improvements in performance.</td>
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<td>X</td>
<td>b. The program regularly recognizes and rewards individual youth achievements.</td>
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<td>X</td>
<td>c. Programs have a plan in place to conduct an initial assessment of participants’ skill levels.</td>
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<td>X</td>
<td>d. Programs measure, document, communicate, and celebrate participating youths’ mastery of skills and competencies.</td>
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<td>X</td>
<td>e. Programs promote and reinforce the connection between hard work, high expectations for oneself, and productive citizenship.</td>
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## C-4. The Program builds links to the community.

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

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

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

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

- **Academic assistance** is designed to promote mastery of School District of Philadelphia academic standards and crosscutting competencies, and Commonwealth of Pennsylvania academic standards.

*Academic assistance* includes homework help, tutoring, reading and literacy programs, learning about and experiencing technology, and related activities that are designed to help youth meet SDP academic standards. Academic enrichment should also assist youth in the development of critical thinking, written, verbal and mathematical skills, and should include both individual and group learning opportunities.
b. **Service learning** includes civic and community engagement by youth in the program in aid of the larger community in which they reside, that serves to reinforce and build academic skills. Youth have opportunities to perform service to their communities, and to reflect on the work they have done through writing and speaking. For in-school youth, and to the extent possible, projects should relate to School District of Philadelphia service learning-related promotion and graduation requirements.

- **Service learning** opportunities are developed by staff with significant input from youth and from local community leadership.
- Youth are encouraged to identify their own contribution and service goals in the development of service learning activities and programs.
- Services provided by youth are recognized and documented.
- Activities should be planned to address an authentic community need and to encourage civic education, leadership development, and citizenship activities that link youth to their neighborhood and communities.
- The program involves local community leadership in planning for service learning.

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c. **Enrichment activities** can include visual, performing, or mural arts; skill development in technology (e.g., computers, etc.); life skills learning and activities; content-rich curriculum (e.g., environmental or science education, filmmaking, sign language classes); conflict resolution curriculum; challenge and/or strategic learning through activities such as spelling bees or chess tournaments; cooking and nutrition awareness; cultural or scientific trips.

- Programs encourage youth to practice these skills both during and outside of the program.
- Opportunities are built into programs for each child and youth to demonstrate progress in enrichment activities. Arts-based enrichment activities should include regular opportunities for performance or the creation of shows for work.
- Activities should include field trips and/or interactions with skilled, competent people in the areas of enrichment that are offered.
- Programs include and promote fun through a variety of learning approaches (e.g., games, recreation, etc.).

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d. **Physical Activity** includes organized games, indoor & outdoor play, fitness and dance, outdoor play, active games, sports and athletic activities, and indoor active games.
   - Athletic and sports programs provide both competitive and non-competitive opportunities.
   - Physical activity is long and intense enough to provide an opportunity for youth to unwind from the school day.
   - Physical activity facilitates positive peer influence, bonding with a coach/leader, and mastery of new skills.
   - Physical activity provides opportunities for competition and participation on a team.
   - Standards for participation in physical activity are defined and communicated to the children/youth (e.g., attendance requirements, participation in academic assistance activities, improved school performance, meeting reading requirements)

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

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<tr>
<td>X</td>
<td>a. Academic and other program materials relate to individual participants’ interests, e.g., career options, hobbies, and/or sports.</td>
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| X | b. Youth have opportunities to visit and/or to hear presentations about workplaces, colleges and universities, community organizations, and institutions that help them to understand the value and relevance of education. |

| X | c. Programs engage youth in project-based experiences that promote application of academic knowledge and critical thinking skills to real world and community problems and situations. |

| X | d. The program is fun for children and youth, and offers experiential learning opportunities. |

D-3. **Programs provide opportunities for leadership development.**

| X | a. Youth learn and practice skills through multiple learning strategies associated with leading, managing and participating effectively in meetings and groups. |

| X | b. Youth have opportunities to learn and practice public speaking skills. |

| X | c. Youth work in teams, sharing responsibilities and roles for accomplishing tasks and solving problems. |
### Core Standards for Philadelphia’s Youth Programs

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

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

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

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- **a.** Youth have opportunities to establish and revisit regularly personal goals with measurable objectives and timelines.
- **b.** Youth participate in activities that promote a positive sense of self, as evidenced in behaviors such as decision making.
- **c.** Programs promote a positive sense of identify in relation to youths’ family, peers, school, and community organizations.
- **d.** Programs take appropriate steps if/when youth are in crisis providing needed services, referrals, and follow-up to ensure the safety and stability of youth.
- **e.** Programs assist youth to understand the relationship between their goals and actions.
- **f.** Programs support the development of self-esteem and other building blocks of positive identify.
### D-6. For youth 14-21, programs provide activities that demonstrate connections to employers and provide opportunities for employment.

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<td></td>
<td>a. Programs demonstrate clear and defined mechanisms for employer engagement, e.g. commitments to work-based learning, participation as mentors and tutor, and through participation as board and/or advisory group members.</td>
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<td></td>
<td>b. Activities and competencies are relevant to workforce opportunities and to the needs of employers.</td>
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<td>c. Employment-focused programs will emphasize work-based learning, and will provide continuing support and follow-up to help youth succeed in the workplace.</td>
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<td>d. Program providers will arrange for training and coaching of partner employers in dealing with youth.</td>
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<td>e. Older youth participate in co-op type experiences to gain an authentic sense of real world contexts.</td>
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<td>f. Programs provide paid opportunities for youth employment.</td>
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<td>g. Youth receive regular performance evaluations that are kept on file at the program.</td>
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<td>h. Programs track subsidized and unsubsidized job placement and retention.</td>
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<td></td>
<td>i. All work activities are in full compliance with Child Labor Laws.</td>
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### D-7. For youth 14-21, programs provide participating youth with career exploration, counseling and planning.

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<td>a. Participating youth are exposed to educational and career options.</td>
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<td>b. Program activities and services promote attainment of work readiness competencies, including interviewing skills, resume preparation, job search, career exploration and planning, workplace expectations, and appropriate workplace behavior.</td>
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<td>c. Activities and services promote the essential connections between and among academic success, ongoing training and career advancement.</td>
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<td>d. Curriculum includes basic preparation for seeking and keeping a job and for handling conflicts and difficult situations that are likely to come up on a job.</td>
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D-8. For youth 14-21, programs ensure access to technology including computers and the Internet, and promote understanding of information access. Programs of this type are also recommended, though not required, for younger children.

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<td>X</td>
<td>a. To the extent possible, programs use the most advanced technological tools available for participating youth.</td>
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<td>c. Programs will appropriately incorporate experiences in web design and creation, videoconferencing, and electronic communication as natural everyday skills.</td>
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D-9. For programs providing drop in services to youth and in addition to other appropriate Core Standards:

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

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

a. For programs serving children 1<sup>st</sup> grade and above, a staff: youth ratio --
   - 1<sup>st</sup> to 3<sup>rd</sup> grade: 1:12
   - 4<sup>th</sup> to 12<sup>th</sup> grade: 1:15.

For programs that include children with special needs, it is recommended the staff-child/youth ratios be further improved. The adjustment depends on the special needs of the children included.

b. When two or more children or youth are in attendance at the program, or in the building that is used, at least two staff members shall be present.

c. There is a plan to provide adequate staff coverage in case of emergencies and when regular staff is absent.

d. Substitute staff is used to maintain ratios when regular staff is absent.

e. Staff has a written plan for changes in child-staff ratio when the level of risk in an activity increases or decreases.

f. Children and youth are not left unattended.

g. Youth’s arrivals and departures are supervised. Staff note when youth arrive, when they leave and with whom they leave.

h. Staff has a system for knowing where youth are at all times.

i. For programs that enroll youth, the program shall maintain documentation from the parent regarding how the child/youth will travel to and from the program. Staff will adhere to the parents designated instructions.
### E-2. All staff is professionally qualified to work with youth.

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<td>a.</td>
<td>At least one person with a current first aid certificate, including CPR, is present at all times in the program.</td>
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<td>b. All paid and volunteer staff are screened for prior criminal records and child protective services findings (using Pennsylvania child day care standards) and, when appropriate, subject to a FBI clearance.</td>
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<td>▪ A copy of the request for the criminal history record and the disclosure statement shall be on file.</td>
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<td>▪ A copy of the request for child abuse registry clearance information and the completed clearance information shall be on file.</td>
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<td>▪ When appropriate, a copy of the FBI request and clearance shall be on file.</td>
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<td>X</td>
<td>c.</td>
<td>The following position classifications should be filled by paid or unpaid staff in all after-school programs, except for those serving 30 or fewer children: Program Administrator, Site Director, Senior Group Leader, Group Leader. For programs serving 30 or fewer children, the senior group leader position does not need to be filled. One individual may serve as both Program Administrator and Site Director. Youth who are 14 years of age and over, but who have not yet completed their GED or high school education, may serve in a program as a “Youth Leader.”</td>
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<td>X</td>
<td>d.</td>
<td>Unpaid staff may be used as a substitute for paid staff, but must meet the educational and experience requirements, and must undergo the required background checks and obtain the required annual continuing education. Youth leaders shall not be included in the mandated staff:youth ratios as either staff or youth. They must always be supervised.</td>
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<td>e.</td>
<td>Youth Leaders should be paid for their participation in the program or should be participating in an experiential learning program that is clearly educationally based.</td>
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<td>X</td>
<td>f.</td>
<td>All staff (paid or unpaid) have physicals and are tested for drug use.</td>
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<td>g.</td>
<td>Volunteers not used to meet the required staff:youth ratios, and other staffing requirements of the program, are not subject to the educational, experience, or other qualifications. They are required to have a child abuse and criminal history check.</td>
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E-3 Staff members (paid, volunteer, Youth Leader, and substitute) are provided orientation to the job before working with youth. The orientation includes:

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

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

<p>| X | a. A minimum of 15 hours of continuing education is required on an annual basis for each staff person (paid or unpaid). |
| X | b. All staff receives training in the following three areas: 1) youth and child development (e.g., developmental stages, how to relate to children and youth in ways that promote their development, mediation and conflict resolution, effective teaching techniques, knowing when and how to make referrals for youth with special needs), 2) curriculum and activity planning and implementation (e.g., setting up and designing activities to support program goals) and 3) the core standards, including relevant health and safety information, and how to use and implement the standards. |
| X | c. Program Administrators and Site Directors shall also have training in program and financial management and staff supervision as part of their annual continuing education. |
| X | d. The program is responsible for assuring that staff meets the continuing education requirements. |
| X | e. Program staff is trained in crisis intervention and are adept in facilitating the provision of necessary services to youth. |</p>
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**E-5. Staff receives appropriate support to make their work experience positive.**

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

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

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

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

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

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b. All files should include:

- Emergency contact information.
- Initial and subsequent health assessments provided by the parents/youth.
- Signed parental consent for emergency medical care for the child/youth, administration of medications or special dietary needs, administration of minor first-aid procedures by program staff, transportation, walking excursions, swimming and wading.
- Reports of accidents, injuries, and illnesses involving a youth in care at the program.
- A copy of the initial agreement and subsequent written agreements between the parent and the program. For older youth these agreements may be between the youth and the program.

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

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<td>a. A written mission statement sets forth the program's philosophy and goals.</td>
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<td>b. A confidentiality policy is established and consistently enforced.</td>
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<td>c. The program makes itself affordable to all families by seeking and using all possible community resources and sources of subsidy.</td>
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<td>d. The program's hours of operation are based on families' needs.</td>
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<td>e. It is the program's policy to enroll youth with special needs.</td>
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- When programs enroll youth with special needs, the program administration staff shall ensure that staff members have been oriented in understanding children and youth with special needs and in ways of working with these children/youth in group settings.
- Staff in programs who offer care for one or more children/youth with special needs shall participate in an orientation about the child's special needs and how these needs may affect his/her developmental progression or relationships with other children.
### Core Standards for Philadelphia’s Youth Programs (1/02)

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

## F. Indoor Environment

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

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

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

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

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

| X | a. There is enough room in the indoor space. |
### G. Outdoor Environment

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

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

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<th>Level 1</th>
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</table>

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

a. There are no known health or safety hazards in the program space. For example:
   - All toxic material are kept in original, labeled containers and that are inaccessible to youth; arts and crafts materials shall be nontoxic.
   - Trash shall be removed from the facility each day and from the facility grounds at least once per week.
   - At a minimum, floors, walls, ceilings and other surfaces, including the outdoor entry, exit and (if applicable) play space, shall be kept clean, in good repair and free from known hazards.
   - Peeled or damaged paint or damaged plaster is not permitted on indoor, outdoor surfaces or in the facility. Removal, clean-up and disposal of leaded paint dust and debris shall be accomplished in a manner that avoids dispersal of dust and debris into the environment.
   - All areas shall be lighted by artificial or natural light to a level suitable to its usage.
   - Inside and outside stairs, ramps, and porches shall be equipped with a handrail; inside stairs shall have non-skid surfaces.
   - There is at least one flushing toilet for every 20 youth.
   - There is at least one sink for every 30 youth.
   - Stairways, hallways, and exits shall be unobstructed.
   - Portable space heaters are not permitted.
   - Weapons, firearms, and ammunition are prohibited.
   - Fireplaces and wood-burning and coal-burning stoves shall be securely screened or equipped with protective guards while in use.
### Core Standards for Philadelphia’s Youth Programs

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**b.** The indoor and outdoor facilities are clean.

**c.** The indoor and outdoor space meets or exceeds local health and safety requirements.

**d.** There are adequate supplies and facilities for hand washing.

**e.** Systems are in place to protect youth from harm, especially when they move from one place to another or use the restroom.

**f.** Equipment for active play is safe.
- All play equipment is in good working order and is kept clean.
- Furniture should be in good condition and should be the appropriate size for the youth.

**h.** The heat, ventilation, noise level, and light in the indoor space are comfortable.
- Indoor temperature should be kept between 65 and 85 degrees.
- Natural or mechanical ventilation shall be provided.
- Hot water pipes and other sources of heat exceeding 110 degrees F that are accessible to youth shall be equipped with protective guards or shall be insulated to prevent direct contact.

**i.** Written guidelines are prepared and followed regarding the use and maintenance of the indoor and outdoor areas of a program facility, including a procedure for regularly checking safety and maintenance.

**j.** Unsafe areas shall be fenced off and inaccessible to youth.

**k.** Outside walkways shall be free from ice, snow, leaves, equipment, and other hazards.

**l.** A consistently enforced code of conduct is publicly displayed and is enforced.

**m.** Cigarettes, pipes, or cigars may not be smoked when children and youth are present, and shall not be smoked in program space or food preparation area.

