Program Design and Planning

A. Prior to Starting Your Out-of-School Time Program

By taking time to carefully think through all aspects of your program, you will ensure that you are able to serve young people most effectively and sustain your efforts long term. The program design and planning stage enables you to create a roadmap of how you will manage, implement and evaluate your out-of-school time program. Keep in mind that you can modify your plan as you go along, as circumstances and experiences dictate. Many of the decisions you make during this phase will be affected if you are partnering with another agency or group. By planning in advance how you will select your management team, establish policies and procedures, develop a financial plan, implement, and evaluate your program, you will be more effective.

1. Determine Your Need

Your decision to start an out-of-school time program stems from your belief that a need exists. But before you can gather the support you will need to launch a program, you must verify that the need does, in fact, exist. How do you go about determining the need? Begin with your local government or a community-wide organization, such as United Way, that conducts periodic, comprehensive community needs assessments. Or, you might elect to conduct your own environmental scan, a process that allows you to identify state and local priorities, needs and opportunities in the context of the current economic environment.´

You may identify the community's needs through surveys to parents and students, community forums and meetings. **Refer to IX, B, for a sample parent survey.**

Determine: Who is already involved or interested in your work?
Research programs already in place in your community. Who are the local experts? What roles do they play? Good collaborations are mutually beneficial – we can learn from one another, we can help each other mature, and we can act upon a common agenda.

Make sure people are ready and willing to invest in your program (with financial help, human resources, in-kind gifts, etc.), and that demand and support for your program and services will be ongoing. Finally, you will need to determine whether your organization has the capacity, commitment and capability to run a quality out-of-school time program.

Determine: Who is affected by the issue or problem? Then, who in the community is being affected by the issue or problem?
Evaluate the community you would like to serve and the type of program that would best meet their needs (i.e. tutoring/homework help, childcare, activity center). Your "community" may consist of the area in which you live, a specific geographical area with a specific need, or the parameters within an area of a school, church or center.

2. Designing Your Program

Based on the results of your needs assessment, you should be able to determine the design of your program. The program design phase will help you define and determine the following:

● Target Population

● Type of Program

● Program Structure

● Stakeholders and Partnerships

● Evaluation

a. *Define the Target Population*
Ask yourself, "Who needs the program?", "Who's already being served by other programs or agencies?" and "Who are we capable of serving?" In addition, consider the following:

● **Age.** Do you wish to serve elementary, middle or high school youth?

● **Gender.** Do you intend to serve boys, girls, or both?

● **Participants' needs.** Do you want to help youth improve their reading or academics? Or are you looking to help them improve their social skills and relationships with others? Or are you focusing on helping them learn about the world of work, potential career paths and the skills they will need to succeed?

● **Common characteristics.** Are you working with a specific audience––for example, youth with disabilities or from a certain income bracket? If you are starting a workplace out-of-school time program, are you looking to include youth of a certain age group? If your program is faith-based, will you look to recruit youth from a specific congregation or of a particular faith?

Each child develops at his or her own pace. The information that follows outlines some of the general characteristics children demonstrate at various age levels (i.e. Elementary, Preadolescents and Teens and Teenagers). However, it is important to remember that not all children will progress at the same pace or rate.

Information retrieved from: Maryland Department of Human Resources: http://www.dhr.state.md.us and Smart Library on Children and Families: http://www.children.smartlibrary.org

Elementary: 5-10 years old

Characteristics exhibited by participants in this age group include:

- Have high energy and need lots of activity
- Practice large muscle and fine motor skills
- Begin to develop physical flexibility
- Have a 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
- Need an emphasize on fairness

What YOUR out-of-school time program should offer this age group:

- Frequent individual interaction with adults
- Games with simple rules
- Quiet areas as well as noisy areas
- Outside experiences
- Imaginative play opportunities
- Some clear responsibilities like clean-up
- Projects that apply school day lessons about the family and community
- Opportunities to read aloud, to read 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
- Nature walks and talks
- Opportunities to work with a variety of materials for projects
- Physical activities that do not emphasize competition, such as jump rope, marbles, jacks and kites
- Music, dance and drama opportunities
- Opportunities to try experiences from diverse cultures

Information retrieved from: Afterschool Now http://www.afterschoolnow.org/look.cfm

Preadolescent and Teens: 10-14 years old

Characteristics exhibited by participants in this age group include:

- Have 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

- Begin experimentation

What YOUR out-of-school time program should offer this age group:

- Connections to real-world experience

- 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

Information retrieved from: Afterschool Now
http://www.afterschoolnow.org/look.cfm

Teens: 14-18 years old

Characteristics exhibited by participants in this age group include:

- Concerned about body and appearance

- Have 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

What YOUR out-of-school time program should offer this age group:

- Presentations and projects that involve appearance

- 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

Information retrieved from: Afterschool Now
http://www.afterschoolnow.org/look.cfm

b. Determine the Type
What type of program will you implement?

