TEMPLE COMMUNITY
Afterschool Program

Success Means Achieving Results Together

Temple Community Afterschool Program
Business Plan
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Temple Community Afterschool Program
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INTRODUCTION – THE VISION AND MISSION

What is the Temple Community Afterschool Program (T-CAP)?

The Temple Community Afterschool Program (T-CAP) will offer a safe, secure place where Temple students can receive academic support and mentoring services. T-CAP acknowledges the importance of parents and/or guardians in a child's education and seeks to partner with families in establishing a better future for youth through this academic support and mentoring services.

ACADEMIC SUPPORT – S.M.A.R.T.

T-CAP is dedicated to improving academic success for its participants in the areas of **S**cience, **M**ath, **A**rts, **R**eading, **T**echnology and by providing skilled assistance with homework and tutoring. In addition, T-CAP staff and volunteers will focus students on setting higher educational aspirations by providing both direction and the possibility to explore options beyond high school, such as college, trade schools, the military and the Gary Job Corps.

MENTORING SERVICES
Mentoring Clubs will give T-CAP participants the opportunity to explore career interests and to envision themselves in those careers. Mentors who have been successful in a wide variety of areas will be recruited to work with participants.

What are T-CAP's primary goals and objectives?

T-CAP's primary goals and objectives are:
- To strengthen student engagement and to improve the academic achievement of students in the Temple community.
- To focus students on setting and achieving higher educational aspirations, with an eye towards Achieving the American Dream after high school.
- To afford participants the opportunity to have a constant flow of positive mentors and role models from within and outside of the Temple community who will inspire students to achieve academic excellence and success in life
- To provide a safe, positive and fun place for students and parents to experience the love of Christ and to gain support for their educational and social needs in an environment that respects their values and cultural background.
- To provide an environment that facilitates participants' development of initiative, independence, and creativity while learning appropriate social skills and behavioral expectations and boundaries.
- To provide experiences that improve self-esteem and a sense of belonging
- Where applicable, to break the cycle of generational poverty in families

Why implement T-CAP?

The benefits of an afterschool program are widespread. Quality afterschool programs offer a safe, nurturing place of supervision for school-aged children and provide opportunities to reinforce day-time learning, teach social skills and encourage good citizenship. Research has shown that the benefits of participating in an afterschool program include but are not limited to:

- Improved self-esteem
- Increased interest and ability in reading
- Improved math scores
- Improved school attendance and increased engagement in school and reduced dropout rate
- Development of new skills and interests
- Increased quality of work and time on a task
- Reduction in students being detained in school or placed in special education classes
- Reduction in juvenile crime and drug use
- INCREASED EXCITEMENT ABOUT SCHOOL

GET KIDS EXCITED ABOUT SCHOOL, including intention to complete high school and go to college. (See the NIOST fact sheet [http://www.niost.org/] and Safe and Smart: [http://www.ed.gov/pubs/afterschool/afterschool.pdf

Whom will the program serve?

T-CAP will serve students in first grade to twelfth grade and their families. While primarily serving students, T-CAP will be designed to meet some basic needs of both the students and their families.

Where and when will the program operate?
The Temple Community Afterschool Program will operate Monday through Friday from 3:30 pm to 7:30 pm. Churches, selected by committee based on location and the needs of student populations, will house the daily operations of the program.

What will the program cost participants?
T-CAP will be free of charge for students. Parents are required to volunteer a total of one to three hours per week at the location where their child/children attend T-CAP.

Disclaimer: T-CAP will not turn away children whose parent and/or guardian is physically unable to meet the program volunteer requirements. In such instances, the family will meet with T-CAP staff and be provided with alternate ways to support the program. Exceptions will be evaluated on a case by case basis.

How will T-CAP operate?

T-CAP will operate as a non-profit organization housed in selected churches throughout the Temple Community. T-CAP will work in conjunction with churches, Temple ISD, area private schools, Ralph Wilson Boys and Girls Club and other community organizations.