**n.** Where appropriate, security staff, and/or police are present.
Core Standards for Philadelphia’s Youth Programs (1/02)

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

a. The program has established procedures to prevent accidents and manage emergencies.
   - Plans are in place and staff and youth know how to proceed in case of emergency, e.g. fire, illness, accidents, etc.
   - A fire drill is held at least every 60 days.

b. For programs that provide transportation, there are established policies to ensure the safety of youth; the program complies with all legal requirements for vehicles and drivers.
   - Transportation by the facility requires written parental consent, except for transportation of school-age youth who are transported to or from a facility in vehicles owned or operated by the school district.
   - If a child has a problem or special need such as seizures or motion sickness that may require special care during transportation, written parental instructions regarding treatment of the problem or special need shall accompany the youth being transported.
   - Written information required above shall be given to the operator or attendant of a vehicle transporting the youth. The ratios of 1:15 apply when transporting youth. The driver may be considered part of the staff-youth ratio.
   - The operator of a vehicle shall be 18 years of age or older and shall have a valid operator's license.
   - Safety restraints installed in the vehicle at the time of manufacturing shall be used by all occupants. Manufacturers' instructions for use of safety restraints shall be kept in the vehicle at all times.
   - A vehicle shall be insured in accordance with the requirements of Pa.C.S. 1701-1799.7 (relating to the Motor Vehicle Financial Responsibility Law.)
   - The doors on a vehicle shall be locked whenever the vehicle is in motion.
   - No more than three persons shall occupy the front seat of an automobile.
   - The back of a pick-up truck may not be used to transport youth.
Core Standards for Philadelphia’s Youth Programs

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</table>
|         | • The cargo area of a station wagon may not be use to transport youth.  
          • Youth may not be left unattended in a vehicle.  
          • Youth shall be supervised during boarding and exiting vehicles by an adult who remains outside the vehicle.  
          • A first-aid kit shall be in the vehicle when youth are being transported |
| X       | c. A system is in place to prevent unauthorized people from taking youth from the program. |
|         | d. The program has established policies to ensure safe pick-up and drop-off of youth.  
          • The program shall notify local traffic safety authorities annually in writing of the location of the facility and the program's use of pedestrian and vehicular routes around the facility.  
          • Safe pedestrian crossways, pick-up, and drop-off points and bike routes shall be appropriately determined in the vicinity of the facility and communicated to youth and parents in writing.  
          • Written notification of safe routes shall be posted by the program at a conspicuous location in the facility.  
          • Youth shall be picked up and discharged at locations designated by the program. |
| X       | e. For programs employing older youth (14-21), all program activities are in full compliance with child labor laws. |

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

| X       | a. There are written policies and procedures to ensure the health and safety of youth.  
          • Where appropriate and mandated, staff must report suspected child abuse.  
          • In case of illness or medical emergency, a parent or other designee shall be contacted. |
|         | b. Staff is responsive to the individual health needs of youth. |
|         | c. Staff protects youth from communicable disease by separating youth who become ill during the program. |
### Core Standards for Philadelphia’s Youth Programs

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

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

<p>| X       | a.     | The program shall serve a daily snack. |
| X       | b.     | The program serves healthy foods. |
| X       | c.     | Drinking water is readily available at all times. Running water and a safe and adequate supply of drinking water shall be available. |
| X       | d.     | If meals are served, they shall have at least one item from each of the following food groups: Dairy, Protein, Fruit &amp; vegetables, and Grains. |
| X       | e.     | The amount and type of food offered is appropriate to the ages and sizes of youth. |
| X       | f.     | Meals and snacks are provided on a regular schedule. |
| X       | g.     | Provision is made for proper food storage and disposal. |
| X       | h.     | Children’s allergies and other food restrictions are considered in food preparation and service. |
| X       | i.     | Food is eaten under sanitary conditions. |
| X       | j.     | Staff members sit with youth and provide a pleasant social environment during meals and snacks. |
| X       | k.     | Small group sizes at tables is provided during snack and meals in order to encourage conversation and socializing. |
| X       | l.     | A sufficient amount of food is provided for youth (e.g., second servings, supplementary snacks for those who may have forgotten to bring food from home and extra snacks at the end of the day are available). |</p>
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<td>Where appropriate, eating times are planned as a learning experience and discussion time (e.g., youth are included in the preparation, cooking and serving of food).</td>
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<td>Food may not be withheld from a youth for purposes of discipline nor may a child be forced to eat food.</td>
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<td>Menus for meals and snacks are posted for parents’ information.</td>
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</table>
### Core Standards for Philadelphia’s Youth Programs

#### Table 1-Staff Roles, Definitions, and Qualifications

<table>
<thead>
<tr>
<th>Staff Position</th>
<th>Definition of Role</th>
<th>Previous Experience</th>
<th>Education</th>
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<tbody>
<tr>
<td><strong>Program Administrator</strong></td>
<td><strong>Overall direction of the program</strong>&lt;br&gt;• Development of mission, goals, and policies for the program&lt;br&gt;• Program implementation and evaluation&lt;br&gt;• Administration&lt;br&gt;• Fiscal Management&lt;br&gt;• Organizational development, including human resources</td>
<td><strong>Option 1</strong>&lt;br&gt;1 year (2080 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td><strong>Option 1</strong>&lt;br&gt;Associate or Bachelor’s Degree in Related Field</td>
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<td><strong>Option 2</strong>&lt;br&gt;2 years (4160 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td><strong>Option 2</strong>&lt;br&gt;Bachelor’s Degree in Unrelated Field</td>
</tr>
<tr>
<td><strong>Site Director</strong></td>
<td><strong>Daily operation of the program</strong>&lt;br&gt;• Staff supervision&lt;br&gt;• Communication with families&lt;br&gt;• Relationships with community&lt;br&gt;• Oversight of all program activities, including planning &amp; implementation</td>
<td><strong>Option 1</strong>&lt;br&gt;6 months (1040 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td><strong>Option 1</strong>&lt;br&gt;Bachelor’s Degree in Related Field</td>
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<tr>
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<td><strong>Option 2</strong>&lt;br&gt;1 year (2080 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td><strong>Option 2</strong>&lt;br&gt;Bachelor’s Degree in Unrelated Field</td>
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<td><strong>Option 3</strong>&lt;br&gt;18 months (3120 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td><strong>Option 3</strong>&lt;br&gt;Associate’s Degree or 2 years college in related area</td>
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<tr>
<td>Staff Position</td>
<td>Definition of Role</td>
<td>Previous Experience</td>
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<tr>
<td>Senior Group Leader</td>
<td>Supervision &amp; guidance of youth in the program</td>
<td>Option 1: No experience</td>
<td>Option 1: Bachelor’s Degree in related field</td>
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<td></td>
<td>• Program planning &amp; implementation</td>
<td>Option 2: 3 months (520 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td>Option 2: Bachelor’s Degree in Unrelated Field</td>
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<td>• Communicating with families</td>
<td>Option 3: 6 months (1040 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td>Option 3: Associate’s Degree or 2 years college in related area</td>
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<td>• Supervising support staff</td>
<td>Option 4: 1 year (2080 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td>Option 4: Associate’s Degree or 2 years college in unrelated area</td>
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<tr>
<td>Group Leader</td>
<td>Supervision &amp; guidance of youth in the program under the direction of a Senior Group Leader</td>
<td>Option 1: None</td>
<td>Option 1: Bachelor’s Degree in Unrelated Field</td>
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<td>• Program planning &amp; implementation</td>
<td>Option 2: 3 months (520 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td>Option 2: Bachelor’s Degree in Unrelated Field</td>
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<td>• Communicating with families</td>
<td>Option 3: 6 months (1040 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td>Option 3: Associate’s Degree in Related Field</td>
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<td>Staff Position</td>
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<td><strong>Group Leader</strong></td>
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<td><strong>Option 4</strong>&lt;br&gt;9 months (1590 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td><strong>Option 4</strong>&lt;br&gt;Associate’s Degree or 2 years college in any area</td>
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<td><strong>Option 5</strong>&lt;br&gt;18 months (3180 hours) work with youth in recreation, fine arts, camping, or academic setting</td>
<td><strong>Option 5</strong>&lt;br&gt;High School Diploma or GED</td>
</tr>
<tr>
<td><strong>Youth Leader</strong></td>
<td><strong>Youth, age 14 or older, without a high school diploma or GED</strong></td>
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<td>• Should be paid or participating in a formal experiential learning program</td>
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<td>• Supervision &amp; guidance of youth under the direct supervision of a group leader or senior group leader</td>
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<td>• Not counted in staff:youth ratios as either staff or youth</td>
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Appendix E:
Healthy Living and Physical Activity Guidelines
APPENDIX E

Healthy Living and Physical Activity Guidelines
DHS Out of School Time (OST) Programs
March 19, 2012

The following guidelines are approved for Out of School Time programs funded by DHS and currently managed by PHMC. These guidelines were developed, implemented and revised based on a pilot study, a Leadership Team of OST providers and stakeholders, and nutrition and physical activity expertise.

Food and Nutrition (FN) Guidelines
FN 1: OST program does not serve or allow sugary drinks.¹

FN 2: Safe, fresh drinking water is available to youth at all times, indoors and outdoors, including field trips.

FN 3: Each OST provider adopts a comprehensive strategy to improve the food environment during OST, reflecting food service requirements, community perspectives, and good nutrition by
   • eliminating outside food, OR
   • Allowing food in the program that reflects recommended health and nutrition principles, for example, the Dietary Guidelines for Americans 2010.

FN 4: A pleasant social environment is provided during scheduled meals and snacks, encouraging social interaction, conversation, and positive eating behaviors.

FN 5: OST programs that offer nutrition education use credible nutrition materials from non-profit, federal, state or city agencies. Educational materials with food company logos or advertising are not to be used.

FN 6: The OST program serves meals and snacks in a clean and safe environment, at proper serving temperatures in compliance with the Philadelphia Department of Public Health Office of Food Protection requirements.

Physical Activity and Screen Time (PA) Guidelines
PA 1: Minimum moderate to vigorous physical activity² requirements
   a. School Year Programming

¹ Sugary drink: a non-alcoholic beverage with added sugar, such as: soda, non-100%-fruit drinks, sports drinks, flavored water, energy drinks, and ready-to-drink sweetened tea and coffee.
² Moderate intensity: exercise causing sweating but talk is possible. Vigorous intensity: exercise causing rapid breathing and unable to talk.
i. OST programs serving youth in grades (K-5) provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.

ii. OST programs serving youth in grades (6-8) provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

iii. OST programs serving youth in grades (9-12) provide a minimum of 20% of daily or weekly OST time per week of moderate to vigorous activity. EXCEPTION: Programs that cannot meet this guideline due to program design (i.e., focus on work experience or less than average program time) may submit a written request for a waiver from the monitoring agency including documentation of structure and hourly attendance requirements.

b. Summer Programming

   i. OST programs serving youth in grades (K-5) provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.

   ii. OST programs serving youth in grades (6-8) provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

   iii. OST programs serving youth in grades (9-12) provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity. EXCEPTION: Programs that cannot meet this guideline due to program design (i.e., focus on work experience or less than average program time) may submit a written request for a waiver from the monitoring agency including documentation of structure and hourly attendance requirements.

PA 2: Non-work-screen time\(^3\) is limited to 30 minutes per 3-hour block of OST time.

PA 3: OST program provides a safe environment for play and physical activity.

PA 4: OST program provides equitable opportunities for all youth to participate in quality sport and fitness programs.

---

\(^3\) Work can include homework, project-based learning, and enrichment work. Screen-time is defined as sitting in front of a television, video or computer screen, computer game, or gaming system.
Appendix F:

PA Code – Chapter 3270 – Child Day Care Centers (Licensing Requirements)
Subpart D. NONRESIDENTIAL AGENCIES, FACILITIES AND SERVICES

ARTICLE I. LICENSING/APPROVAL

CHAPTER 3270. CHILD DAY CARE CENTERS

GENERAL PROVISIONS

GENERAL REQUIREMENTS

3270. Application for and issuance of a certificate of compliance.
3270. Appeals.
3270. Waivers.
3270. Pertinent laws and regulations.
3270. Building codes.
3270. Dual licensure.
3270. Service to a child with special needs.
3270. Liability insurance.
3270. Child abuse reporting.
3270. Reporting injury, death or fire.
3270. General health and safety.
3270. [Reserved].
3270. Communication with parents.
3270. Parent access and participation.
3270. Departmental access.
3270. [Reserved].

3270-1

(338561) No. 409 Dec. 08
3270.25. Availability of certificate of compliance and applicable regulations.
3270.25a. [Reserved].
3270.27. Emergency plan.

FACILITY PERSONS

3270.31. Age and training.
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Authority
The provisions of this Chapter 3270 issued under Articles IX and X of the Public Welfare Code (62 P. S. §§ 901—922 and 1001—1087), unless otherwise noted.

Source
The provisions of this Chapter 3270 adopted April 3, 1992, effective April 4, 1992, 22 Pa.B. 1651, unless otherwise noted.

Cross References
This chapter cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.1. Introduction.
This chapter is promulgated to facilitate the safe and healthful care of a child in a child day care center and to support families by providing care that promotes the emotional, cognitive, communicative, perceptual-motor, physical and social development of the child.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.2. Purpose.
The purpose of this chapter is to provide standards to aid in protecting the health, safety and rights of children and to reduce risks to children in child day care centers. This chapter identifies the minimum level of compliance necessary to obtain the Department’s certificate of compliance.
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Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.3. Applicability.
(a) This chapter applies to facilities in which out-of-home care is provided, at any one time, for part of a 24-hour day to seven or more children, 15 years of age or younger, including:
   (1) Care provided to a child at the parent’s work site when the parent is not present in the child care space.
   (2) Care provided in private or public, profit or nonprofit facilities.
   (3) Care provided before or after the hours of instruction in nonpublic schools and in private nursery schools and kindergartens.
(b) This chapter does not apply to:
   (1) Care provided by relatives.
   (2) Care furnished in places of worship during religious services.
   (3) Care provided in a facility where the parent is present at all times child care is being provided.
   (4) Care provided during the hours of instruction in nonpublic schools and in private nursery schools and kindergartens.
(c) A legal entity seeking to operate a child day care facility as defined in this chapter shall apply for an initial or renewal certificate of compliance in accordance with the requirements established in Chapter 20 (relating to licensure or approval of facilities and agencies).
(d) Requirements relating to programs serving only school-age children are in § 3270.241 (relating to requirements specific to school-age programs).

Notes of Decision
Certificate of Compliance Not Required
Department of Public Welfare did not have authority under section of the Public Welfare Code to promulgate regulations that require a nonprofit religious day care center to obtain a Certificate of Compliance in order to operate. St. Elizabeth’s Child Care Center v. Department of Public Welfare, 895 A.2d 1280 (Pa. Cmwlth. 2006).

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.3a. Applicability—statement of policy
This chapter is not applicable to a part-day school-age program for children who attend kindergarten or older but under 16 years of age as follows:
(1) A part-day school-age program that operates for less than 90 consecutive days per calendar year from the date the program opens to the date the program closes. This clarification does not apply to a legal entity that has a

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certificate of compliance to operate a child care center or group child care home and that increases its enrollment to include school-age children in the summer and on school holidays.

(2) A part-day school-age program that operates 2 hours or less per day for 3 or fewer days per week.

(3) A part-day school-age program that has a single purpose for the children’s attendance and that purpose is the only focus of the program. For example, basketball or art class.

(4) Tutoring programs that are licensed by or approved and funded by the Pennsylvania Department of Education (PDE), for example:

   (i) Tutoring centers and educational testing and remedial centers licensed by PDE under 22 Pa. Code Chapters 61 and 63 (relating to tutoring centers and educational testing; and remedial centers).

   (ii) Educational assistance programs operated by school districts directly or by contract with an outside provider approved by PDE.

   (iii) Classroom Plus Programs.

   (iv) Supplemental Education Services Programs.