School-Based
This type of program occurs in the school; the school, principal and school district are responsible parties; program staff is paid by the school.

School-Based/Non-profit
This type of program occurs in a school but a non-profit provider is responsible.

Non-School-Based/Private
This type of program occurs in a community/recreation center, housing development or any other private building that is not a school.

Faith-Based
This type of program occurs in houses of faith such as churches, synagogues and temples.

When will your program operate?

- Year Round

- School Year-Only

- Part-time/Full-time

- Holidays

- Summer-Only

- Drop-ins allowed

- Weekends

c. Program Structure
Many factors will help you determine whether to structure your program to stand alone or as part of another organization. Cost is a major factor. The cost of starting a stand-alone program will probably be more than the cost of partnering with another organization. Duplication of services is another factor to consider. Do some research to ensure that you are not duplicating an existing service. A third factor is legal liability. Do you want to assume liability and the related costs for insurance against risk? Or do you want your program to be part of a larger organization that will be legally accountable? A fourth factor to consider is organizational infrastructure. Programs that plan to stand-alone have to build organizational infrastructure, such as personnel, financial and technology systems. Most freestanding programs go through the process to become a non-profit 501 (c)(3) so they may accept charitable contributions.

d. Stakeholders and Partnerships
Identify your program stakeholders and determine how you will promote your program. No matter what type of program you build, your stakeholders will include your advisory group, your management team, and parents/caregivers. Depending on the nature, your program stakeholders could also include organizations with which you partner, such as schools, faith communities, juvenile facilities, community groups, the media and the general public. Develop partnerships with various groups: schools, community centers, YMCA, local Boys & Girls Clubs, houses of faith, and businesses. What resources and skills do they offer? How can they be involved in the planning and activities? Are there barriers to working with these partners and, if so, how will you work to overcome them?

e. Evaluation: What will your program accomplish?
There are a number of tools that can help you evaluate whether you have succeeded in accomplishing what you set out to do. Set realistic, attainable and concrete goals for your program. Ask yourself: Do you seek to increase reading achievement or build character education? Goals should be measurable!

Develop an action plan based on your mission. Include specific steps and target dates of completion. **Sample action plans can be found in Section IX, A-1 and A-2.**

Need/Problem/Concern Identified	Action To Be Taken	Planned Completion Date	Actual Completion Date	Who Will Be Responsible	Follow-Up • Comments
No policy in place to address Discipline	Develop and Distribute Policy	8/2/2005	8/2/2005	Program Director	Policy was developed and update in parent & participant handbook.
Paint is chipping on the walls in the 1st and 2nd Grade Room	Paint walls Color: Soft yellow	8/31/2005	9/17/2005	Site Coordinator, Volunteer Team; & Advisory Board	Deadline was not met due to the underestimated amount of work need in prepping the room for painting.
Insufficient storage for Arts & Crafts Supplies	-Purchase wall storage unit w/ shelves to store supplies -Purchase clear plastic storage bins to organize and store supplies	9/15/2005	9/14/2005	Site Coordinator & Program Director	

1. Establish Policies and Procedures

Successful programs develop procedures and policies that protect children and staff by meeting licensing requirements, addressing liability issues, carrying adequate insurance, maintaining appropriate records, regularly reviewing health and safety practices, and complying with the American with Disabilities Act.

You will need to establish policies and procedures that reflect your program decisions and practices that everyone will follow. Before starting an out-of-school time program, you should develop policies and procedures to address the following:

Management & Administration
A quality program provides structure, administrative policies, procedures and leadership with a defined mission and goal.

Governance

Mission Statement
A mission statement is a description of what an organization or program intends to accomplish. It should describe your business, define why it exists. The statement should be posted for all to see.

For example, the National Institute on Out-of-School Time mission statement: "Our Mission is to ensure that all children, youth, and families have access to high quality programs, activities, and opportunities during non-school hours."