T-CAP headquarters will be housed at ____(TBD)_____. Funding for the program will come from a variety of sources. Funding sources identified to date include but are not limited to:

- Mike Weddington Consulting Group (proceeds from 3, full day workshops)
- T-CAP electronic stores
- Donations from community businesses, churches, fraternal and philanthropic organizations, youth-sponsored fundraisers and other fundraising activities.

RESEARCH AND PLANNING

T-CAP will be a Temple community collaborative effort. This collaboration is vitally important during the research and planning phase, just as it will be during implementation of the program.

Assemble a Board of Directors and Planning Committees

The purpose of the Board of Directors and of the Planning Committees is to provide vision, direction and support in the development of an initial plan of action. The Board and Committees will then provide assistance with implementation.

The Board of Directors will provide overarching leadership and responsibility for the development and implementation of the program.

Planning Committees will consist of seven-twelve members with experience and knowledge regarding the purpose of the committee. The tasks of each committee will vary depending on the committee, but the goal would be for the committee to do the research and planning necessary to make recommendations to the Board of Directors to allow for and facilitate a successful roll-out of the program. After the initial implementation, the committees would be tasked with follow up to assure the goals of the program are being met.

Proposed Committees

The following is a list of proposed committees. Although the Board of Directors will have the authority to revise this list once they are assembled, we envision a need for the following:

- Executive Committee
- Recruiting Committee
- Budget Committee
- Legal Committee
- Educational Committee
- Church Site Selection Committee
- Fundraising Committee
- Business Support Committee

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Proposed Committees (continued)
- Communication / Public Relations Committee
- Social Media, Video & Website Committee
- Mentoring Committee
- Technology Committee
- Health and Wellness Committee
- Community Support Committee
- Building Construction Committee
- Safety/Security Committee
- Fashion & Visual Merchandising E-Store Committee
- Community Outreach Committee
- Transportation Committee

The above list highlights the need for a successful collaboration of **individuals** with specific knowledge and abilities, **organizations** that can provide initial know-how to eventual funding and support, **churches** that can provide both the location and the moral leadership for students, **partnerships** with Temple ISD, local colleges and/or universities, local law enforcement, fire departments, city government, community leaders that can provide support and insight, and **anyone** with an interest and passion to see this program succeed. Specific to the program's mission, T-CAP will need individuals and organizations who can offer a variety of perspectives on **mentoring and tutoring**. T-Cap will need self-motivated, experienced and resourceful **champions** to develop both the program as a whole and the committee they serve on.

It is the intention of T-CAP to create an ethnically and culturally diverse team that "mirrors" the community and offers varying perspectives and experiences.

- In order to reach out to the diverse group of champions needed for the Board of Directors and the Planning Committees, the Recruiting Committee will develop a plan to contact a number of individuals and organizations, including but not limited to:

- Parents and parent groups (PTA),
- Churches
- Temple Chamber of Commerce
- Local agencies and government
- Organizations that serve youth (4-H, Scouts, Boys and Girls Clubs and religious organizations) Schools (teachers, principals, aides, and school board members) and Universities
- Area child care providers
- Resource and Referral Agencies
- Civic Organizations (Altrusa, Rotary, Kiwanis, Lions Club, Junior League, etc.)
- League of Women Voters

Making the Decision

We are looking for committed volunteers to chair and to work on committees within T-CAP. Volunteers will be responsible for fine tuning the business plan, creating budgets and developing proper documentation regarding policies and procedures. Our endeavor is to add people and groups to each planning committee that will make T-CAP a success. Once the planning committees have been formed, it will be the responsibility of each committee to develop the area within T-CAP that has been assigned to them. The committees are tasked with ensuring that policies and procedures that will safe guard our children are in place.

We will add the resources – facilities, support, and projected budget, that will make it possible to run an exceptional program?

DEVELOPING THE PROGRAM

Designing the Program

The Board of Directors in conjunction with the Recruiting Committee will be responsible for fine tuning a complete list of committees, as well as an administrative and reporting structure to determine the specifics of how each committee will provide support to help run the program.