(5) A drop-in program where the child may come and go at will.

Source
The provisions of this § 3270.3a adopted September 14, 2007, effective September 15, 2007, 37 Pa.B. 5018.

§ 3270.4. Definitions.
The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

ACIP—The Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention, United States Department of Health and Human Services.


Age level—The grouping category appropriate for the child’s age.

   (i) Infant—A child from birth to 1 year of age.

   (ii) Young toddler—A child from 1 to 2 years of age.

   (iii) Older toddler—A child from 2 to 3 years of age.

   (iv) Preschool child—A child from 3 years of age to the date the child enters kindergarten in a public or private school system.

   (v) Young school-age child—A child who attends kindergarten to the date the child enters the 4th grade of a public or private school system.

   (vi) Older school-age child—A child who attends the 4th grade of a public or private school system through 15 years of age.

CPS—Child Protective Services.

CPSL—Child Protective Services Law—Title 23 of the Pennsylvania Consolidated Statutes Chapter 63 (relating to the Child Protective Services Law).

CRNP—Certified Registered Nurse Practitioner.
Casual contact—The ordinary, routine and age-appropriate association of children, parents and facility persons in the course of daily assembly in a facility.

Certificate of compliance—A document issued by the Department to a legal entity permitting the entity to operate a specific type of facility at a specific location for a specific period of time according to applicable Department regulations. A certificate of compliance approves the operation of a facility subject to Article IX of the act (62 P.S. §§ 901—922) or licenses the operation of a facility subject to Article X of the act (62 P.S. §§ 1001—1087).

Child—A person 15 years of age or younger.

Child abuse—Serious physical or mental injury which is not explained by the available medical history as being accidental; sexual abuse or sexual exploitation; or serious physical neglect of a child if the injury, abuse or neglect of a child has been caused by the acts or omissions of the child’s parent, by a person responsible for the child’s welfare, by an individual residing in the same home as the child or by a paramour of a child’s parent. A child will not be deemed to be physically or mentally abused for the sole reason that the child is in good faith being furnished treatment by spiritual means through prayer alone in accordance with the tenets and practices of a recognized church or religious denomination by an accredited practitioner thereof or is not provided specified medical treatment in the practice of religious beliefs or solely on the grounds of environmental factors which are beyond the control of the person responsible for the child’s welfare, such as inadequate housing, furnishings, income, clothing and medical care.

Child care experience—Care for a child in lieu of care by the parent or guardian for part of a 24-hour day. The term includes care of foster children in a court-supervised arrangement. The term does not include care of related children who reside with an individual. The term does not include supervised onsite training in the case of a student who is fulfilling the requirements of a secondary or postsecondary child care training or educational curriculum.

Child day care center—The premises in which care is provided at any one time for seven or more children unrelated to the operator.

Child with special needs—A child who has one or more of the following:

(i) A disability or developmental delay identified on an IEP, an IFSP or a service agreement.

(ii) A written behavioral plan that has been determined by a licensed physician, licensed psychologist or certified behavior analyst.

(iii) A chronic health condition diagnosed by a licensed physician, physician’s assistant or CRNP that requires health and related services of a type or amount beyond that required by children generally.

Communicable disease—An illness due to an infectious agent or its toxic products which is transmitted directly or indirectly by the infected agent to a susceptible host. Communicable diseases are specified in 28 Pa. Code Chapter 27 (relating to communicable and noncommunicable diseases).

Department—The Department of Public Welfare of the Commonwealth.

Facility—A child day care center.
Facility person—A staff person, a substitute staff person, a volunteer, a food service person, a janitorial person or another adult who serves in or is employed by a facility.

Fire protection professional—An individual knowledgeable and competent in fire inspections, fire detection, fire suppression systems and practices, fire service training, emergency preparedness planning and emergency evacuation whose competence is demonstrated by membership in a professional organization which promotes fire safety education.

Group—Children assigned to the care of one or two staff persons. A group occupies a space or a defined part of a space.


IFSP—Individualized family service plan as defined in §§ 4226.5 and 4226.71—4226.77 (relating to definitions; and IFSPs).

Inspection summary—A document prepared by an agent of the Department describing each regulatory noncompliance item confirmed as a result of a facility inspection.

Legal entity—A person, society, corporation, governing authority or partnership that is legally responsible for the administration of one facility or several facilities, or one type of facility or several types of facilities.

Night care—Care for a child between the hours of 7 p.m. and 7 a.m.

Operator—The legal entity or a person designated by the legal entity to serve as the facility director.

Parent—The biological or adoptive mother or father or the guardian of the child.

Potentially hazardous food—A food that consists in whole or in part of milk or milk products, eggs, meat, poultry, fish, shellfish or other ingredients capable of supporting rapid and progressive growth of infectious or toxigenic microorganisms.

Public water system—A system for the provision to the public of water for human consumption that has at least 15 service connections or regularly serves an average of at least 25 individuals daily at least 60 days out of the year. The term includes:

(i) Collection, treatment, storage and distribution facilities under the control of the operator of the system and used in connection with the system.

(ii) Collection or pretreatment storage facilities not under control of the operator which are used in connection with the system.

(iii) A system which provides water for bottling or bulk hauling for human consumption.

Relative—A parent, child, stepparent, stepchild, grandparent, grandchild, brother, sister, half brother, half sister, aunt, uncle, niece or nephew. As applied to facilities subject to approval under Article IX of the act, the term also includes a stepbrother, stepsister or first cousin.
School-age care—Supervised child day care in a Departmentally certified facility during the hours when a child is not required to attend school.

Service agreement—A service agreement as defined in 22 Pa. Code §§ 15.2 and 15.7 (relating to definitions; and service agreement).

Space—Indoor or outdoor area designed for child care that is large enough to accommodate the maximum number of children allowed under this chapter. A space may be used by more than one group of children.

Staff person—A person included in the regulatory ratio who is responsible for child care activities.

Supervise—To be physically present with a group of children or with the facility person under supervision. Critical oversight in which the supervisor can see, hear, direct and assess the activity of the supervisee.

Volunteer—A person 16 years of age or older who is not included in the regulatory ratio and who assists in implementing daily program activities under the supervision of a staff person.

Waiver—The Department’s written exemption from the requirement of meeting a standard in this chapter.

Year—For purposes of calculating, 1 year of child care experience is a minimum of 1,250 clock hours.

Authority

The provisions of this § 3270.4 amended under Articles IX of the Public Welfare Code (62 P.S. §§ 901—922 and 1001—1087).

Source

The provisions of this § 3270.4 amended May 23, 2008, effective September 22, 2008, 38 Pa.B. 2437. Immediately preceding text appears at serial pages (330131) to (330133) and (204545) to (204546).

Cross References

This section cited in 55 Pa. Code § 3270.17 (relating to service to a child with a disability); 55 Pa. Code § 3270.122 (relating to admission interview); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

GENERAL REQUIREMENTS

§ 3270.11. Application for and issuance of a certificate of compliance.

(a) A legal entity shall obtain a valid certificate of compliance to operate at a specific location. The certificate of compliance will be issued by the Department to a legal entity prior to commencement of operation at a specified location.

(b) A legal entity or a representative of the legal entity shall participate in an orientation training provided by the Department within 12 months prior to commencing operation of the child day care center. The orientation does not count
toward the annual minimum of 6 hours of child care training required in § 3270.31(e) (relating to age and training).

(c) Application for a certificate of compliance shall be submitted to the appropriate regional day care office in accordance with Chapter 20 (relating to the licensure or approval of facilities and agencies).

(d) A certificate of compliance is issued in the manner described in Chapter 20, for a period not to exceed 12 months from the date of issue.

(e) A facility will be inspected at least once every 12 months by an agent of the Department.

(f) The facility is subject to announced and unannounced inspections in accordance with § 3270.24(b) (relating to Departmental access).

(g) Sanctions relating to the status of a certificate of compliance are applied under the authority of applicable sections of the act, Chapter 20 and this chapter.

(h) A facility whose certificate of compliance is current as of September 22, 2008, will not be inspected under this chapter until the current certificate of compliance is due to be renewed or when a regulatory violation is alleged and the Department responds to the alleged violation with an inspection.

Authority
The provisions of this § 3270.11 amended under Articles IX and X of the Public Welfare Code (62 P. S. §§ 901—922 and 1001—1087).

Source

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

(a) Appeals related to the Department’s approval or licensure decisions shall be made under 2 Pa.C.S. §§ 501—508 and 701—704 (relating to Administrative Agency Law) and 1 Pa. Code Part II (relating to General Rules of Administrative Practice and Procedure).

(b) Appeals related to the Department’s approval or licensure shall be made by filing a petition within 30 days after service of notice of the action.

(c) An operator may appeal a Departmental decision relating to the status of a certificate of compliance of a facility owned or operated by the legal entity.

(d) The Department will include information relative to appeal procedures when notifying operators of one or more of the following decisions:
(1) The denial of a certificate of compliance.
(2) The nonrenewal of a certificate of compliance.
(3) The revocation of a certificate of compliance.
(4) The issuance of a provisional certificate of compliance.

(5) The establishment of a period for which a provisional certificate of compliance is issued.

(6) The reduction of the maximum facility capacity.

(7) The denial of an increase in facility capacity.

(8) The limiting or precluding admission of persons into the facility.

(e) Subsection (b) supersedes the appeal period of 1 Pa. Code § 35.20 (relating to appeals from actions of the staff).

Source


Notes of Decisions

The Department of Public Welfare’s repeated failure to make timely inspections of day care center which it concealed by issuing provisional certificates based on technical or pretextual deficiencies, then granting retroactive certificates of compliance, enabled the Department to evade scrutiny of operator’s appeal of issuance of provisional certificates of compliance by dismissing operator’s appeal as moot. Musheno v. Department of Public Welfare, 829 A.2d 1228, 1232—1233 (Pa. Cmwlth. 2003). Such conduct by the Department raised important public issues, such as official competency, candor and accountability, which survive mootness. Id. at 1233.

Cross References

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.13. Waivers.

(a) A waiver excuses an operator from meeting a regulatory standard and substitutes another standard which the operator shall meet. The substituted standard has the same legal effect as the regulatory standard.

(b) The operator shall submit the request for waiver to the regional office before the facility is inspected for issuance or renewal of a certificate of compliance.

(c) An operator may request a waiver of only the regulatory standards in the following sections:

1. Accreditation requirements which apply to §§ 3270.34—3270.36 (relating to director qualifications and responsibilities; group supervisor qualifications and responsibilities; and assistant group supervisor qualifications and responsibilities).

2. Physical site requirements in §§ 3270.61—3270.82 (relating to physical site).


4. Program requirements in §§ 3270.111—3270.118 (relating to program).
(d) The Department will grant a waiver only if the following conditions are met:

   (1) The waiver is not requested as a substitute for correcting a Departmental citation of noncompliance.
   (2) The request for waiver does not alter the applicability or purpose of a regulation.
   (3) The request shows evidence that the operator has a plan to achieve the objective of the regulation.
   (4) The request certifies that the operator will meet regulatory standards related to the health, safety and rights of children.
   (5) The request for waiver does not violate or condone noncompliance with another Federal or State statute or regulation.
   (6) The request for waiver may not jeopardize Federal or State funding.

(e) A waiver previously granted for staff person qualifications remains in effect for the staff person at the location specified.

Cross References

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).


A facility shall be operated in conformity with applicable Federal and State laws and regulations. State agencies whose regulations may relate to the operation of a facility include the Department of Environmental Resources, the Department of Labor and Industry, the Department of Health, the Department of Education and the Department of Transportation.

Cross References

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.15. Building codes.

A certificate of compliance will not be granted by the Department until the legal entity provides a certificate of occupancy as proof of compliance with the applicable requirements of the Department of Labor and Industry in 34 Pa. Code § 403.23 (relating to child day care facilities).

Authority

The provisions of this § 3270.15 amended under Articles IX and X of the Public Welfare Code (62 P.S. §§ 901—922 and 1001—1087).

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§ 3270.16. Dual licensure.

If a facility meets the definition of both a private academic school under the authority of the Department of Education and a child day care center under the authority of the Department, the legal entity shall apply for approval to operate from both Departments. The facility shall comply with 22 Pa. Code Part II (relating to State Board of Private Academic Schools) and this chapter.

Cross References

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.17. Service to a child with special needs.

(a) The operator shall make reasonable accommodation to include a child with special needs in accordance with applicable Federal and State laws.

(b) The operator shall permit an adult individual who provides specialized services to a child with special needs to provide those services on the facility premises as specified in the child’s IEP, IFSP or written behavioral plan.

(c) The operator shall make staff persons and parents aware of community resources for the family of a child who may have special needs. The Department will provide to the operator information regarding community resources.

Authority


Source


Cross References

This section cited in 55 Pa. Code § 3270.122 (relating to admission interview); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).
§ 3270.18. Liability insurance.

(a) The legal entity shall have comprehensive general liability insurance to cover the persons who are on the premises. A current copy of the insurance policy shall be on file at the facility.

(b) The operator shall report to the Department liability insurance claims brought against the operator or a facility person.

(c) A liability insurance claim report shall include the following information:
   (1) A detailed description of the claim.
   (2) The name, address and telephone number of the facility.
   (3) The name, address and birth date of the claimant.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).


(a) An operator or a staff person who has reason to believe that a child enrolled in the facility has been abused is required to report suspected child abuse to ChildLine as mandated by the CPSL.

(b) A staff person may be designated by the operator as the person responsible to notify ChildLine of suspected child abuse. The operator or designated staff person with this responsibility shall immediately notify ChildLine at 1 (800) 932-0313.

(c) Within 48 hours, a written report regarding the suspected child abuse shall be submitted by the operator or designated staff person to the CPS unit which has responsibility for investigating the report.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.20. Reporting injury, death or fire.

(a) The operator shall immediately notify a child’s parent and shall telephone notice to the appropriate regional office of the Department within 24 hours if one or more of the following occurs:
   (1) Inpatient hospitalization or emergency room treatment of a child receiving care at the facility.
   (2) A death of a child receiving care at the facility.
   (3) A facility fire that requires the service of a fire department.
(b) The operator shall mail or deliver a written report to the appropriate regional office of the Department within 72 hours after the occurrence of an event listed in subsection (a).

(c) The report shall include the following information:
   (1) The name, address and telephone number of the facility.
   (2) The name, address and birth date of the child.
   (3) The name and address of the child’s parent or guardian.
   (4) A description of the incident, including the date, time and location of the incident and the equipment involved.
   (5) The name and telephone number of local authorities notified.
   (7) The name and address of the place where the treatment was received.
   (8) The required follow-up.

(d) The staff person who prepared the report shall sign and date it.

(e) Copies of reports shall be kept in a file at the facility.

Cross References
This section cited in 55 Pa. Code § 3270.132 (relating to emergency medical care); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.21. General health and safety.
Conditions at the facility may not pose a threat to the health or safety of the children.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.21a. [Reserved].

Source

§ 3270.22. Communication with parents.
The operator shall establish oral or written communication in the language or mode of communication which is understandable to the parent.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).
§ 3270.23. Parent access and participation.

A parent of a child in care shall be permitted free access, without prior notice, throughout the center whenever children are in care, unless a court of competent jurisdiction has limited the parental right of access to the child and a copy of the order is on file at the facility. Opportunity shall be provided for parents to participate in the facility’s program. The operator shall maintain a yearly file which documents general announcements to promote parent participation. The file shall be updated annually.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.24. Departmental access.