Advisory Group or Council, Board of Directors
(If applicable, has a written and defined role)
Are bylaws in place to address the governing body's responsibilities, key duties, job descriptions, attendance, fundraising, minutes, conflict of interest or committees of the board?

Program Personnel and Participants

Group Size & Ratios
At times, you may have more participants than staff. How will you handle this? What are your procedures? For example, if your program serves children six years old and over, the recommended ratio of staff to children is 15:1.

Fees & Payments
If you charge fees, what are your rates and payment schedules? If there is an increase, how will you notify parents? Are there special discounts? In the event a child is sick, will they still pay? Do you have a policy for parents who cannot pay?

Personnel Policies
Do you have personnel policies in place?

- Hiring
- Job Descriptions
- Benefits (if applicable)
- Resignation & Termination Procedure
- Grievance Procedures
- Criminal Background Check
- Child Abuse & Neglect Registries Checks
- Professional Growth & Development
- Certifications
- Drivers License
- Social Security Number

Staff Absenteeism
In the event a staff member is absent the policy should include a protocol for coordinators, teachers, volunteers and any other program staff. Will you provide a verbal warning, written notice, suspension or discharge?

Volunteers
Make sure there are policies and procedures that address issues related to your non-paid staff. Do you perform background checks and reference checks on all volunteers? Safeguarding the participant is critical in all volunteer/student relationships. Background checks can be obtained from a number of different sources. The South Carolina Law Enforcement Division (SLED) offers background checks. **More information about background checks can be found on pages 16-17 of this section.**

Confidentiality
Are you requesting confidential information from parents and students? What are the required forms? Who will have access to this information and have you requested these individuals sign a confidentiality agreement? How are parents notified of the confidential policy? Where will this information be kept?

Program Policy

Facility Insurance, License & Compliance
Research those most appropriate to your program. Are you insured? Can parents review the plan? Does your program meet any required standards, and is it licensed?

Inclement (bad) Weather
When unusual conditions such as extreme weather, power outages or equipment failures make it impractical to operate the workplace, what do you do? Will you follow the school or a certain school district's guidelines for closings and delays?

Fire, Tornado and Safety Drills
In the event there is a fire or tornado, do you have a plan that is specific to your site? Good planning and preparation are critical to any program or organization and its employees and participants to survive a natural disaster. A little planning can prevent unnecessary panic and confusion. The South Carolina Department of Labor, Licensing and Regulation has developed a brochure which includes severe weather safety tips and elements of a written plan. For more information on emergency plans, contact the office of OSHA Voluntary Programs at (803) 734-9599 or write to P.O. Box 11329, Columbia, SC 29211-1329 or go to Severe Weather Safety Tips http://www.llr.state.sc.us/dolnew/weather.pdf

Media Release
Do you have permission from parents in the event the media covers your program? Have you obtained a release to use a child's name or photo in videos, brochures, publications, interviews? Make sure you obtain signed parental release. **Refer to Section IX for a sample parent permission form.**

School Release
If you work with schools, do you know the school's policy for dismissing students early?

Health & Safety

A quality program promotes the health, nutrition and safety of all children and staff, and protects them from preventable illness and injury. The following should be considered when developing these policies:

Reporting of Illness (participants & staff)
When you develop this policy, you should consider including information regarding the designated contact person for staff and participants, information required, and procedures for notification such as a student health form. **Refer to Section IX, D, for a sample enrollment form.**

Communicable Disease Statement
(for example: chicken pox, lice, mumps, etc.)
All parents should be informed of how to notify program staff of any instances of communicable diseases. Do you have a plan in place to send participants home? Are participants required to stay home until all possible exposure to others is obsolete?

Administration of Medications
How will parents inform staff of participant's medical condition? Where will medicines be stored? Is the area locked? Who will dispense medicine? Written permission from parents should be obtained prior to administering any type of medication. Call your insurance provider for advice. Are you insured to administer medication?

Transportation
If you provide transportation to participants, who will train those who provide the transportation, and do they possess an appropriate license? Will participants sign-in and out? What are the policies for walkers, bus riders and for parents who drop off and pick up? Are you operating under the legal requirements?

Liability / Off-site Travel
Will staff and students travel off-site for related activities? Do your staff and students arrange their own times to meet? Explore legal liability requirements and considerations before the program begins. Each program should request and maintain current background checks for all volunteers prior to service. If staff members transport children, require proof of driver's license and current auto insurance with personal liability provisions. Written parent or guardian permission should be obtained for off-site travel. **Refer to Section IX, E, for a sample travel authorization form.**

Arrival & Departure
Will participants sign in and out? What is the policy for walkers, bus riders and are parents dropping off and picking up? Are you operating under the state law requirements?