Developing a program of this magnitude will require the Committees to research and answer a number of questions and issues. The following sections identify some of the questions we already know need to be answered. As Committees are filled with knowledgeable champions, more questions and issues will be identified and answered.

THE BALANCE OF THIS WORKING DOCUMENT IS MEANT TO LIST SOME OF THE MANY QUESTIONS THAT WILL NEED TO BE ANSWERED. By bringing together knowledgeable volunteers, the Committees will provide guidance in these areas, thereby provide the best opportunity for the overall success of the TCAP. The committees under direction from the Board of Directors will decide who the program will serve, licensing requirements, budgets, and staff size to name a few.

Staffing: General

• T-CAP will need a full time Executive Director and program coordinator and member from the select churches to work within and across the select churches. These participants will work with and coordinate with the various committees. We also will need to provide develop fundraising activities for paid tutors and seek volunteers for tutoring services and our mentoring clubs.

• We will use a series of fundraising activities to raise capital to pay the staff and other program needs.

• We will supplement paid staff with volunteers, work-study students, foster grandparents and others that may be available in your community.

Day-to-Day Executive Operations and Staffing
- Determine who will be responsible for the day-to-day operations of the Temple Community Afterschool Program.
- Determine who will be responsible for training and supervising staff.
- Determine who will tackle the financial and administrative functions of the program.
- Create safety protocols, background checks and environment analysis for the students, tutors and parents to be comfortable.
- Determine hours of operation (if different from times proposed in the vision.)

Day-to-Day Site Operations and Staffing
- Determine who will provide the overall supervision and support for the children in each church?

Program Site/Target Population Selection
- Determine the age groups and residential areas that T-CAP will serve
- Based on the chosen target residential areas and population to be served, which churches will house the program? Considerations: Selected churches within easy walking distance to a local school will be targeted for the convenience of both parents and participants. This will eliminate transportation and associated costs and liabilities. Parents will be encouraged to establish creative ways to aid in any potential transportation issues. (Please see the section entitled transportation for more information.)
- The size of the program will be limited by the availability of affordable space in each church.
- Who will develop criteria for church selection? Consideration: The availability of a kitchen area is an asset.
- Churches will be selected based upon interviews with the pastoral leadership of the church within the target zone. Who will conduct interviews?

Tutoring
A specific committee will be responsible for developing and managing tutors to work with T-CAP. This committee will ensure that tutors have the appropriate skill level to coincide with the enrolled participants' academic needs.
- Determine a group size, the total number of children assigned to a tutor or group of tutors in an individual room.
- Determine the maximum number of children a tutor can accommodate.
- Determine state ratio requirements, if any, for tutoring. The committees will help determine if there are any requirements by the state or local city codes for tutoring. Staff-to-child ratio is the number of staff divided by the group size. For example, does Texas licensing standards stipulate a minimum ratio of one staff person for every _____(TBD) children who are ages five and up?
  Considerations: Can quality programs maintain a lower staff child ratio such as 1:10 or 1:12 (TBD) for this age group? The trade-offs with both staff-to-child ratios and group size revolves around issues of cost and quality.

- Larger groups with higher ratios may certainly be less expensive, but they minimize the individualized attention and the activity choices open to children.
- Smaller groups with more stringent ratios cost more, but allow for more staff attention to each child and a broader range of activities.

Mentoring

The Mentoring Committee will be responsible for providing well-planned activities that encompass areas such as the arts, music, business, the law, medicine, social media, photography, flying, video filming and editing, and science to name a few. These activities should provide opportunities that will support the educational needs of T-CAP participants. Each Mentoring Club will be responsible for submitting a list of events and a budget for all activities.

The Mentoring Clubs should provide a wide range of opportunities across many interests. Review and development of each club's goals, plans and vision will be the responsibility of the Mentoring Club Team and will be submitted to the Mentoring Committee. As allowed by established policy and procedures, the Mentoring Clubs can visit school hospitals, colleges, the library, and other locations that can expand the horizons of the program.