(a) A staff person shall provide to agents of the Department immediate access to the facility and, upon request, to the children and the files and records.

(b) An inspection will be conducted during normal business hours except when there is reasonable cause to believe that inspections at other times are necessary to detect violations of applicable laws and regulations.

(c) An agent of the Department will inspect for compliance with this chapter in all areas of the facility premises that are accessible to children.

Authority

Source

Cross References
This section cited in 55 Pa. Code § 3270.11 (relating to application for and issuance of a certificate of compliance); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.24a. [Reserved].

Source

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§ 3270.25. Availability of certificate of compliance and applicable regulations.

(a) The facility’s current certificate of compliance and a copy of the applicable regulations under which the facility is certified shall be posted in a conspicuous location used by parents, with instructions for contacting the appropriate regional day care office posted at the same location.

(b) The operator shall post a copy of each inspection summary issued by the Department in a conspicuous location used by parents. The inspection summary must remain posted until an agent of the Department verifies that each regulatory noncompliance item cited on the inspection summary has been corrected.

Authority

Source

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.25a. [Reserved].

Source


(a) A certificate of compliance will not be granted by the Department to a legal entity unless compliance with civil rights laws and applicable regulations has been met. The applicable laws as identified on the certificate of compliance application are:

1. The Pennsylvania Human Relations Act (43 P. S. §§ 951—962.2).

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(b) The appropriate forms to establish compliance shall be included with the application for certification.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.27. Emergency plan.
(a) The facility shall have an emergency plan that provides for:
   (1) Shelter of children during an emergency including shelter in place at the facility and shelter at locations away from the facility premises.
   (2) Evacuation of children from the facility building and evacuation of children to a location away from the facility premises. The evacuation routes and evacuation plans to exit the building may be the same as those required by § 3270.94(f) and (g) (relating to fire drills).
   (3) A method for facility persons to contact parents as soon as reasonably possible when an emergency situation arises.
   (4) A method for facility persons to inform parents that the emergency has ended and to provide instruction as to how parents can safely be reunited with their children.
(b) The operator shall review the emergency plan at least annually and update the plan as needed. Each review and update of the emergency plan shall be documented in writing and kept on file at the facility.
(c) Each facility person shall receive training regarding the emergency plan at the time of initial employment, on an annual basis and at the time of each plan update. The date of each training and the name of each facility person who received the training shall be documented in writing and kept on file at the facility.
(d) The emergency plan shall be posted in the facility at a conspicuous location.
(e) The operator shall provide to the parent of each enrolled child a letter explaining the emergency procedures described in subsection (a). The operator shall also provide to the parent of each enrolled child a letter explaining any subsequent update to the plan.
(f) The operator shall send a copy of the emergency plan and subsequent plan updates to the county emergency management agency.

Authority
The provisions of this § 3270.27 issued under Articles IX and X of the Public Welfare Code (62 P. S. §§ 901—922 and 1001—1087).

Source
§ 3270.31. Age and training.

(a) A volunteer shall be 16 years of age or older and shall be directly supervised at all times.

(b) A staff person shall be 18 years of age or older.

(c) An individual 16 years of age or older who is enrolled in an approved training curriculum may be used as a staff person, if the following guidelines are met:

(1) The curriculum is conducted by an institution approved by the Department of Education and accredited by an accrediting agency recognized by the United States Department of Education or the Council on Postsecondary Education and acceptable to the Department of Education.

(2) The curriculum includes acceptable training topics referenced in subsection (e)(2).

(3) The curriculum includes a minimum total of 600 clock hours, distributed as follows:

(i) A minimum of 400 clock hours of classroom training.

(ii) A minimum of 200 clock hours of supervised training in a child day care facility.

(4) A representative of the training institution certifies in writing that the individual has completed the required classroom training and is currently enrolled in the curriculum.

(5) The written certification required in paragraph (4) shall be retained in the staff file at the facility.

(d) Child care professional credentials are equivalent to the staff qualifications:

(1) A Child Development Associate (CDA) credential or a Certified Childcare Professional (CCP) credential is equivalent to 9 credit hours from an accredited college or university in early childhood education or child development and 1 year of experience with children.

(2) A Pennsylvania school-age professional credential is equivalent to 9 credit hours from an accredited college or university in elementary education or child development and 1 year of experience with children.

(e) A staff person shall obtain an annual minimum of 6 clock hours of child care training.

(1) Acceptable training is conducted in one or more of the following settings:

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(i) By a secondary or postsecondary institution approved by the Department of Education and accredited by an accrediting agency recognized by the United States Department of Education or the Council of Postsecondary Accreditation and acceptable to the Department of Education.

(ii) By an entity that is licensed or certified professionally competent in the training topic.

(iii) In conferences or workshops.

(iv) With audio-visual materials recognized by child care professionals.

(2) Acceptable training topics include the following:

(i) Child or staff health.

(ii) Child development, early childhood education and special education.

(iii) Supervision, discipline and guidance of children.

(iv) Nutrition for children.

(v) Child care program development.

(vi) Child care staff person or volunteer professional development.

(3) Other training topics may be submitted for the Department’s review and approval.

(4) Depending on the provisions of the appropriate regulation, training may be required for certain staff persons. The following constitutes competence in training areas:

(i) First-aid training. Competence is the completion of training by a professional in the field of first-aid. First-aid training will be renewed on or before expiration of certification or every 3 years, as applicable.

(ii) Firesafety training. Staff persons shall participate, at least annually, in firesafety training conducted by a fire protection professional. Staff persons and volunteers shall receive training in maintenance of smoke detectors, the duties of facility persons during a fire drill and during a fire and the use of the facility’s fire extinguishers, not including discharge of the fire suppressant agent.

(iii) Lifeguard training. Competence is the completion of lifeguard training, including first-aid training and cardiopulmonary resuscitation (CPR) for child and infant.

(iv) Water safety instruction. Competence is the completion of basic instruction in water safety from a certified lifeguard.

(f) Completion of training shall be documented by the signature and title of a representative of the training entity and include the date training was completed. Documentation shall be retained in the facility person’s file.

Authority

The provisions of this § 3270.31 amended under Articles IX and X of the Public Welfare Code (62 P.S. §§ 901—922 and 1001—1087).

3270-21

(338567) No. 409 Dec. 08
§ 3270.31a. [Reserved].

Source

§ 3270.32. Suitability of persons in the facility.
(a) The operator shall comply with the CPSL and with Chapter 3490 (relating to protective services).
(b) Questions relating to the requirements of the CPSL shall be directed to the appropriate regional child day care office.
(c) The operator may not allow an individual to enter the facility if the operator knows that the individual has been convicted or is awaiting trial on charges involving a crime of child abuse, child neglect, physical violence or moral corruptness.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.33. General requirements for facility persons.
(a) A staff person or a substitute staff person shall meet one of the applicable staff qualifications for the position in which the person is performing.
(b) At least 50% of the staff persons in a facility shall be individuals qualified and functioning as directors, group supervisors and assistant group supervisors. No more than 50% of the staff persons may be of aide qualification level.
(c) A volunteer shall be supervised by a staff person who is qualified at minimum as an assistant group supervisor.
(d) One or more facility persons competent in first-aid techniques shall be at the facility when one or more children are in care.

3270-22

(338568) No. 409 Dec. 08
§ 3270.34. Director qualifications and responsibilities.
(a) A director is responsible for the general management of the facility, including the following minimum duties:
   (1) Administering finances, personnel, maintenance, meal planning and preparation and transportation.
   (2) Administering the facility’s program objectives and activities.
   (3) Designating a staff person who is responsible for compliance with this chapter in the Director’s absence.
   (4) Coordinating and planning daily activities with the group supervisors or with the assistant group supervisors in school-age program.
   (5) Overall program planning.
   (6) Written evaluation of staff persons on a regular basis, a minimum of one evaluation every 12 months.
(b) A director shall have attained one of the following qualification levels:
§ 3270.35. Group supervisor qualifications and responsibilities.

(a) A group supervisor is responsible for the following minimum duties:

1. Planning and implementing daily program activities.
2. Coordinating activities of assistant group supervisors and aides.
3. Assisting the director with designated activities.

(b) A group supervisor shall have attained one of the following qualification levels:

1. A bachelor’s degree from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field.
2. A bachelor’s degree from an accredited college or university, including 30 credit hours in early childhood education, child development, special education, elementary education or the human services field and 1 year of experience with children.
3. An associate’s degree from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field and 2 years of experience with children.
4. An associate’s degree from an accredited college or university, including 30 credit hours in early childhood education, child development, special education, elementary education or the human services field and 3 years of experience with children.

(c) A director shall be employed by a facility and be present at the facility site a minimum of 30 hours per week.

(d) In a facility in which 45 or fewer children are enrolled, a director may also function as a group supervisor. An individual who functions in a dual capacity shall meet the responsibilities and qualifications of a director set forth in subsections (a) and (b).
(4) An associate’s degree from an accredited college or university, including 30 credit hours in early childhood education, child development, special education, elementary education or the human services field and 3 years of experience with children.

(c) In a facility in which 45 or fewer children are enrolled, a group supervisor or a director/group supervisor shall be employed by and be present at the facility site for a minimum of 30 hours per week.

(d) A director may not function as a group supervisor in a facility in which more than 45 children are enrolled.

(e) In a facility in which more than 45 children are enrolled, a group supervisor is required for the first group of 45 enrolled children and for each group or partial group of 45 additional enrolled children.

(f) Each additional group supervisor shall be employed by and be present at the facility for a minimum of 30 hours per week.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.36. Assistant group supervisor qualifications and responsibilities.

(a) An assistant group supervisor is responsible for the following minimum duties:

(1) Assisting in the implementation of daily activities under the guidance of the group supervisor.

(2) Coordinating daily activities and supervising aides in the absence of the group supervisor.

(b) An assistant group supervisor shall have attained one of the following qualification levels:

(1) A high school diploma or a general educational development certificate and 30 credit hours from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field.

(2) A high school diploma or a general educational development certificate, including 600 or more hours of secondary training described in § 3270.31(c) (relating to age and training).

(3) A high school diploma or a general educational development certificate, 15 credit hours from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field and 1 year of experience with children.

(4) A high school diploma or a general education development certificate and completion of a post-secondary training curriculum described in § 3270.31(c).
(5) A high school diploma or a general educational development certificate and 2 years experience with children.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers).

§ 3270.37. Aide qualifications and responsibilities.
(a) An aide is responsible for assisting in the implementation of daily program activities.
(b) An aide shall have attained one of the following qualification levels:
   (1) A high school diploma or a general educational development certificate.
   (2) A minimum of an 8th grade education and enrollment in a training curriculum described at § 3270.31(c) (relating to age and training). The classroom training portion of the curriculum shall be completed. Documentation of completion of classroom training and continuing enrollment in the training curriculum shall be included in the staff person’s file.
   (3) A minimum of an 8th grade education and 2 years of experience with children.
(c) An aide or a combination of aides shall be supervised at all times by a staff person qualified at minimum as an assistant group supervisor.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

STAFF:CHILD RATIO

§ 3270.51. Similar age level.
When children are grouped in similar age levels, the following maximum child group sizes and ratios of staff persons apply:

<table>
<thead>
<tr>
<th>Similar Age Levels</th>
<th>Staff</th>
<th>Children</th>
<th>Maximum Group Size</th>
<th>Total Number of Staff Required for the Maximum Group Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Young toddler</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Older toddler</td>
<td>1</td>
<td>6</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Preschool</td>
<td>1</td>
<td>10</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Young school-age</td>
<td>1</td>
<td>12</td>
<td>24</td>
<td>2</td>
</tr>
</tbody>
</table>

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(335013) No. 405 Aug. 08
§ 3270.52. Mixed age level.

When children are grouped in mixed age levels, the age of the youngest child in the group determines the staff:child ratio and maximum group size in accordance with § 3270.51 (relating to similar age level).

Authority

The provisions of this § 3270.52 amended under Articles IX and X of the Public Welfare Code (62 P. S. §§ 901—922 and 1001—1087).

Source


Cross References

This section cited in 55 Pa. Code § 3270.51 (relating to similar age level); 55 Pa. Code § 3270.52 (relating to mixed age level); 55 Pa. Code § 3270.53 (relating to children of an operator or a staff person); 55 Pa. Code § 3270.113 (relating to supervision of children); 55 Pa. Code § 3270.173 (relating to transportation ratios); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.53. Children of an operator or a staff person.

(a) The related or foster children of an operator and the children or foster children of a staff person shall be counted for the purpose of satisfying the staff:child ratio requirements in §§ 3270.51 and 3270.52 (relating to similar age level; and mixed age level).

(b) The related or foster children of an operator and the children or foster children of a staff person shall be counted for the purpose of satisfying the allocated space capacity requirements in §§ 3270.61 and 3270.62 (relating to measurement and use of indoor child care space; and measurement and use of play space).

Cross References

This section cited in 55 Pa. Code § 3270.52 (relating to mixed age level); 55 Pa. Code § 3270.53 (relating to children of an operator or a staff person); 55 Pa. Code § 3270.113 (relating to supervision of children); and 55 Pa. Code § 3270.173 (relating to transportation ratios).
§ 3270.54. Minimum number of facility persons in the child care facility.

(a) At least two facility persons shall be present in the facility when two or more children are in care. At a minimum, one of the facility persons shall be a staff person.

(b) At least two facility persons shall be present when children are on an excursion away from the facility. At a minimum, one of the facility persons shall be a staff person.

(c) If the staff-child ratio warrants only one staff person, the second person may be another facility person.

§ 3270.55. Ratios while children are napping.

(a) While toddlers and preschoolers are napping, the following staff-child ratios apply:

<table>
<thead>
<tr>
<th>Similar Age Level</th>
<th>Staff</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young toddler</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Older toddler</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Preschool</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

(b) Staff persons who are on duty but are not providing child care during naptime shall remain in the child care portion of the facility premises.

§ 3270.61. Measurement and use of indoor child care space.

(a) A facility shall provide indoor child care space for individual and group small muscle activity.

(b) Indoor child care space may not be used simultaneously as play space.

(c) Indoor child care space is measured within permanent stationary partitions or walls. The allowable number of children in a space is determined by dividing the total square feet in a space by 40.

(d) Measured indoor space includes space occupied by cupboards, shelves, furniture and equipment.
(e) Measured indoor space excludes space occupied by halls, bathrooms, offices, kitchens and locker rooms.

(f) Indoor space in which children are receiving care may not be used simultaneously for other business, commercial, social or another purpose unrelated to the child care being offered.

(g) Preschool and school-age children may not be involved in small or large muscle activity in the same group space in which children are sleeping or resting.

(h) The capacity established for an indoor space may not be exceeded except in the following situations:

(1) At naptime, when toddler or preschool children are resting on rest equipment described in § 3270.106 (relating to rest equipment) if the following conditions are met:
   (i) At naptime, the capacity is determined by the requirement for placement of rest equipment described in § 3270.106(f).
   (ii) At naptime, the capacity may be exceeded for a period not longer than 2 1/2 consecutive hours, no more than twice in a program day.