<u>Disaster and Emergency Preparedness</u>
You should plan for any potential disaster. Do you have a policy in place that will help you respond? Make sure you have procedures for communicating with staff, participants, and families, and establish procedures to account for participants.

<u>Security</u>
Who is responsible for security of participants, staff and visitors? Will you issue I.D. cards? How will visitors, contractors and others enter the facility or designated program area? Will you require visitors to sign in and out? Are you requiring all external doors to be kept closed? Are children supervised at all times?

<u>Program Structure</u>
A quality program plans and implements activities that are designed to equip participants with resources to aid in their overall development.

Each parent should receive a copy of the program policy. A program's policy may include, not limited to, the following:

- A brief overview of activities offered, types of recreational activities and field trips

- Meals or snack schedules

- Schedule of activities and events

- Parent meetings, conferences and visits

- Guests and public visitation guidelines

- Hours of operation

- Optional classes, if applicable

- Discipline – post rules; methods of disciplining should not be cruel or harsh.

- Communication methods with parents and caregivers (verbal, written, electronic, etc.).

<u>Evaluation</u>
A quality program routinely assesses and monitors its goals, staff, program and outcomes for improvement and satisfaction.

2. Selecting Your Management Team

Staffing arrangements vary according to a program's size, management structure and goals. But all programs need staff who are qualified and committed, have appropriate experience and realistic expectations, and can interact productively with regular school staff, whether or not the program is school-based. At the very least, you will need a program coordinator. Staff may include a program coordinator/director, teachers, and interns along with parents and community volunteers. Larger programs may need a program administrator and several coordinators.

How many staff and volunteers will you need? As recommended in the policies and procedures section, staff to student ratio should be 1:15 or lower depending on the activity and the age and ability of the students. For tutoring and mentoring programs, the ratio should be very low.

Some programs have one paid staff member and designate other program responsibilities to a team of committed volunteers or, in the case of a school-based program, a group of teachers or guidance counselor staff.

Choose someone with strong leadership abilities and management skills who can manage a wide range of responsibilities, including:

- Managing the overall program;

- Developing consistent procedures for recruiting and referring young people;

- Overseeing development and implementation of all promotional and educational efforts;

- Cultivating and maintaining all necessary external contacts and relationships for implementing and maintaining the program (e.g., with partner organizations);

- Recruiting, screening, training and supervising;

- Developing a plan to evaluate the program, including soliciting participant feedback;

- Tracking program statistics, including budgetary costs, hours and so forth; and

- Documenting development of the program.

NOTE: The positions presented below are not all-inclusive. They provide examples of positions and responsibilities. The educational levels and years of experience should be taken into consideration when staffing your program.

Program Director/Administrator
This individual is responsible for overall program implementation and administration. This individual would have a minimum of an associate's degree (in a related field) and program experience with school age children. Ideally, a bachelor's degree (in a related field), program experience with school age children, program management and supervision is preferred.

Site Director/Coordinator/Facilitator
This individual is responsible for the program's daily activities and supervision of staff. This individual would have a high school diploma or Graduate Equivalent Degree (GED), and experience working with school age children. Ideally, an associate's or bachelor's degree (in a related field) and experience programming for school age children is preferred. **Refer to Section IX , F, for a sample job description.**

Group Leaders
This individual is responsible for group supervision. This individual would have a high school diploma or GED. Ideally, an associate's or bachelor's degree (in a related field) and experience working with school age children is preferred.

Assistant Group Leader(s)
This individual is responsible for assisting the group leader. This individual would be a minimum age of 16, ideally would be 18 years of age.