Funding and Budgeting

T-CAP will create a budget for the 2017-2018 school year. Funding will be necessary for both start-up and daily operations. While the program will be free for all students, approved parents will be required to volunteer.

Policy will need to be established regarding the number of hours required for parental volunteering. Policy will also need to establish how parents and/or guardians who are not approved to volunteer can provide monetary donations for each hour of tutoring that their child receives, and for parents and/or guardians with multiple children in T-CAP if there will be a discounted rate in this instance.

Potential start-up costs and operating expenses associated with T-CAP include but are not limited to:
• Screening of staff and volunteers
• Purchasing equipment and supplies (computers, internet service, etc..)
• Staff salaries
• Insurances
• Renovation and repairs
• Office supplies
• Janitorial equipment

See Budget for more detail.

Regarding Operating Income: T-CAP will use a diverse funding approach, receiving money from both public and private sources. For funding identified to date, see **How Will T-Cap Operate?** in the Vision.

Establishing Policies, Procedures, Rules, and Parent/Staff Handbooks

Policies, procedures, and rules should exist for the program as well as for the program staff, volunteers, parents and participants. The responsibility for establishing policy will rest on the Board of Directors and Executive Committee, with input from the Planning Committees. Procedures will be written in compliance with policy by the Executive Committee with input from the Planning Committees and from the on-site coordinators. While some procedures will apply to all sites, other procedures by nature will be site-specific. Policies and procedures should be evaluated regularly and revised as needed to meet the mission and goals of T-CAP.

Policies and procedures will assist with determining the specific course of action to take in varying situations. For example, when and how do parents pick up their child and/or children? How do we handle late or early pick-ups? What if a parent is unable to pick-up a child? Can a relative or friend of the family pick the child up? Policies and procedures will be written and reviewed with program goals and quality standards in mind.

The following is a list of important areas that will require detailed policies and procedures:
- Staff
- Enrollment
- Parental Involvement
- Discipline and behavior management
- Health and Safety Issues
- Transportation
- Financial Management
- Reporting child abuse and neglect
- Above suspicion policy
- Responsibility for and frequency of the review of policies and procedures
- Risk Management (this was listed later in the document as needing to be part of the policies and procedures)

Policies and procedures will need to:
- be clear, concise, and simple
- be meaningful and efficient
- be fair and uniform, to include exceptions only when necessary
- include a clause that allows for changing of policies and procedures where necessary

Policies and procedures will be communicated in writing in the form of a handbook or handbooks provided to both staff, volunteers, and parents. Staff, volunteers and parents will be required to sign a statement confirming that they have read, understand and agree to comply with the policies and procedures of the program. As part of this statement, parents/guardians will sign a statement verifying check out procedures. Example: "I that my child must be checked out either by computer or manually, both upon arrival and departure, by the person delivering/picking up the child."

Handbook

Some information will be include in the handbook is TCAP name, address, phone number with an answering machine for after-hours contact, hours of operation, and schedule / holidays.

Examples of items, although not all encompassing, that should be considered when deciding what to include in the handbook:

Guidance *(Please review the following guidance procedures with your children.)*
Our goal is to establish and maintain a behavior management system which will reinforce the following positive behaviors:
• Respect Others
• Respect Property
• Stay with your Group
• Leave Personal Belongings at Home.

If my child's behavior seriously violates the safety of any child or staff, I understand that he/she may be temporarily excluded from the program. In these circumstances, I agree that a parent or authorized adult will pick up my child within 30-60 minutes of notification.

Discipline
• Should inappropriate behavior occur, the concern will be discussed with the students, and a written warning will be given.
• Should inappropriate behavior continue, a second warning will be given and the parents will be notified.
• Should inappropriate behavior still continue, a third warning will be given, and the student will be suspended for 3 days from participating in the tutoring or mentoring programs.
• Continued behavior problems may result in permanent dismissal. Parents may set up a meeting with the T-CAP Director to discuss individual needs and concerns. We use a consistent, positive approach including redirection, diversion and separation, always promoting self- discipline. Parents will be notified if there is a consistent behavior problem.