(2) When older toddler, preschool or school-age children are participating in a program activity if the following conditions are met:
   (i) The capacity of the indoor child care space may be exceeded for no more than two separate 1/2 hour time periods daily.
   (ii) Each time period shall be designated on the facility’s schedule of daily activities.
   (iii) The space may not be occupied by children of the infant or young toddler age levels during a time period when the capacity is exceeded.
   (iv) The number of children present in the space may not be more than twice the measured capacity of the space.

(3) When a meal is served in a space designated and measured as indoor child care space if the following conditions are met:
   (i) The capacity of a space may be exceeded when children are eating for no more than 1 hour daily.
   (ii) The meal time shall be designated on the facility’s schedule of daily activities.
   (iii) The number of children present in the space may not be more than twice the measured capacity of the space.

(i) The total number of children receiving child day care services at the facility at any one time may not exceed the facility’s maximum capacity.

Authority

The provisions of this § 3270.61 amended under Articles IX and X of the Public Welfare Code (62 P. S. §§ 901—922 and 1001—1087).

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(335016) No. 405 Aug. 08

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§ 3270.61. Measurement and use of play space.

(a) A facility shall provide outdoor or indoor play space to be used for large muscle activity which includes running, jumping, climbing and riding.

(b) Outdoor or indoor play space shall be measured at 65 square feet per child, except in the following situations:

   (1) The minimum outdoor or indoor play space required per infant is 40 square feet.

   (2) The minimum outdoor or indoor play space required per young or older toddler is 50 square feet.

(c) Outdoor or indoor play space shall be safe for large muscle activity.

(d) Outdoor or indoor play space in which children are receiving care may not be used simultaneously for other business, commercial, social or another purpose unrelated to the child care being offered.

§ 3270.62. Unsafe areas in outdoor space.

If unsafe areas or conditions are in or near an outdoor play space, fencing or natural barriers are required to restrict children from those unsafe areas or conditions.
§ 3270.64. Outside walkways.
Outside walkways shall be free from ice, snow, leaves, equipment and other hazards.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.65. Protective electrical covers.
Protective receptacle covers shall be placed in electrical outlets accessible to children 5 years of age or younger.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers).

§ 3270.66. Toxics.
(a) Cleaning materials and other toxic materials shall be kept in an area or container that is locked or made inaccessible to children.
(b) Cleaning materials and other toxic materials shall be stored in an original labeled container or in a container that specifies the content. Toxics shall be stored away from food, food preparation areas and child care spaces.
(c) Cleaning materials and other toxic materials shall be used in a way that does not contaminate play surfaces, food, food preparation areas and does not constitute a hazard to the children.
(d) Toxic plants are not permitted in a child care space.
(e) Arts and crafts materials shall be nontoxic.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.82 (relating to toilet areas).

§ 3270.67. Sanitation.
(a) Trash shall be removed from the facility at least once per day.
(b) Trash shall be removed from the facility grounds at least once per week.
(c) Evidence of infestation of insects or rodents in the facility is not permitted.
(d) Trash that has been contaminated by human secretions or excrement shall be contained in closed, plastic-lined receptacles.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).
§ 3270.68. Smoking.
(a) Cigarettes, pipes or cigars may not be smoked in a child care space, a play space or a food preparation area when children are in care or when food is being prepared.
(b) Ashes and cigarette or cigar butts are prohibited in a child care space, a play space or a food preparation area.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers).

§ 3270.69. Water.
(a) A facility shall provide running water and a safe and adequate supply of drinking water that complies with the standards established under the Pennsylvania Safe Drinking Water Act (35 P.S. §§ 721.1—721.17).
(b) Hot water temperature, in areas accessible to children, may not exceed 110° F.
(c) Safe drinking water shall be made available to children of all ages throughout the day.
(d) Drinking water shall be provided to children who are out-of-doors for a period exceeding 1 hour.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.70. Indoor temperature.
(a) The indoor temperature must be at least 65° F.
(b) If the indoor temperature exceeds 82° F in a child care space, a means of mechanical air circulation must be operating.

Authority
The provisions of this § 3270.70 amended under Articles IX and X of the Public Welfare Code (62 P.S. §§ 901—922 and 1001—1087).

Source

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers).

§ 3270.71. Hot water pipes and other sources of heat.
Hot water pipes and other sources of heat exceeding 110° F that are accessible to children shall be equipped with protective guards or shall be insulated to prevent direct contact.

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(335019) No. 405 Aug. 08
§ 3270.72. Ventilation.

(a) Natural or mechanical ventilation shall be provided in child care spaces.
(b) Windows or doors used for ventilation shall be screened when open.
(c) Screens shall be in good repair.
(d) Windows or doors above the ground floor that open directly to the outdoors and are accessible to children shall be constructed, modified or adapted to limit the opening to 6 or fewer inches.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.73. Telephone.

A facility shall have an operable telephone and a published telephone number.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.74. Emergency telephone numbers.

The telephone number of the nearest hospital, police department, fire department, ambulance and poison control center shall be posted by each telephone in the facility.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.75. First-aid kit.

(a) A first-aid kit must be in a child care space.
(b) A first-aid kit must be inaccessible to children.
(c) A first-aid kit must contain the following: soap, an assortment of adhesive bandages, sterile gauze pads, tweezers, tape, scissors and disposable, nonporous gloves.
(d) One first-aid kit per child care group must accompany children and facility persons on excursions from the facility. Each first aid kit taken on an excursion must contain a bottle of water in addition to the items specified in subsection (c).

Authority
The provisions of this § 3270.75 amended under Articles IX and X of the Public Welfare Code (62 P. S. §§ 901—922 and 1001—1087).
§ 3270.75. Building surface requirements.

Floors, walls, ceilings and other surfaces, including the facility’s outdoor play space surfaces shall be kept clean, in good repair and free from visible hazards.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.76. Paint.

(a) Peeled or damaged paint or damaged plaster is not permitted on indoor or outdoor surfaces in the child care facility.
(b) When indoor or outdoor surfaces are repaired or when new indoor or outdoor surfaces are painted, the paint may not contain more than .06% lead.
(c) A child may not be present during removal of paint from the indoor or outdoor surfaces of a facility.
(d) Removal, clean-up and disposal of leaded paint dust and debris shall be accomplished in a manner that avoids dispersal of dust and debris into the environment.
(e) Abrasive removal methods which include dry sanding, electrical sanding and sandblasting or open flame burning, or a removal process that permits the release of leaded particulate material into the environment are prohibited.
(f) Dust and debris generated by removal shall be disposed of in accordance with applicable Federal, State and local regulations.
(g) Child care may resume when the removal process is completed and when all accompanying debris is removed.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers).
§ 3270.78. Lighting.
Rooms, hallways, stairways, outside steps, porches and ramps shall be lighted by artificial or natural light.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.79. Firearms.
Weapons, firearms and ammunition are prohibited in a child day care center.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.80. Stairs.
(a) Inside and outside stairs with three or more steps shall be equipped with a handrail.
(b) Inside stairs shall be equipped with nonskid surfaces.
(c) A ramp shall be equipped with a handrail.
(d) A porch shall be equipped with a handrail.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers).

§ 3270.81. Glass.
A visual strip or other visual identification shall be placed on glass located in a traffic area, a child care space or a play space.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers).

§ 3270.82. Toilet areas.
(a) The following ratio of flushing toilets to toilet-trained children applies:

<table>
<thead>
<tr>
<th>Similar Age Levels</th>
<th>Number of Toilet-Trained Children</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young or older toddler and preschool</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>School-age</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

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(335022) No. 405 Aug. 08 Copyright © 2008 Commonwealth of Pennsylvania
(b) The following ratio of sinks to children applies:

<table>
<thead>
<tr>
<th>Similar Age Levels</th>
<th>Number of Toilet-Trained Children</th>
<th>Sinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young or older toddler and preschool</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>School-age</td>
<td>30</td>
<td>1</td>
</tr>
</tbody>
</table>

(c) A sink must be located in or near a toilet area.

(d) A training chair is not a flushing toilet. A training chair shall be emptied and sanitized after each use. An acceptable sanitizing solution is 1/4 cup of bleach combined with 1 gallon of water. A sanitizing solution shall be treated as a toxic. See § 3270.66 (relating to toxics).

(e) Toilets and sinks must be at proper heights for children using them or must be easily approached by means of platforms or steps.

(f) Toilets and training chairs may not be located in an area used for cooking or eating.

(g) Toilet areas and fixtures shall be cleaned daily and be in good repair.

(h) A facility person and an able child shall wash their hands after toileting and before eating. A sign on which this requirement is written shall be posted at each toilet, training chair, diapering area and sink in the facility.

(i) A toilet area, training chair area, diapering area and sink area shall be equipped with a clean, lidded waste receptacle.

(j) A source of running water for handwashing must be present in infant and toddler diapering areas. If the running water does not flow directly into a drain that is connected to a sewage system, a receptacle shall be provided to contain the water used for washing. The receptacle shall be emptied into an approved sewage system at least once a day.

Authority
The provisions of this § 3270.82 amended under Articles IX and X of the Public Welfare Code (62 P.S. §§ 901—922 and 1001—1087).

Source
The provisions of this § 3270.82 amended May 23, 2008, effective September 22, 2008, 38 Pa.B. 2437. Immediately preceding text appears at serial pages (204567) to (204568).

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

3270-35
(335023) No. 405 Aug. 08
§ 3270.91. Exits.
(a) Stairways, hallways, exits from rooms, exits from the facility and other means of egress serving as an exit shall be unobstructed.
(b) Protective gates are permitted, if they open easily and are not disapproved by building codes or local ordinances.
(c) If a door or doorway opens or exits directly into a stairwell and if there is no landing beyond the door or doorway, the door shall be restricted from opening or shall be removed and a secure barrier to prevent access to the stairwell shall be erected.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.92. Space heaters.
(a) Portable space heaters are not permitted.
(b) A fixed space heater shall be approved for use by a local firesafety professional. Written approval of the installation and written approval for use shall be on file at the facility.
(c) A fixed space heater shall be insulated or equipped with protective guards.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.93. Fireplaces and woodburning and coalburning stoves.
Fireplaces, fireplace inserts or woodburning and coalburning stoves, if allowed by local ordinance, shall be securely screened or equipped with protective guards while in use.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.94. Fire drills.
(a) A fire drill shall be held at least every 60 days. Facility persons and children in attendance shall participate in the fire drill. Facility persons and children shall exit the building, weather permitting.
(b) A written record shall be kept of the date, the time of day, the hypothetical location of the fire, the evacuation time, the names of facility persons and the number of children participating in the fire drill.
(c) Fire drills shall be held at different times of the day or night, or both, if applicable.
(d) Fire drills shall be held during various program activity times.
(e) Hypothetical locations of the fire shall be changed for each drill.
(f) Evacuation routes shall be posted.
(g) Evacuation plans shall provide for removal of all persons from the facility in a single trip.

Cross References
This section cited in 55 Pa. Code § 3270.27 (relating to emergency plan); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.101. Type of play equipment.
(a) Play equipment and materials appropriate to the developmental needs, individual interests and ages of the children shall be provided in sufficient amount and variety to preclude long waits for use.
(b) Play equipment shall facilitate the child’s emotional, cognitive, communicative, perceptual-motor, physical and social development.
(c) Play equipment and materials shall include items from the following categories:
   (1) Materials for dramatic role playing.
   (2) Toys and materials for cognitive development.
   (3) Toys and materials for visual development.
   (4) Toys and materials for auditory development.
   (5) Toys to handle and manipulate and art materials for tactile development.
   (6) Toys and equipment for large muscle development.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.102. Condition of play equipment.
(a) Toys, play equipment and other indoor and outdoor equipment used by the children must be clean, in good repair and free from rough edges, sharp corners, pinch and crush points, splinters and exposed bolts.
(b) Toys soiled by secretion or excretion shall be cleaned with soap and water, rinsed and sanitized before being used by a child.
(c) Outdoor equipment that requires embedded mounting must be mounted over a loose-fill or unitary playground protective surface covering that meets the recommendations of the United States Consumer Product Safety Commission. The equipment must be anchored firmly and be in good repair.
(d) Slides that are over 4 feet high must have guards along both sides of the ladder.

(e) Pea gravel and other materials with a diameter of less than 1 inch may not be used in spaces where infants or toddlers receive care.

(f) Indoor play equipment for climbing shall be installed or used over a protective surface covering which does not interfere with the stability of the equipment.

(g) Children’s toys and equipment, including furniture and rest equipment, described as hazardous by the United States Consumer Product Safety Commission may not be used by children at the facility and may not be on the premises at the facility. At the time of inspection, the operator shall submit to the Department written affirmation on a form provided by the Department stating that the facility is in compliance with this requirement.

Authority

The provisions of this § 3270.102 amended under Articles IX and X of the Public Welfare Code (62 P. S. § 901—922 and 1001—1087).

Source

The provisions of this § 3270.102 amended May 23, 2008, effective September 22, 2008 except for §§ 3270.102(c) and (e) which shall take effect September 22, 2010, 38 Pa.B. 2437. Immediately preceding text appears at serial page (230396).

Cross References

This section cited in 55 Pa. Code § 3270.13 (relating to waivers); 55 Pa. Code § 3270.233 (relating to play surfaces); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.102a. [Reserved].

Source


§ 3270.103. Small toys and objects.

Toys and objects with a diameter of less than 1 inch, objects with removable parts that have a diameter of less than 1 inch, plastic bags and styrofoam objects may not be accessible to children who are still placing objects in their mouths.

Cross References

This section cited in 55 Pa. Code § 3270.13 (relating to waivers).

§ 3270.104. Furniture.

(a) Furniture must be durable, safe, easily cleaned and appropriate for the child’s size, age and special needs.
(b) Study space, tables, chairs, paper and pencils shall be provided for school-age children in care, if necessary for the program offered by the facility.

Authority


Source


Cross References

This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.105. High chairs.

High chairs shall have a wide base and a T-shaped safety strap.

Cross References

This section cited in 55 Pa. Code § 3270.13 (relating to waivers).

§ 3270.106. Rest equipment.

(a) Individual, clean, age-appropriate rest equipment shall be provided for preschool, toddler and infant children as agreed between the child’s parent and the operator. The rest equipment must be labeled for the use of a specific child and used only by the specified child.

(b) Bed linens may not be used alone as age-appropriate rest equipment.

(c) Stacked cribs may not be used.

(d) Crib and playpen slats may be no more than 2 3/8 inches apart.

(e) Seasonal, appropriate covering, such as sheets or blankets, shall be provided as agreed between the child’s parent and the operator.

(f) At least 2 feet of space is required on three sides of a bed, cot, crib or other rest equipment while the equipment is in use.

(g) Linens, blankets and rest equipment shall be cleaned monthly, at a minimum. The operator shall arrange a cleaning schedule with the parent.

(h) Soiled bedding shall be cleaned before it is reused.

(i) The upper level of double-deck beds may not be used for children 8 years of age or younger.

(j) Toys, bumper pads or pillows may not be present in a crib while an infant is sleeping in the crib.

Authority

§ 3270.107. Refrigerator.

A facility shall have an operable, clean refrigerator used to store potentially hazardous foods. The refrigerator shall be capable of maintaining food at 45° F or below. An operating thermometer shall be placed in the refrigerator.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.108. Utensils.