Volunteers
Volunteers are very vital to any program. Quite often, programs rely on the help of volunteers – individuals who give their time and expertise to operate and deliver their services. **Refer to Section IX, G-1, G-2, G-3, or a sample volunteer description, application and evaluation form.**

Characteristics of a Good Volunteer

Caring

Good listener

Stable

Can provide leadership

Reliable (e.g., shows up on time)

Committed

Nonjudgmental

Discreet (will keep information confidential)

Patient

Likes children

Has a good sense of humor

Tolerant

Outstanding employment record

Does not attempt to replace parent or guardian

Where do you find volunteers? Consider these sources:

- Senior centers
- Retirement homes
- Community centers
- Communities of worship
- Middle and high schools
- Community colleges or universities, especially departments of education, community service, and work study offices
- Civic associations
- School newsletters
- Local newspapers
- Neighborhood association newsletters
- Professional associations

Additionally, many large corporations have employee volunteer programs and educational foundations. Contact banks, high-tech firms, hospitals, and other businesses in your area. They may have a wealth of volunteer-power or other support just waiting to be tapped! At the meeting or event, gather contact information from interested people. Plan an informational meeting for anyone interested in volunteering.

a.   Selecting and Screening Staff and Volunteers
Assessing the qualifications of prospective volunteers
Prospective volunteers are a vast pool with varying qualifications. How do programs match needs with expertise? **Please refer to Section IX, G-2, for a sample volunteer description and application.**

<u>Suggested Components of Staff and Volunteer Screenings</u>
Staff and volunteer screenings should include the following:

- Written application;

- Fingerprint criminal background check and related checks;

- Character reference checks;

- Face-to-face interview; and

- Participation in orientation and training

Before you begin screening volunteers, your organization should develop a written policy documenting your screening process. This policy should include a list of elements that each prospective volunteer and staff member must complete, guidelines for selecting or disqualifying potential candidates, and clear instructions on interpreting a criminal history check. You should also keep in mind that information gathered through the screening process should be kept confidential. Also, always document what you find during the screening process and the decisions you make about the individual. This documentation verifies that your program followed your written screening policies on each prospective individual.

Conduct Reference Checks, such as, Employment Record, Character Reference, Child Abuse Registry, Driving Record and Criminal Record Checks

Criminal background checks are critical, but they are only one element of a careful screening process. A robust system of reference checks and interviews of potential staff and volunteers, evaluation of risk and ongoing monitoring should be a part of your organization's regular procedures.

Criminal Background Check
The criminal background check system in the United States is complicated. Each state is the gatekeeper for background checks; that is, the state decides who can access background checks and for what purpose. There is no consistency from state to state on eligibility, process, cost and turnaround time. There is no single criminal database in this country that includes every criminal record, so there is no "perfect" background check. Many organizations use a combination of two or three types of checks to get the most complete information.

• Fingerprint-based vs. name-based.
A name-based check uses a person's name and Social Security number to match any possible criminal records. There are several weaknesses with a name-based check:

1. The volunteer could provide you with a false name and Social Security number. In fact, more than one percent of the 45 million individuals in the FBI criminal database have used more than 100 aliases and false Social Security numbers.

2. Female volunteers may have two or more different last names if they have been married one or more times. If you check only the current name, you can miss criminal records.

3. Criminal databases can have mistakes in the spelling of an individual's name and other relevant information. A name-based check might miss a criminal record if the record itself contains mistakes.

4. Because many names are similar, you can get a "false positive"—your potential volunteer seems to have a criminal record, but the record actually belongs to another person with the same name. Additional background checks include:

• County/local checks.
Background checks of a county or local jurisdiction can be obtained through the local police department. These checks include only crimes committed within that jurisdiction. Conducting a county search is better than doing no background check at all, but there are weaknesses. People in our society are very mobile; they move around a lot and may work and live, take vacations and business trips or serve in the military in different counties.

• State background checks.
These background checks are obtained through a state agency (the specific agency varies from state to state). They include only crimes committed in that state, so the limitations in a county check also apply to a state check. Also, costs and response times vary widely from

state to state. Some states allow fingerprint-based checks, some allow only name-based checks, and some offer both types for different fees. Most state checks also include arrests, but a few include only convictions. A list of State Criminal History Record Repositories is available at www94311.temp.w1.com/csb/csb_crim.htm.

• FBI checks.
The FBI maintains the most complete criminal database in the United States. It contains more than 200 million arrest- and conviction-records of more than 45 million individuals. All records are fingerprint-based. Five to seven thousand new individuals are added to the FBI database every day when persons are arrested for the first time. The database is made up of all federal crimes plus approximately 70 to 90 percent of each state's criminal databases. Many mentoring programs conduct other types of checks to supplement their criminal background checks. The following are some examples:

1. Department of Motor Vehicles (DMV) check.
This check provides information about an individual's license records, including license convictions, reportable accidents, license expirations, suspensions or revocations, license restorations, driving under the influence charges (DUIs) and point/insurance reduction completion. Depending on state rules and regulations, the prospective volunteer rather than the mentoring program may need to submit the check. A list of state DMVs is available on the Drunk Driving Defense Web site at www.drunkdrivingdefense.com/national/dps-offices.htm.