Illness

It is in the best interest of your child and the other children if parents keep their child at home when he or she is ill. Children with fever, diarrhea, or vomiting will not be admitted to a tutoring session. If a child becomes ill while at the church, the parents will be called immediately to pick up the child. Parents will be notified regarding contagious illnesses. Children will be readmitted when they are no longer contagious.

Medication

In accordance with state law, we will not dispense any medication to any child without advance written consent from the parent or guardian. Prescription medication may be given only to the child for whom it is prescribed. Over the counter medication must have the child's name clearly printed on the container.

The parent must complete a "Parent Permission to Administer Medication" form, and give the form and the medication directly to the Director in charge. All medication must be in its original container. If these steps are not completed, medication will not be administered.

Students who are required to take medication during program hours must have a written consent from the parent and the doctor administering the medication. Forms for this purpose will be available from the Director. All medication must be in its original container with an accurate pharmacy label intact.

Attendance and Late Pick-Up

Parents must notify staff if their child will be late or absent. This is for the safety of the child.

Child Pick-Up and Drop-Off

Children must sign in upon arrival at the program. Parents are required to come in and pick up their child and sign the child out. Parents will give the program the names of all persons authorized to pick up their children. Staff will ask for picture ID of anyone they do not know. Persons not listed as authorized to pick up **will not be allowed** to check out a child.

LEGAL ISSUES

Licensing T-CAP will need to determine Texas licensing and legal requirements for afterschool programs for children from the first grade through age 18. The purpose of licensing is to ensure that basic health and safety issues are addressed. A T-CAP Committee will need to check with local licensing specialists to see if we are required to license our program.

<u>Selecting Organizational Structure</u>
Temple Afterschool program will operate as non-profit organization affiliated with TISD and private schools. Laws regarding non-profit organizations will inform decisions made regarding organizational structure.

<u>Risk Management</u>
Insurance
Liability Insurance : T-CAP will review insurance policies that cover an entire organization, called
1. "umbrella policies." There are also policies that specifically cover injuries to staff or children, lawsuits, use of motor vehicles, special events, and the volunteer Board of Directors. Other insurance needs may be identified by the Planning Committees.

T-CAP will need to identify and check with the Texas agency that can provide information on insurance requirements for afterschool programs. We will also consult with an insurance agent and/ or broker to determine what kind of insurance is best for our situation. We should talk to other programs, e.g. the one in Keller, Texas, and organizations to find out what types of policies they have.

Resource for Obtaining Insurance: The National Association for the Education of Young Children (NAEYC), (202) 232-8777 or (800) 424-2460, www.naeyc.org, has a list of insurance companies that have created plans specifically for afterschool programs. When speaking with insurance providers, T-CAP will explain our program and needs, and ask about options and premiums.

The National Network for Child Care recommends considering the following questions when shopping for insurance:
- What are the requirements to be insured? Does T-CAP qualify?
- What is covered by the policy?
- What risks are excluded from the policy?
- How long does the policy last?
- What are the liabilities and medical payment limits?
- How much are the premiums? Are there deductibles?
- How do I file a claim?
- What is the company's financial reputation?
- What is the company's claim and service reputation?
- How knowledgeable and helpful is the insurance agent we speak with?
- Coverage for Volunteers: We need to make sure our insurance policy specifies that unpaid volunteers are covered commensurate with paid staff.

Basic Risk Management for Daily Operations of Afterschool Programs

Transportation of Children

In keeping with policy, T-CAP staff or volunteers should obtain written permission from a parent/guardian before transporting participants for any reason.

Release/Pickup Authorization

In keeping with policy, personal transportation to and from T-CAP is generally the responsibility of the parent/guardian. Program participants program who are dropped off and picked up, should leave ONLY with individuals indicated by the parent/guardian, as indicated on an appropriate form.

Above Suspicion Policy

One-on-one situations of an adult with a youth should be avoided as reasonably feasible. In order to provide a safe and caring environment that is above suspicion, we should avoid potential child abuse issues and/or allegations by having at least three people present at all times. This protects both the participants and the staff and volunteers. It is recognized that there will be occasions where one-on-one situations are unavoidable. ALL staff, both paid and volunteer, should avoid such situations with youth whenever possible.