(a) Eating and drinking utensils shall be free from cracks and chips.
(b) Disposable cups, plates and eating utensils may be used if discarded after each use.
(c) Styrofoam cups and plates may not be used.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

PROGRAM

§ 3270.111. Daily activities.

(a) A written plan of daily activities and routines, including a time for free play shall be established for each group. The plan shall be flexible to accommodate the needs of individual children and the dynamics of the group.
(b) The written plan shall be posted in the group space.
(c) Daily activities shall promote the development of skills, social competence and self-esteem. Daily experiences shall recognize the child as an individual and give some choice of activities that respect personal privacy, lifestyle and cultural background.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).
§ 3270.112. Infant and toddler stimulation.
Infants and toddlers shall be provided stimulation by being held, rocked, talked to, played with and carried.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers).

§ 3270.113. Supervision of children.
(a) Children on the facility premises and on facility excursions off the premises shall be supervised by a staff person at all times. Outdoor play space used by the facility is considered part of the facility premises.

(1) Each staff person shall be assigned the responsibility for supervision of specific children. The staff person shall know the names and whereabouts of the children in his assigned group. The staff person shall be physically present with the children in his group on the facility premises and on facility excursions off the facility premises.

(2) The requirement for supervision on and off the facility premises includes compliance with the staff:child ratio requirements in §§ 3270.51—3270.55 (relating to staff:child ratio).

(b) A facility person may not use any form of physical punishment, including spanking a child.

(c) A facility person may not single out a child for ridicule, threaten harm to the child or the child’s family and may not specifically aim to degrade the child or the child’s family.

(d) A facility person may not use harsh, demeaning or abusive language in the presence of children.

(e) A facility person may not restrain a child by using bonds, ties or straps to restrict a child’s movement or by enclosing the child in a confined space, closet or locked room. The prohibition against restraining a child does not apply to the use of adaptive equipment prescribed for a child with special needs.

Authority
The provisions of this § 3270.113 amended under Articles IX and X of the Public Welfare Code (62 P. S. §§ 901—922 and 1001—1087).

Source

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).
§ 3270.113a. [Reserved].

Source

§ 3270.113b. [Reserved].

Source

§ 3270.114. Outdoor activity.
Weather permitting, children shall be taken out doors daily.

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers).

§ 3270.115. Water activity.
(a) Swimming.
   (1) A swimming pool must conform to 28 Pa. Code Chapter 18 (relating to public swimming and bathing places).
   (2) An in-ground swimming pool accessible to children must be fenced with a locked gate.
   (3) An aboveground swimming pool which is not in use must be made inaccessible to children in accordance with the swimming pool barrier guidelines of the United States Consumer Product Safety Commission.
   (4) An indoor swimming pool which is not in use must be made inaccessible to children.
   (5) The following staff:child ratios apply while children are swimming:

<table>
<thead>
<tr>
<th>Similar Age Level</th>
<th>Staff</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Young or older toddler</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Preschool</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Young school-age</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Older school-age</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

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(6) When children are swimming, supervision shall include one person certified in lifeguard training, as described in § 3270.31(e)(4)(iii) (relating to age and training).

(7) The person certified in lifeguard training may not be included in the staff:child ratio.

(8) A facility person who is counted in the staff:child swimming ratio shall annually complete water safety instruction.

(b) Wading.

(1) Staff persons shall supervise day care children using wading pools. Staff:child ratios in subsection (a) apply when children are wading.

(2) A sanitizing solution shall be added to water in a wading pool. An acceptable sanitizing solution is 3/4 teaspoon of bleach added to 50 gallons of water.

(3) A wading pool shall be emptied daily.

(c) Water play tables. A water play table or a container used for water play that contains unfiltered water shall be emptied daily.

Authority


Source


Cross References

This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.115a. [Reserved].

Source


When a facility serves a school-age child, homework supervision shall be provided in accordance with arrangements determined by the parent and the operator.

Cross References

This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).
§ 3270.117. Release of children.

(a) A child shall be released only to the child’s parent or to an individual designated in writing by the enrolling parent. A child shall be released to either parent unless a court order on file at the facility states otherwise.

(b) In an emergency, a child may be released to an individual upon the oral designation of the parent, if the identity of the individual can be verified by a staff person.

(c) If a child is released upon the oral designation of the parent, the following information shall be logged in the child’s record:
   (1) The name of the parent making the request.
   (2) The date and time of the request.
   (3) The name of the individual to whom the child is to be released.
   (4) The name of the staff person taking the call.
   (5) The name of the staff person releasing the child.

Authority

Source

Cross References
This section cited in 55 Pa. Code § 3270.13 (relating to waivers); and 55 Pa. Code § 3270.123 (relating to agreement).

§ 3270.117a. [Reserved].

Source

§ 3270.118. Pets.

(a) A pet or animal present at the facility, indoors or outdoors, shall be in good health and known to be friendly to children.

(b) Contact with pets by the children is permitted only when a staff person is physically present.

(c) A veterinarian’s certificate of current rabies immunization is required for a cat or dog at the facility. The certificate shall be on file when the cat or dog is present.

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§ 3270.119. Infant sleep position.

Infants shall be placed in the sleeping position recommended by the American Academy of Pediatrics unless there is a medical reason an infant should not sleep in this position. The medical reason shall be documented in a statement signed by a physician, physician’s assistant or CRNP and placed in the child’s record at the facility.

Authority


Source


PROCEDURES FOR ADMISSION

§ 3270.121. Application.

(a) The operator shall review with the parent, at the time of application, the facility’s general daily schedule, hours for which care is provided, fees, responsibilities for meals, clothing, health policies, supervision policies, night care policies, dismissal policies, transportation and pick-up arrangements.

(b) At the time of enrollment, a parent shall receive in writing the information described in subsection (a).

Cross References

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.122. Admission interview.

A child shall be interviewed or observed by the operator and when possible shall have the opportunity to visit the facility prior to being admitted for care. The child shall be told as much about the service being planned as he can understand. If the parent indicates that the child has a special need, the operator shall discuss the condition with the parent, refer to § 3270.4 (relating to definitions), and comply with §§ 3270.17, 3270.124 and 3270.131 (relating to service to a child with special needs; emergency contact information; and health information).

Authority


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(335033) No. 405 Aug, 08
§ 3270.123. Agreement.

(a) An agreement signed by the operator and the parent must specify the following:
   (1) The amount of the fee to be charged per day or per week.
   (2) The date on which the fee is to be paid.
   (3) The services to be provided to the family and the child, including the Department’s approved form to provide information to the family about the child’s growth and development in the context of the services being provided. The operator shall complete and update the form and provide a copy to the family in accordance with the updates regarding emergency contact information in § 3270.124(f) (relating to emergency contact information).
   (4) The child’s arrival and departure times.
   (5) The persons designated by a parent to whom the child may be released as specified in § 3270.117 (relating to release of children).
   (6) The date of the child’s admission.
   (7) The services which are to be considered as extra.

(b) A parent shall receive the original agreement. The facility shall retain a copy of the agreement.

Authority


Source


Cross References

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.124. Emergency contact information.

(a) Emergency contact information is required for each enrolled child. Emergency contact information must reference who shall be contacted in an emergency.

(b) Emergency contact information must include the following:
   (1) The name and birth date of the child.
(2) The name, address and telephone number of the child’s physician or source of medical care.
(3) The home and work addresses and telephone numbers of the enrolling parent.
(4) The written consent signed by a parent for emergency medical care.
(5) Information on the child’s special needs, as specified by the child’s parent, physician, physician’s assistant or CRNP, which is needed in an emergency situation.
(6) Health insurance coverage and policy number for a child under a family policy or Medical Assistance benefits, if applicable.
(7) The name, address and telephone number of the individual designated by the parent to whom the child may be released.
(c) When children are in the facility, emergency contact information must be present in a child care space for children receiving care in the space.
(d) When children leave the facility on walking and riding excursions, emergency contact information specific to each child on the excursion accompany a staff person on the excursion.
(e) A written plan identifying the means of transporting a child to emergency care and staffing provisions in the event of an emergency shall be displayed conspicuously in every child care space and accompany a staff person who leaves on an excursion with children.
(f) The parent shall update in writing emergency contact information once in a 6-month period or as soon as there is a change in the information.

Authority

Source
The provisions of this § 3270.124 amended May 23, 2008, effective September 22, 2008, 38 Pa.B. 2437. Immediately preceding text appears at serial page (228700) and (312151).

Cross References
This section cited in 55 Pa. Code § 3270.122 (relating to admission interview); 55 Pa. Code § 3270.123 (relating to agreement); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

CHILD HEALTH

§ 3270.131. Health information.

(a) The operator shall require the parent of an enrolled child, including a child, a foster child and a relative of an operator or a facility person, to provide an initial health report no later than 60 days following the first day of attendance at the facility.

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(335035) No. 405 Aug. 08
(1) The initial health report for an infant must be dated no more than 3 months prior to the first day of attendance at the facility.

(2) The initial health report for a young toddler must be dated no more than 6 months prior to the first day of attendance at the facility.

(3) The initial health report for an older toddler or preschool child must be dated no more than 1 year prior to the first day of attendance at the facility.

(4) The initial health report for a school-age child must be dated in accordance with the requirements for medical examinations for school attendance in 28 Pa. Code § 23.2 (relating to medical examinations).

(b) The operator shall require the parent to provide an updated health report in accordance with the following schedules:

(1) At least every 6 months for an infant or young toddler.

(2) At least every 12 months for an older toddler or preschool child.

(c) A health report must be written and signed by a physician, physician’s assistant or a CRNP. The signature must include the individual’s professional title.

(d) The health report must include the following information:

(1) A review of the child’s health history.

(2) A list of the child’s allergies.

(3) A list of the child’s current medication and the reason for the medication.

(4) An assessment of an acute or chronic health problem or special need and recommendations for treatment or services, including information regarding abnormal results of screening tests for vision, hearing or lead poisoning.

(5) A review of the child’s immunized status according to recommendations of the ACIP.

(6) A statement of the child’s medical information pertinent to diagnosis and treatment in case of emergency.

(7) A statement that the child is able to participate in child care and appears to be free from contagious or communicable disease.

(8) A statement that age-appropriate screenings recommended by the American Academy of Pediatrics were conducted since the time of the previous health report required by this section.

(e) The facility may not accept or retain an infant 2 months of age or older, a toddler or a preschool child at the facility for more than 60 days following the first day of attendance at the facility unless the parent provides written verification from a physician, physician’s assistant, CRNP, the Department of Health or a local health department of the dates (month, day and year) the child was administered immunizations in accordance with the recommendations of the ACIP.

(1) The facility shall require the parent to provide updated written verification from a physician, physician’s assistant, CRNP, the Department of Health
or a local health department of ongoing vaccines administered to an infant, toddler or preschool child in accordance with the schedule recommended by the ACIP.

(2) Exemption from immunization must be documented as follows:

(i) Exemption from immunization for religious belief or strong personal objection equated to a religious belief must be documented by a written, signed and dated statement from the child’s parent or guardian. The statement shall be kept in the child’s record.

(ii) Exemption from immunization for reasons of medical need shall be documented by a written, signed and dated statement from the child’s physician, physician’s assistant or CRNP. The statement shall be kept in the child’s record.

(3) The facility shall implement dismissal policies in accordance with the Department of Health regulation in 28 Pa. Code § 27.77 (relating to immunization requirements for children in child care group settings).

(4) The facility shall comply with the annual immunization reporting requirements in accordance with the Department of Health regulation in 28 Pa. Code § 27.77.

Authority

The provisions of this § 3270.131 amended under Articles IX and X of the Public Welfare Code (62 P. S. §§ 901—922 and 1001—1087).

Source


Cross References

This section cited in 55 Pa. Code § 3041.46 (relating to immunization); 55 Pa. Code § 3270.122 (relating to admission interview); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.131a. [Reserved].

Source


§ 3270.132. Emergency medical care.

(a) If emergency medical care is needed for a child, the parent shall be contacted as soon as practical in the best interest of the child. If the parent cannot be reached, the operator shall record in writing the reason emergency care was required and the attempts made to inform the parent.
(b) A staff person shall accompany a child to a source of emergency care and shall remain with the child until the parent assumes responsibility for the child’s care.

(c) An operator shall document the manner in which emergency treatment was sought and obtained. File documentation shall include information referenced at § 3270.20(c) (relating to reporting injury, death or fire).

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.133. Child medication and special diets.

The operator shall make reasonable accommodation in accordance with applicable Federal and State laws to facilitate administration of medication or a special diet that is prescribed by a physician, physician’s assistant or CRNP as treatment related to the child’s special needs. Facility persons are not required to administer medication or special diets which are requested or required by a parent, a physician, a physician’s assistant or a CRNP but are not treatment related to the child’s special needs. When medication or special diets are administered, the following requirements apply:

1. A prescription or nonprescription medication may be accepted only in an original container. The medication must remain in the container in which it was received.

2. A staff person shall administer a prescription medication only if written instructions are provided from the individual who prescribed the medicine. Instructions for administration contained on a prescription label are acceptable.

3. The label of a medication container must identify the name of the medication and the name of the child for whom the medication is intended. Medication shall be administered to only the child whose name appears on the container.

4. Medication shall be stored in a locked area of the facility or in an area that is out of the reach of children.

5. Medication shall be stored in accordance with the manufacturer’s or health professional’s instructions on the original label.

6. A parent shall provide written consent for administration.

7. An operator is responsible to establish and maintain a medication log if prescription or nonprescription medication is administered. A log must include the following minimum information:

   i. The name of the medication.
   ii. The name of the child receiving the medication.
   iii. A requirement for refrigeration.
   iv. The amount of medication administered.
   v. The date of administration.
(vi) The time of administration.
(vii) The initials of the staff person who administered the medication.
(viii) Special notes related to problems of administration.

(8) If a special diet is prescribed for a child and if the diet is administered to the child, written instructions and the parent’s written consent shall be retained in the child’s file.

Authority
The provisions of this § 3270.133 amended under Articles IX and X of the Public Welfare Code (62 P. S. §§ 901—922 and 1001—1087).

Source
The provisions of this § 3270.133 amended May 23, 2008, effective September 22, 2008, 38 Pa.B. 2437. Immediately preceding text appears at serial pages (312152) and (228703).

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

(a) A staff person shall ensure that a child’s hands are washed before meals and snacks, after toileting and after being diapered.
(b) Cloth towels and washcloths shall be labeled with the child’s name, used by only the named child and laundered weekly. The director shall arrange a laundry schedule with the parent.
(c) Paper towels may be used as towels and washcloths. Paper towels shall be discarded after each use.
(d) Liquid or powdered soap shall be used for handwashing.
(e) A child shall have a labeled toothbrush if brushing teeth is a program activity.
(f) Toothbrushes shall be stored with the bristles up and exposed to circulating air.
(g) Paper cups, discarded after one use, or water fountains shall be used for between-meal drinking by children who are not bottle-fed.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.135. Diapering requirements.
(a) When children are diapered, the facility shall use disposable diapers, a diaper service or arrange with the parent to provide a daily diaper supply.
(1) If nondisposable diapers are provided by a parent, a soiled diaper shall be placed in an individual, securely-tied plastic bag and returned to the parent at the end of the day.

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(2) If nondisposable diapers from a diaper service are provided by a facility, a soiled diaper shall be placed in the container provided by the service or in a securely-tied plastic bag.