2. State sex offender registries.
Most states now have sex offender registries that are available online, making it easy to search several states for an individual. Any crimes that would cause an individual to be on a sex offender registry should show up in a state or FBI criminal background check, but this is a good double check. However, sex offender registries are not reliable as the only method of doing a background check; they depend on the offender to update the registry when he or she moves, so they are usually dated. A list of state sex offender registries is available on the FBI Web site at www.fbi.gov/hq/cid/cac/states.htm.

3. Child abuse registries.
A few states allow organizations that work with children to check an individual against the child abuse registry. These databases often include complaints of abuse that did not result in arrest or prosecution and so would not be in a criminal database. Try contacting your state's department of child welfare to see if the child abuse registry is accessible.

In South Carolina, employers and charitable (non-profit) organizations can obtain state criminal checks through the SLED CATCH (Citizens Access to Criminal Histories). Criminal record checks are available from 4 a.m. - 11p.m. EST.

A non-refundable Fee will be charged for every criminal history record check. Charitable organizations receive a discount.

Go to http://www.sled.state.sc.us for more information. For questions or comments, call the SLED Public Dissemination Unit at (803) 896-7043.

If your company or organization regularly requests criminal background screening, you can setup an account for billing purposes. Write or fax to:

South Carolina Law Enforcement Division
Central Records Department
Post Office Box 21398
Columbia, South Carolina 29221
Fax: 803.896.7218

The request must be on letterhead with the following information:

1. Name and address of the company or organization
2. Name of an individual authorized to act as a point of contact
3. Business telephone number
4. Date of birth and driver's license number of the authorized point of contact

The South Carolina Afterschool Alliance and the South Carolina Education Oversight Committee strongly recommend that your program conduct criminal background checks for all staff and volunteers.

The Potential Child Molester

Watch out for characteristics and areas of concern that may surface in volunteer screening, and carefully explore them with an eye to detect the high-risk individual. The possession of one or two of these characteristics does not constitute a concern, but if an overall pattern begins to emerge, it should be discussed with a clinical supervisor (if you have one) or your program coordinator.

Indicators of a Potential Child Molester

- Over-identification with children: In his or her interaction with children, regresses to their level of behavior, relinquishes adult role and responsibility, or tends to become more like the child.

- Exaggerated animation around children: eyes light up and expression heightens in reference to children.

- Premium on one-on-one activities: Prefers low visibility over those activities that involve a group.

- Indication of anxiety regarding adult sexuality.

- Extremely judgmental attitude regarding homosexuality.

- Describes the type of child he or she wants to mentor in specific terms, emphasizing specific physical or emotional characteristics (e.g., wants a child with blonde hair, age nine, very shy).

- Overly anxious to be matched immediately.

- Absence of appropriate peer relationships – confines circle of friends to significantly younger associates.

- History of being abused, neglected of sexually victimized.

- Character immaturity: shy, withdrawn, or passive.

- Police record.

- Dating history or sexual development does not follow "normal" pattern.

- Does not have meaningful relationships with other adults.

- Applicant has found his or her own mentee and tries to get the agency to "legitimize" the match.

- Premature separation from military service.

- No ambition for responsibility.

- History of moving from job to job or place to place.

- Becomes extremely angry or defensive when asked to submit a criminal background check, even after reasons for this are explained.

Sources: The ABCs of Mentoring, Mentoring Partnership of Long Island, 2003.

3. Begin Staff Training and Professional Development

Determine what type of training will be provided. CPR? First Aid? Program and/or professional development?

As you select your management team, remember that you will need to plan and design an ongoing staff training and professional development process. At this stage, you will need to consider who will carry out the training, how often, where and when. You'll also need to estimate how much you should allot for training and professional development. Contact statewide, regional and local networks and partnerships such as local United Ways, school districts, and the city/county community development division to see if they offer such training. Also use them as a resource to help you design your staff development plan. Periodically, the South Carolina Afterschool Alliance, S.C. State Department of Education and Schools Out Charleston provide ongoing training in this area. **For contact information, refer to Section VIII: Additional Resources.**

4. Develop a Financial Plan (Budget, Finance & Funding)

Successful programs use annual operating budgets, accurate bookkeeping systems, affordable fee structures and multiple funding sources, including in-kind support. Program administrators and directors should continuously and creatively, search for funding to seek new sources (community foundations and groups such as the United Way, local education funds and employers) and traditional sources (federal formula and discretionary programs, state programs, foundations, community agencies).