Reporting of Suspected Child Abuse

As members of a youth serving organization, it is important that adults are aware of their responsibility for child safety. All paid and volunteer staff should report suspected child abuse cases. T-CAP will develop a policy regarding the staff's responsibility child abuse. The Child Abuse Reporting 24 Hour Statewide Hotline number is _____. We will take into consideration any licensing requirements of our staff and volunteers. For example, I am a certified teacher. I am required to report child abuse MYSELF. I do not forfeit my responsibility to report directly even if the policy asks that I go through the director.

Transportation

In keeping with established policy, T-CAP will have to approve transportation used for activities such as field trips. Parental consent will be required prior to participation.

Organizations and Contact Information:

National Association for the Education of Young Children
Phone: (202) 232-8777 or (800) 424-2460
Web site: www.naeyc.org
Nonprofit Risk Management Center
Phone: (202) 785-3891
Fax: (202) 296-0349
Web site: www.nonprofitrisk.org
National School Age Care Alliance
Phone: (617) 298-5012
Fax: (617) 298-5022
Web site: www.nsaca.org

PROGRAM STAFF (HIRING AND KEEPING GOOD EMPLOYEES)

The skills, abilities, and attitudes of the staff will directly impact the quality of the afterschool program. T-CAP will be a high quality program only if we hire and recruit qualified volunteers and individuals.

Recruiting and Hiring
The first step in recruiting and hiring a quality volunteers and staff is analyzing our program's needs.

The following, although not comprehensive, are some common staff positions in after-school programs
   • *Afterschool director:* responsible for staff supervision and administrative operation of the program.
   • *Communication coordinator:* responsible to supervise the day to day operations of the program. Work with webmaster manage and updating website. Manage the communication process across all groups including churches, volunteers, committees, mentoring clubs and tutors.
   • We need to have a basic framework for our future staff and develop a selection process. We will need to decide if we will require applications, cover letters or resumes and who will review the submitted information. Next, we will choose a committee to select applicants to interview and another to conduct the interviews. Applicants will interview with more than one person; we will be less likely to overlook key information.

Creating Job Descriptions
Creating job descriptions will help define the roles and responsibilities of staff members.
Creating a job description starts with the minimum requirements and then adds the preferred qualifications. Through effective training, on-the job experience, coaching, an individual who initially meets the minimum requirements can exceed the preferred qualifications. It important that we allow some flexibility. Once our program is up and running, we might find a need to shuffle or change certain positions, duties, and responsibilities.

Recruiting Applicants
We will have clear and concise guidelines when writing the actual job announcement. We will need to define the title and the major duties, responsibilities, and qualifications desired. The announcement will provide instructions regarding how to apply for the position, starting date, schedule of shifts, pay, and the closing date. The most important role of a job announcement is to notify and persuade qualified applicants to apply. Keep the announcement positive and enticing. Once you have a good job announcement, the next step is to post it.

Posting Job Announcements

There are a variety of places to post job announcements or ways to advertise the job. We will post announcements where they are most likely to be seen by our target audience. We want to reach the best potential applicants and avoid those that are not qualified. The most effective method of finding good staff may be through posting an announcement, referrals and or word of mouth. Other resources for finding employees include government employment agencies, universities, vocational schools, flyers and local newspapers. With well-placed announcements, we should soon start receiving inquiries. Our TCAP Steering Committee will review applications with those who have been selected to assist in the hiring process, and decide which applicants to interview, keeping all resumes on file for future reference.

Interviewing

Effective interviewing is essential in recruiting the best possible staff. The first step in making our interview process effective is pre-interview preparation. At T-CAP we will need to check professional references and consult with applicants' previous employers. We need to stay open-minded during the review process and prepare questions we want to ask applicants during the interview. The same interview team will complete all interviews for the position. The team must prepare a variety of well thought-out questions for the interview, to include questions to determine the applicant's overall interest in the position and broad questions to test the general knowledge and understanding regarding working with children. We will also include hypothetical scenario questions to measure skills and aptitude regarding the position, as well as questions related to goals and future plans.