(3) If disposable diapers are provided by a parent or by a facility, a soiled diaper shall be discarded by immediately placing the diaper into a plastic-lined, hands-free covered can.

(4) A soiled diaper that is not in a tied bag may not be placed in an unlined outdoor trash container.

(b) Diaper changing surfaces shall be cleaned after each use by wiping the surface with a sanitizing solution or by changing a pad or other surface covering.

(c) The diapering area may not be used for food preparation or food service.

(d) Cloth and paper materials used as diapering aids shall be stored in a manner that prevents cross-contamination from a soiled diaper, contaminated hands or other changing materials.

(e) A staff person shall check a child’s diaper at least every 2 hours and whenever the child indicates discomfort or exhibits behavior that suggests a soiled diaper. A staff person shall change a child’s diaper when the diaper is soiled.

Authority


Source


§ 3270.136. Reporting diseases.

(a) If an operator allows admission of an ill child, the operator shall receive instructions from the parent for care of the child to assure that the child’s needs for rest, attention and administration of medication are met.

(b) The operator shall inform parents of enrolled children when there is a suspected outbreak of a communicable disease or an outbreak of an unusual illness that represents a public health emergency in the opinion of the Department of Health.

(c) If a child becomes ill at the facility, the operator shall notify the child’s parent as soon as possible.

(d) A facility person who knows of a communicable disease for which 28 Pa. Code Chapter 27 (relating to communicable and noncommunicable diseases) requires reporting, or who knows of a group expression of an illness which may be of public concern, whether or not it is known to be of a communicable nature, shall report it promptly to the appropriate division of the Department of Health as specified in Chapter 27, or to a local department of health.

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§ 3270.137. Children with symptoms of disease.

An operator who observes an enrolled child with symptoms of a communicable disease or infection that can be transmitted directly or indirectly and which may threaten the health of children in care shall exclude the child from attendance until the operator receives notification from a physician or a CRNP that the child is no longer considered a threat to the health of others. The notification shall be retained in the child’s file. Diseases and conditions which require exclusion are specified in 28 Pa. Code Chapter 27 (relating to communicable and noncommunicable diseases). The Department of Health will provide, upon request, a list of communicable diseases.

§ 3270.138. Discrimination based on illness.

Before, during and after the admission process, an operator or facility person may not discriminate against serving a child who has an illness which is not transmitted by casual contact.

ADULT HEALTH

§ 3270.151. Health assessment.

(a) A facility person providing direct care who comes into contact with the children or who works with food preparation shall have a health assessment conducted within 12 months prior to providing initial service in a child care setting and every 24 months thereafter. A health assessment is valid for 24 months following the date of signature, if the person does not contract a communicable disease or develop a medical problem.

(b) A health assessment shall be conducted and a report shall be written and signed by a physician, physician’s assistant or CRNP. The signature must include the individual’s professional title.

(c) The health assessment must include the following:

(1) A physical examination.
(2) Tuberculosis screening by the Mantoux method at initial employment. Subsequent tuberculosis screening is not required unless directed by a physician, physician’s assistant, CRNP, the Department of Health or a local health department.

(i) If a person’s medical record demonstrates a positive tuberculin skin test, that record shall be placed on file at the facility.

(ii) A record of a person with a positive tuberculin skin test must include the results of a chest X-ray and evaluation for chemoprophylaxis.

(iii) A person with a positive tuberculin skin test and a negative x-ray is not required to have further tuberculosis testing, unless one of the following occurs:

(A) The person is exposed to an active case of tuberculosis.

(B) The person develops a productive cough which does not respond to medical treatment within 14 days.

(3) Examination for communicable diseases and the results of that examination.

(4) Information on medical problems that might threaten the health of the children or prohibit a staff person from providing adequate care to children.

(5) The physician’s or CRNP’s assessment of the person’s suitability to provide child care.

(d) An adult individual who is employed by a facility and who provides children with social, medical, psychological or psychiatric services in addition to this chapter is required to have a current health assessment on file at the facility. An adult individual or an employee of an agency who provides those services by contract with the child’s parent or the facility is not required to have a current health assessment on file at the facility.

Authority


Source


Cross References

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.152. Adult hygiene.

A facility person shall wash his hands before meals and snacks, and after toileting and after diapering a child.

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A facility person with symptoms of a communicable disease or infection that can be transmitted directly or indirectly and which may threaten the health of children in care shall be excluded from attendance until the facility operator receives notification from a physician or CRNP that the person is no longer considered a threat to the health of others. The notification shall be retained in the facility person’s file. Exclusion from the facility is required for diseases and conditions specified in 28 Pa. Code Chapter 27 (relating to communicable and non-communicable diseases). The Department of Health will provide, upon request, a list of communicable diseases.

§ 3270.154. Facility persons with skin disorders.

(a) A facility person with a discharging or infected wound, sore or lesion on the hands, arms or an exposed portion of the body shall be excluded from child care and food preparation activities until the operator receives written notification from a physician or CRNP that the person may return to child care or food preparation. The notification shall be retained in the person’s file.

(b) A facility person with a herpes infection may not be present with infants younger than 3 months of age.

§ 3270.155. Discrimination based on illness.

A facility person or an individual seeking employment or placement who has an illness that is not transmitted by casual contact shall be permitted the right to continued employment, placement, employment opportunity or placement opportunity to the extent of the person’s ability to perform the stated job function.
NUTRITION


(a) Food stored, prepared or served shall be clean, wholesome, free from spoilage, free from adulteration and safe for human consumption.

(b) Food handling practices shall conform to the requirements of the Department of Health or the Department of Environmental Resources or its delegate agency where the day care facility is located.

(c) Food that has been previously served to a person or returned from a table shall be discarded.

(d) Potentially hazardous food brought from the child’s home or provided by the facility shall be refrigerated.

(e) Fresh fruits and vegetables that are not used on the day of purchase shall be refrigerated.

(f) The only canned foods permitted for children’s consumption are those commercially preserved in airtight jars or cans.

(g) A facility shall provide a sufficient number of refrigerators to contain foods which require refrigeration.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.162. Meals.

(a) If a child receives care for 4 or more consecutive hours, nutritional, appropriately-timed meals and snacks shall be served.

(b) Meals and snacks may be provided by the parent, upon agreement between the parent and the operator.

(c) Food may not be withheld from a child for purposes of discipline.

(d) A child may not be forced to eat food.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.163. Food groups.

(a) A lunch or dinner prepared at the facility for children of toddler age or older shall have at least one item from each of the following food groups:

(1) Dairy products—milk, milk products and cheese.

(2) Protein group—meat, fish, poultry, eggs, cheese, peanut butter, dried beans, peas and nuts.

(3) Fruits and vegetables—including a wide variety of green, white, yellow, red vegetables and fruits.
(4) Grain group—whole grain and enriched products, such as breads, cereals, pastas, crackers and rice.
(b) Breakfast prepared at the facility for children of toddler age or older shall have at least one item from three of the four food groups listed in subsection (a).

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.164. Food servings.
Food servings shall be portioned suitably for the size and age of the children in care. Additional food in reasonable amounts shall be made available to children upon the request of the parent or child.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.165. Menus.
An operator shall conspicuously post the menu at least 1 week in advance or provide a menu to each family.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.166. Meals for infants.
Meals for infants shall be provided in accordance with the following requirements:
(1) A written statement giving formula and feeding schedule shall be obtained from the parent.
(2) New foods shall be introduced only after consultation with the child’s parent.
(3) Disposable nursers shall be used unless bottles are provided by the parent or unless a commercial dishwasher is used by the facility.
(4) Disposable nursers and bottles shall be labeled with the child’s name.
(5) An infant 6 months of age or younger shall be held while being bottle fed.
(6) Neither an infant nor a toddler is permitted to sleep with a bottle in his mouth.
(7) Bottled formula may not be heated in a microwave oven.

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TRANSPORTATION

§ 3270.171. Pick-up and drop-off points.
(a) An operator shall notify local traffic safety authorities annually in writing of the location of the facility and the program’s use of pedestrian and vehicular routes around the day care facility.
(b) Safe pedestrian crossways, pick-up and drop-off points and bike routes shall be appropriately determined in the vicinity of the facility and communicated to the children and parents in writing.
(c) Written notification of safe routes shall be posted by the operator at a conspicuous location in the child care facility.
(d) Children shall be picked up and discharged only at locations specified by the facility as safe locations.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.172. Consent.
(a) Transportation by the facility requires written parental consent, except for transportation of school-age children who are transported to or from a child care facility in vehicles owned or operated by the school district. See § 3270.241(b)(13)(i) (relating to requirements specific to school-age programs).
(b) If a child has a problem or special need such as seizures or motion sickness that may require special care during transportation, written parental instructions regarding treatment of the problem or special need shall accompany the child being transported.
(c) Written information required in subsections (a) and (b) shall be given to the operator or attendant of a vehicle transporting the child.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.173. Transportation ratios.
(a) The staff-child ratios specified in §§ 3270.51 and 3270.52 (relating to similar age level; and mixed age level) apply when infant, young or older toddler and preschool children are transported. The maximum group size requirements in §§ 3270.51 and 3270.52 do not apply during transportation.
(b) The driver may not be considered part of the staff-child ratio when infant, young or older toddler or preschool children are transported.
(c) When school-age children are transported, the driver may be considered part of the staff-child ratio required in § 3270.51.
§ 3270.174. Age of driver.

The operator of the vehicle shall be 18 years of age or older and shall have a valid operator’s license.

§ 3270.175. Safety restraints.

(a) A child 7 years of age or younger shall be transported in accordance with the requirements for parents and guardians as set forth in 75 Pa.C.S. § 4581 (relating to restraint systems).

(b) Safety restraints installed in the vehicle at the time of manufacturing shall be used by all occupants.

(c) Manufacturers’ instructions for use of safety restraints shall be kept in the vehicle at all times.

(d) A school bus with a seating capacity of 16 or more children used in transporting preschool or school-age children is exempt from the requirements established under subsections (a)—(c).

Authority

The provisions of this § 3270.175 amended under Articles IX and X of the Public Welfare Code (62 P.S. §§ 901—922 and 1001—1087).

Source


§ 3270.176. Vehicles.

(a) A vehicle shall be insured in accordance with 75 Pa.C.S. §§ 1701—1799.7 (relating to the Motor Vehicle Financial Responsibility Law).

(b) The doors on a vehicle shall be locked whenever the vehicle is in motion.

(c) No more than three persons may occupy the front seat of an automobile.

(d) The back of a pick-up truck may not be used to transport children.

(e) The cargo area of a station wagon may not be used to transport children.
(f) In accordance with 67 Pa. Code Chapter 171 (relating to school buses and school vehicles), the facility may not transport a child in an 11—15 passenger van.

**Authority**


**Source**


**Cross References**

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.177. Supervision.

(a) Children may not be left unattended in a vehicle.
(b) Children shall be supervised during boarding and exiting vehicles by an adult who remains outside the vehicle.

**Cross References**

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.178. Transportation first-aid kit.

A first-aid kit, including the contents as specified in § 3270.75 (relating to first-aid kit) shall be in the vehicle when children are being transported. The kit may be the same kit described in § 3270.75.

**Cross References**

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

**CHILD RECORDS**

§ 3270.181. Individual records.

(a) An operator shall establish and maintain an individual record for each child enrolled in the facility.
(b) Information in a child’s record shall be kept current by the operator.
(c) A parent is required to review and update the emergency contact information and the financial agreement at least once in a 6-month period or as soon as there is a change in the information.
(d) Following review, a parent shall attest to the accuracy of information in subsection (c) by affixing a dated signature to the record.

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(e) If emergency information is updated in a master file, it shall be updated accordingly in other facility records.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.182. Content of records.
A child’s record must contain the following information:
(1) Initial and subsequent health reports.
(2) The dates of application, admission and withdrawal of the child.
(3) Signed parental consent for emergency medical care for the child. Written consent is required prior to admission.
(4) Signed parental consent for administration of medications or special dietary needs.
(5) Signed parental consent for administration of minor first-aid procedures by facility staff. Written consent is required prior to admission.
(6) Signed parental consent for transportation, walking excursions, swimming and wading.
(7) Reports of accidents, injuries and illnesses involving a child in care at the facility. The original report shall be given to the parent on the day of the incident. The second copy of the report shall be retained at the facility in an accident file. The third copy of the report shall be retained at the facility in the child’s file.
(8) A copy of the initial agreement and subsequent written agreements between the parent and the operator. The parent shall receive the original agreement.

Authority

Source

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.183. Confidentiality of records.
(a) Child records are confidential and shall be stored in a locked cabinet.
(b) A facility person may not disclose information concerning a child or family, except in the course of inspections and investigations by agents of the Department.

(a) The parent shall have access to the child’s complete child day care record.
(b) Except as provided in § 3270.183(b) (relating to confidentiality of records), release or dissemination of information in a child’s record may be made by the operator and only with written parental consent. When file material is released, the person who authorized the release shall record the following information in the child’s file:

(1) The name and position of the individual to whom the information was released.
(2) The date the information was released.
(3) The portions of the record that were released.
(4) The purpose of the release.
(5) The signature of the person who authorized the release.

§ 3270.185. Record retention.

A copy of the child’s record shall be retained at the facility for at least 1 year after termination of service, unless the entire record is transferred by the operator to the parent or guardian or to another agency at the request of the parent or guardian.

§ 3270.191. Individual records.

An individual record is required for each facility person.

§ 3270.192. Content of records.

A record shall include a copy of the following information:

(1) The name, address and telephone number of the facility person.

Cross References

This section cited in 55 Pa. Code § 3270.184 (relating to release of information); and 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).
(2) Verification as follows:
   (i) Verification of age.
   (ii) Verification of child care experience, education and training prior to service at the facility.
   (iii) Verification of child care experience, education and training following the outset of service at the facility.
   (iv) Acceptable verification of experience, education or training is a transcript or a diploma or a letter signed by a representative of the experiential, educational or training entity.

(3) A written report of initial and subsequent health assessments, including the results of initial and subsequent tuberculin skin tests, x-rays or other medical documentation necessary to confirm freedom from communicable tuberculosis.

(4) A copy of requests for the criminal history record and child abuse registry clearance information, a copy of the disclosure statement and a copy of the completed clearance information required under the CPSL.

(5) Two written, nonfamily references from individuals attesting to the person’s suitability to serve as a facility person.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.193. Confidentiality of records.
   (a) Facility persons’ records are confidential and shall be stored in a locked cabinet.
   (b) A facility person may not disclose information concerning another facility person or adult providing a service at the facility, except in the course of investigations or inspections by agents of the Department.

Cross References
This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.201—3270.210. [Reserved].
§ 3270.221. Certificate of compliance.

Child day care programs that meet the requirements of this chapter are issued a certificate of compliance. When child day care services are operated before or after the Head Start Program, that portion of the extended day which meets the definitions of this chapter shall receive a certificate of compliance.

SPECIAL EXCEPTIONS

§ 3270.231. Staff qualifications.

(a) Staff persons employed in a day care center prior to April 2, 1978, permanently qualify for their position, as long as the staff qualifications in effect as of September 1, 1977 are met.