Tips for developing relationships with Funders is located in Section IV: Quality Program Implementation.

Develop a financial plan that includes a budget for your program, along with an estimate of how much funding you will need to start and sustain the program. As part of your plan, you'll need to determine how long you can expect to receive funding from each source so you can develop new sources before funding runs out. And you will need to establish controls and auditing requirements, as well as a system for managing your program finances.

1. Develop a projected startup and first year operating budgets, including funding sources.

● Develop a realistic budget. Estimate your expenses.

JOHN DOE AFTER SCHOOL PROGRAM
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Organizational Budget

Operational Year: August 1, 2005 - June 30, 2006

	Year 1
REVENUE	
Donations	$ 3,000
Membership Fees	$ 4,000
Grant (C.L.W. Foundation)	$ 3,000
Total Revenue	$ 10,000
PROGRAM EXPENSES	
Salaries/Stipends	$ 800
Supplies	$ 1,500
Food	$ 500
Transportation	$ 5,500
Training	$ 250
Total Program	$ 8,550
Fixed EXPENSES	
Rent	$ 1,100
Telephone	$ 350
Total Capital	$ 1,450
TOTAL EXPENSES	$ 10,000

Refer to Section IX, H, for a sample budget.

2. Secure funding from various sources that will offer program sustainability.

● Talk to businesses, corporations and local houses of faith.

● Seek local and state grants, foundations and government websites.

● Consider hosting fundraisers and secure in-kind donations.

3. Establish a system to manage funds. Consider contacting an accountant before you create a system.

Section IV of this guide will take you through the actual process of managing program finances and designing a resource development plan for diversified funding.

Fees
Do you plan to charge your participants a fee? What fees will you charge and what will be your fee schedule? Research other programs to determine how you set your fees. Consider the following:

● Weekly Fee

● Pro-Rated Fees

● Scholarships

● Sibling Discounts

● Sliding fee scales

5. Plan to Implement the Program

The design and planning phase is a good time to think through all aspects of dealing with program participants, from recruitment, screening, orientation and training. It is also the time to think about how you will recognize the contributions of program participants. The "Sample Program Implementation Timeline" at the end of this section will help get you get started. Section IX offers more tools and resources for implementing your program.

a. Program Activities/Services
Determine: What activities/services will you provide? Will you use a curriculum or will you focus mainly on homework and tutoring?

● Sports/Recreation

● Arts & Crafts

● Tutoring

● Homework

● Computers

● Life Skills

● Community Service Learning

● Character Development

● Leadership Development

Overall program activities should be developed around the needs of the student population being

served. Keep in mind that each child is an individual and will have his or her own likes, dislikes, strengths and interests. Included are suggested enrichment activities for each age group. Remember that these are only suggested activities. So, get to know the participants in your out-of-school time program and have age-appropriate activities available. What YOUR out-of school time program should look like to fit developmental characteristics:

- First, programs should provide a setting outside the family where youth can express their individuality and master new skills.

- Second, programs can offer mixed-age groups and activities that emphasize effort rather than competition. This will provide a "zone of safety and comfort" where youth can experiment, but where adults are available to help before they get into trouble.

- Third, programs can design activities that are sensitive to the dramatic changes going on in youth during this period by combining security and comfort with expanding leadership opportunities. For instance, opportunities for community service offer avenues for responsibility while giving youth the sense of being valued members of the community.

Information retrieved from: Maryland Department of Human Resources: http://www.dhr.state.md.us and Smart Library on Children and Families: http://www.children.smartlibrary.org

Enrichment Activities

Leaders of out-of-school time programs have always been eager to provide their participants with interesting activities that are of high quality and incorporate learning seamlessly and intentionally.

Many out-of-school time programs are under scrutiny to show that they are having a positive impact on student achievement. However, balancing academic content with engaging and enriching experiences is often a struggle for programs. Incorporating enrichment activities offers the opportunity to expand on students' learning in ways that differ from methods used during the school day.

Enrichment activities often are interactive and can be project-based. They can enhance a student's education by bringing new concepts to light or by using old concepts in new ways. They allow the participants to apply knowledge and skills learned in school to real-life experiences with a different slant. The common theme among enrichment activities is that academic concepts are taught through a fun, engaging activity.