(b) Promotions prior to July 1, 1978 are permitted according to the staff qualifications in effect as of September 1, 1977, for Director, Group Supervisor, Assistant Group Supervisor and Aide. If promoted prior to July 1, 1978, according to the staff qualifications in effect as of September 1, 1977, these staff permanently qualify for their promoted position.

(c) A staff person previously granted a waiver of staff qualification is permanently qualified at the position level specified by the waiver.

Cross References

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.232. Indoor and outdoor space and capacity.

(a) Facilities licensed or approved prior to April 2, 1978, that comply with the indoor space requirements effective September 1, 1977, permanently satisfy the indoor space requirements specified in § 3270.61 (relating to measurement and use of indoor child care space).

(b) Infant and toddler indoor or outdoor play space capacity established prior to April 4, 1992, shall remain in effect.

(c) A facility certified by the Department which does not provide play space as described at § 3270.62(a) (relating to measurement and use of play space) as of April 4, 1992, is exempt from the requirement, if the facility location remains unchanged.

Cross References

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).
§ 3270.233. Play surfaces.

(a) A facility lawfully operating as of September 22, 2008, has until September 22, 2010, to comply with the protective surface requirement described in § 3270.102(c) (relating to condition of play equipment).

(b) A facility lawfully operating as of September 22, 2008, which has a play surface not in compliance with § 3270.102(e) has until September 22, 2010, to comply with the requirement described in § 3270.102(e).

Authority


Source


Cross References

This section cited in 55 Pa. Code § 3270.241 (relating to requirements specific to school-age programs).

§ 3270.234. Stacked cribs and crib slats.

A facility certified by the Department as of April 4, 1992, will be permitted until April 4, 1993, to comply with requirements relating to stacked cribs and crib slats, as described at § 3270.106 (relating to rest equipment).

SCHOOL-AGE PROGRAMS

§ 3270.241. Requirements specific to school-age programs.

(a) If a child is required to be enrolled in public or private school under the Public School Code of 1949 (24 P. S. §§ 1-101—27-2702) and if the child is not enrolled and if the child is not exempted from enrollment under the Public School Code, a child day care facility may not admit the child for care during the hours when the child is required by law to attend public or private school.

(b) A facility or a space in a facility in which care is provided exclusively to school-age children shall comply only with the following sections:

(1) General provisions. Sections 3270.1—3270.4 (relating to general provisions).

(2) General requirements. Sections 3270.11—3270.27 (relating to general requirements).

(3) Staff persons and volunteers. Sections 3270.31, 3270.32 and 3270.33(a), (b) and (d) (relating to age and training; suitability of persons
in the facility; and general requirements for facility persons). Special require-
ments for director, group supervisor and assistant group supervisor are set forth in subsection (c).

(4) **Staff-child ratio.** Sections 3270.51, 3270.53 and 3270.54 (relating to similar age level; children of an operator or a staff person; and minimum number of facility persons in the child care facility).

(5) **Physical site.**
   (i) Physical site requirements do not apply for a school-age program located in a school building that is under section 776.1 of the Public School Code of 1949 (24 P.S. § 7-776.1); specifically, a program operated for school-age children in a public or private school building, a building used by an intermediate unit, or an area vocational-technical school building which meets the physical site requirements acceptable to the Department of Education.
   (ii) A school-age program not located in a school building referenced in subparagraph (i) must comply with requirements in §§ 3270.61, 3270.62, 3270.64, 3270.67, 3270.69, 3270.72(a), 3270.73, 3270.74, 3270.76, 3270.78, 3270.79 and 3270.82(a), (b) and (h).

(6) **Fire safety.** Sections 3270.91(a), 3270.92—3270.94 (relating to fire safety).

(7) **Equipment.** Sections 3270.101, 3270.102(a)—(c) and (g), 3270.104, 3270.107 and 3270.108.

(8) **Program.** Sections 3270.111, 3270.113, 3270.115(a) and (b), 3270.116 and 3270.118.

(9) **Procedures for admission.** Sections 3270.121—3270.124 (relating to procedures for admission). When a school-age child attends the facility 15 hours or less per week, the operator is not required to complete the Department’s approved form to provide information to the family about the child’s growth and development in the context of the services being provided referenced in § 3270.124(a)(3).

(10) **Child health.** Sections 3270.131—3270.134(a) and 3270.136—3270.138. An equivalent health report completed by a school is acceptable as documentation of child health for a school-age child.

(11) **Adult health.** Sections 3270.151—3270.154(a) and 3270.155.

(12) **Nutrition.**
   (i) In a facility operating a school-age program for fewer than 4 consecutive hours, none of the nutrition requirements applies.
   (ii) If a program operates for 4 or more consecutive hours or if a program provides meals or snacks, the facility director shall comply with §§ 3270.161—3270.165.

(13) **Transportation.**
(i) A facility is exempt from transportation requirements when children attending care at the facility are transported in vehicles owned and operated by the school district in which the facility is located.

(ii) A facility not operating under the provisions referenced in subparagraph (i) shall comply with §§ 3270.171—3270.178 (relating to transportation).

(14) *Child records.* Sections 3270.181—3270.185 (relating to child records).

(15) *Adult records.* Sections 3270.191—3270.193 (relating to adult records).

(16) *Special exemptions.* Sections 3270.231—3270.233 (relating to staff qualifications; indoor and outdoor space and capacity; and play surfaces).

(17) *Telephone.* Staff persons shall have immediate access to a working telephone on the facility premises. If a land-line telephone is not accessible to staff persons during the hours of facility operation, a wireless telephone is acceptable.

(c) Special requirements for staff persons in school-age programs or in school-age spaces.

(1) *Director.*

   (i) In a program operating 30 or fewer hours a week, a director or director/group supervisor shall be present at a facility as required at § 3270.34 (relating to director qualifications and responsibilities) at least 20% of the program’s operational hours.

   (ii) In a program operating 31 to 45 hours a week, a director or director/group supervisor shall be present at a facility site at least 35% of the program’s operational hours.

   (iii) In a program operating 46 or more hours a week, a director or director/group supervisor shall be present at a facility site as described at § 3270.34(c) and (d).

   (iv) A responsible designee shall be appointed by a director as described at § 3270.34.

(2) *Group supervisor.* In a program in which 46 or more school-age children are enrolled, a group supervisor shall be present at a facility site as described at § 3270.35 (relating to group supervisor qualifications and responsibilities).

(3) *Assistant group supervisor.*

   (i) In a program in which 45 or fewer school-age children are enrolled, assistant group supervisors shall be present at a facility site during the program’s operational hours.

   (ii) In a program in which 45 or fewer school-age children are enrolled, one assistant group supervisor is required to be present at a facility site for each group of 12 young school-age or 15 older school-age children in attendance.

   (iii) In a program of 45 or fewer enrolled children, an assistant group supervisor is responsible for the following minimum duties:
(A) Planning and implementing, with the director, daily program activities.

(B) Coordinating activities with other assistant group supervisors.

(C) Assisting the director as needed.

(4) **Aides.** In a program in which 46 or more school-age children are enrolled, the responsibility of an aide is described at § 3270.37 (relating to aide qualifications and responsibilities).

**Authority**


**Source**


**Cross References**

This section cited in 55 Pa. Code § 3270.3 (relating to applicability); and 55 Pa. Code § 3270.172 (relating to consent).
Appendix G:
Certificate of Insurance Checklist
CERTIFICATE OF INSURANCE CHECKLIST

Proof of insurance is not required in order to submit this proposal. However, if the Certificate of Insurance on file with Public Health Management Corporation does not meet the minimum requirements outlined below at the start of the contract period, a program may not commence until such proof is submitted and approved.

This checklist is designed to assist the subcontractor in meeting the insurance requirements for participation in the OST program as stated in the Subcontractor Agreement. Please review insurance certificates against checklist to ensure contract compliance, and work with your insurance agent to resolve any discrepancies prior to forwarding documentation.

1. General Terms (required in all policies)
   1a. ____ The insurance shall provide for at least thirty (30) days prior written notice to be given to the certificate holders in the event coverage is cancelled or non-renewed.
   1b. ____ Public Health Management Corporation and the City of Philadelphia and their respective officers, directors, employees and agents, shall be named as additional insured on the General Liability Insurance policy.
   1c. ____ An endorsement is required stating that the coverage afforded Public Health Management Corporation and the City of Philadelphia, as well as their respective officers, directors, employees, and agents, will be primary to any other coverage available to them and that no act or omission of Public Health Management Corporation or the City of Philadelphia shall invalidate the coverage.

2. General Liability Insurance
   2a. _____ Limit of Liability: $1,000,000 per occurrence combined single limit for bodily injury (including death) and property damage liability; $1,000,000 advertising injury
   2b. _____ Coverage: Premises operations; blanket contractual liability; personal injury liability; sexual abuse and molestation; Public Health Management Corporation and the City of Philadelphia, independent contractors, employees and volunteers as additional insured; cross liability and broad form property damage (including completed operations).
   2c. _____ Limit of Liability: $2,000,000 general aggregate and $1,000,000 aggregate for products and completed operations. Higher limits of liability may be required if, at Public Health Management Corporation’s sole discretion, the potential risk so warrants.
   2d. _____ Coverage: Premises operations; blanket contractual liability; personal injury liability (employee exclusion deleted); products and completed operations; independent contractors, employees and volunteers as additional insured; cross liability; and broad form property damage (including completed operations).

3. Workers’ Compensation and Employers’ Liability
   3a. _____ Statutory Limits
   3b. _____ Employers’ Liability: $100,000 Each Accident–Bodily Injury by accident; $100,000 Each Employee–Bodily Injury by disease; and $500,000 Policy Limit–Bodily Injury by disease.
3c. ____ Other states insurance including Pennsylvania.

4. Commercial Automobile Liability Insurance
4a. ____ Limit of Liability: $1,000,000 per occurrence combined single limit for bodily injury (including death) and property damage liability.
4b. ____ Coverage: Owned, non-owned, and hired vehicles.

5. Professional Liability Insurance
5a. ____ Limit of Liability: $1,000,000 with a deductible not to exceed $50,000.
5b. ____ Coverage: Errors and omissions including liability assumed under this Agreement.
5c. ____ Professional Liability insurance may be written on a claims-made basis, provided that coverage for occurrences happening during the performance of the services required under this Agreement shall be maintained in full force and effect under the policy or “tail” coverage for a period of at least two years after the completion of the services.

6. Fidelity Bond/Crime Insurance
_____ A fidelity bond in an amount of the greater of (a) $10,000 or (b) the amount specified in the Agreement, covering the Provider’s employees who have financial responsibilities related to the receipt and disbursement of funds under this Agreement. In lieu of a fidelity bond, Provider may obtain coverage for crime insurance with limits that are the greater of (a) $10,000 or (b) the amount specified in this Agreement.

7. Self-insurance
_____ Providers may not self-insure any of the coverage required under this Agreement without the prior written approval of Public Health Management Corporation and the City of Philadelphia’s Risk Manager.

8. Certificate Holders
The provider shall submit certificate(s) of insurance to confirm the required insurance coverage. This certificate of insurance shall be submitted to Public Health Management Corporation at least ten (10) days prior to commencement of work performed under the Agreement. Providers must identify The City of Philadelphia and Public Health Management Corporation as additional insured on the certificate(s) of insurance.

By signing below, I provide the City of Philadelphia and Public Health Management Corporation assurance that the OST program identified under this Agreement will obtain the required insurance coverage for the duration of the FY 2010 contract.

_____________________________    _____________
Lead Agency, Authorized Signatory                                          Date
Appendix H:
City of Philadelphia Tax and Regulatory Status and Clearance Statement
APPENDIX H
CITY OF PHILADELPHIA TAX AND REGULATORY
STATUS AND CLEARANCE STATEMENT
FOR APPLICANTS

THIS IS A CONFIDENTIAL TAX DOCUMENT NOT FOR PUBLIC DISCLOSURE

This form must be completed and returned with Applicant’s proposal in order for Applicant to be eligible for award of a contract with the City. Failure to return this form will disqualify Applicant’s proposal from further consideration by the contracting department. Please provide the information requested in the table, check the appropriate certification option and sign below:

Applicant Name ______________________________________________________________
Contact Name and Title ________________________________________________________
Street Address _______________________________________________________________
City, State, Zip Code __________________________________________________________
Phone Number _______________________________________________________________
Federal Employer Identification Number or Social Security Number:____________________
Philadelphia Business Income and Receipts ______________________________________
Tax Account Number (f/k/a Business Privilege Tax) (if none, state “none”)*
Commercial Activity License Number (f/k/a Business Privilege License) (if none, state “none”)*

___ I certify that the Applicant named above has all required licenses and permits and is current, or has made satisfactory arrangements with the City to become current with respect to the payment of City taxes or other indebtedness owed to the City (including, but not limited to, taxes collected by the City on behalf of the School District of Philadelphia), and is not in violation, or has made satisfactory arrangements to cure any violation, or other regulatory provisions applicable to Applicant contained in The Philadelphia Code.

___ I certify that the Applicant named above does not currently do business, or otherwise have an economic presence in Philadelphia. If Applicant is awarded a contract with the City, it promptly will take all steps necessary to bring it into compliance with the City’s tax and other regulatory requirements.

Authorized Signature Date _______________________
Print Name and Title ___________________________________________________________

* You can apply for a City of Philadelphia Business Income and Receipts Tax Account Number or a Commercial Activity License on line after you have registered your business on the City’s Business Services website located at http://business.phila.gov/Pages/Home.aspx. Click on “Register” or “Register Now” to register your business.
Appendix I:
Local Business Entity or Local Impact Certification
APPENDIX I
LOCAL BUSINESS ENTITY OR LOCAL IMPACT CERTIFICATION

Instructions: Applicants who seek as a positive factor in the City’s consideration of their application that they meet the Local Business Entity or Local Impact criteria as provided in Mayoral Executive Order No.04-12 should complete this Certification and return it with their application. Applicants providing this Certification should also include in a separate section of their application labeled “Local Business Entity or Local Impact Certification,” a statement that the Applicant believes it has met the Local Business Entity of Local Impact criteria “as set forth in the attached Local Business Entity or Local Impact Certification.” Check all appropriate certification options that are applicable to Applicant and sign below:

Applicant Name: ________________________________

Local Business Entity Certification

___ I certify that the Applicant named above is a Local Business Entity because Applicant complies with the following criteria set forth in Section 17-109 (b) of The Philadelphia Code:

I. During the preceding 12 months, Applicant has filed a Commercial Activity or Business Privilege tax return with the City establishing that Applicant conducted business within the City within the calendar year preceding the filing of the return; and

II. During the preceding 18 months, Applicant:

   A. Has continuously maintained a valid Commercial Activity or Business Privilege License and all other licenses and permits necessary to conduct business with the City;

   B. Has continuously occupied an office within the City, where business is conducted; and

   C. Satisfies at least one of the following requirements (Check those applicable to Applicant):

      ___ (1) More than half of Applicant’s full-time employees work in the City at least 60% of the time;

      ___ (2) More than 50 of Applicant’s full-time employees work in the City at least 60% of the time; or

      ___ (3) Applicant’s principal place of business is located in the City.

Local Impact Certification

___ I certify that in the performance of a contract resulting from this RFP, the Applicant named above will employ City residents

___ I certify that in the performance of a contract resulting from this RFP, the Applicant will perform the work in the City.

Authorized Signature ___________________________ Date ________________

Print Name and Title ________________________________