Types of Enrichment Activities and Helpful Hints

In order for out-of-school time activities to support academic skill attainment, the activities must desire academic outcomes. Activity leaders can obtain this by incorporating art, drama, literacy, math and science skills. Enrichment activities can provide the following:

Art: Art projects can provide students with the opportunity to apply academic skills in creative ways.

Drama: Well-structured drama activities can provide an avenue to introduce children and youth to the world of great literature through hands-on, in-depth experiences.
Math: Math concepts help children and young people learn about the relationships of numbers to things, about space and describing it, and about organization.

Music: Activities involving music are a good way to meld two goals: engaging children and youth in activities they are interested in and providing opportunities for adults to share their knowledge and passions.

Science: Science activities provide opportunities for students to learn about the makeup of the natural and physical world and scientific processes of investigation and exploration.

The characteristics of a group play a significant part when choosing activities; also, consider the following:

- Allocate time for planning activities (consider planning on a daily, weekly and/or monthly basis).

- Brainstorm ideas and weekly themes with staff. For example: animals, music, space, Christmas, Thanksgiving, etc.

- Create a balance in activities by allowing children to plan, explore, learn, create and relax.

- Offer a diverse schedule of learning resources and games.

- Ensure that parents/caregivers and participants understand the regular daily and weekly schedule of activities.

- Make sure there is enough space for the number

of children participating in the types of activities you have planned and that the length of time allocated for each activity is sufficient.

▪ Remember to introduce new students to ongoing activities. **Refer to Section IX: Forms and Templates for sample component and activity grids, daily and weekly schedules.**

Information retrieved from: Enrichment Beyond the Bell-Calendar of After-School Activities 2004-2005 by Learning Point Associates (http://www.learningpt.org) and Academic Content: After-School Style (A Notebook and Guide) by FOUNDATIONS, Inc.

Enrichment Activities can be found on pages 32-39 at the end of this section.

b.   A Safe, Healthy and Nutritious Environment

1. Safety (Programs should be safe and accessible to your target population)

● How will you ensure students are supervised at all times?

● What system will be used to track attendance and student pick-up?

2. Indoor Environment

● Is there a quiet place for reading, quiet games or relaxing?

● Are bathrooms accommodating and accessible?

● How will you maintain a safe and clean facility?

● Is there adequate room for program activities?

3. Outdoor Environment

● Will there be time in the daily schedule for outdoor play?

● Is there portable gross motor equipment (balls, jump ropes, hula-hoops, etc.) available?

● Will you have playground equipment or equipment for gross motor development?

● Is the area suitable for the amount of children and activities?

4. Nutrition

● Will you provide a healthy snack? What is considered a healthy and nutritious snack?

● When will you provide snacks? (Upon arrival or departure, during quiet time, or other)

● Where will you serve them? (If applicable, you can serve them in the school or church cafeteria, gym, classroom, etc.)

NOTE: It is not sanitary to serve participants food on the floor.

Nutritious Snacks

An afternoon snack is not just an indulgence: active kids with fast metabolisms and small-capacity tummies need a between-meal pick-me-up on a regular basis. Snacks can, and should, be a part of every child's balanced diet.

An afternoon snack will provide kids with more energy after school, which will allow them to concentrate on homework and become more energetic. These snacks also fill the gap between the lunch they receive at school and dinner, and help children and youth receive the nutrition they need to learn, play and grow.

Good nutrition is essential for effective learning every day, all year long. Just as learning does not end when school lets out, neither does the need for good nutrition. Children who aren't hungry learn better, act better and feel better.

Basics for Handling Food Safely:

Safe steps in food handling, cooking, and storage are essential to prevent food borne illness. You can't see, smell, or taste harmful bacteria that may cause illness. In every step of food preparation, follow the four Fight BAC!™ guidelines to keep food safe:

● Clean -- Wash hands and surfaces often

● Separate -- Don't cross-contaminate

● Cook -- Cook to proper temperatures

● Chill -- Refrigerate promptly

Information retrieved from: "After School Snacks that Everyone can Agree On," by Jennifer Anderson, http//:www.allrecipes.com, http//:www.fns.usda.gov/cnd/Care/Regs-Policy/Snacks/NewsRelease.htm and http//:www.summerfood.usda.gov/about/index.html