We will need take notes on their answers, so we can compare notes later with answers given by other applicants. We will encourage the interviewees to ask questions as well; it will benefit both them and you in allowing you to further assess their interests and ability.

Making the Final Decision

The interview team will make recommendations to the hiring or steering committee and select well-balanced staff that represent a variety of backgrounds, cultures, and ethnicities . We may want to consider a trial period in which a potential candidate would work for a day or more, allowing both the employer and applicant to assess the potential position.

New Staff Training

There are two categories of training to consider; new staff training and ongoing training. Once we hire our staff, the first step is to familiarize them with their new positions and the program. Included in our new employee orientation will be specific job responsibilities and expectations, as well as a general overview of the program to include the program missions, goals, and philosophy. We will make sure the T-CAP handbook includes policies and procedures such as safety measures and accident reporting. We may also want to add demonstrations of program equipment.

No employee will remember everything right away, and you should allow the employees appropriate time to learn and adjust to their new positions. Having specific job responsibilities written down in a staff handbook will help facilitate quick and effective learning of responsibilities and expectations.

Ongoing Training

Our staff will continue to grow and improve on their own as they gain valuable on-the-job experience. However, the extent to which our staff improves over time will be largely affected by ongoing training. In order to develop a quality staff, we need to provide quality training through supervision, staff meetings, and in-service training.

Supervising Committee/Policy

The main purpose of a Supervising Committee/Policy is to allow for the monitoring and evaluation of performance. This process should be fair, consistent, and courteous. We should make expectations clear, and provide positive, constructive feedback. Our staff will need to know what they do well and where they need improvement. Supervising requires special skills, talents, and tact. We should not be afraid to ask for help from knowledgeable professionals and feedback from your staff.

Staff Evaluation

Staff will be evaluated based on clearly defined job descriptions. Personnel policies and individual goal statements will take place at 30, 60 and 90 day intervals. The evaluation process offers staff a chance to obtain feedback about their performance as well as offer their insight into T-CAP from a tutoring perspective.

Staff Meetings with Committees

Staff meetings and committees are a crucial element of communication for a quality staff. They provide an opportunity for the T-CAP Board, Committees and our staff to connect, communicate and discuss issues, as well as to inform and be informed regarding problems, ideas, and new items of importance. Effective meetings will be planned ahead of time with a clear purpose and written agenda, to include a time of free discussion. We will allow time for our staff to discuss ideas and concerns. T-CAP will be required to take minutes, assign responsibilities and follow up. We ALSO want to have fun.

In-Service Training

Committee and staff in-service training is an excellent opportunity to train and provide feedback regarding essential skills and knowledge. Our staff has the opportunity to learn and practice important techniques and skills with each other. In service training will be selected based on identified needs and staff requests.

Topics of interest include building positive relationships, resolving conflicts among children, learning about various committees, teaching about discipline and caring, respecting as well as sharing among youth, and connecting with parents. We may want to dedicate a whole session to one topic at a time. We should always consider the needs of our staff and the plan we are implementing.

Guest Speakers Inside and Outside the Community

Through a series of monthly special seminars, speakers, and workshops in the church we will develop and create a curriculum to consider the cognitive, socio-emotional and physical development stages of the children. These will fun, entertaining, inspiring but a strong educational basis.

RUNNING A QUALITY PROGRAM

Quality Standards

T-CAP should be based upon a well-planned, consistent and organized operation with a safe, friendly and nurturing environment. A caring and well-trained staff, parental involvement and a variety of activities also improves the quality. While the T-CAP handbook and committee manuals should provide many resources as a start for achieving strong performance in these areas, it is crucial that we continually rate and evaluate our performance in these areas to ensure program quality.

Fulfilling the Diverse Needs of Children

All children need to be in a safe, secure environment and to have acceptance by peers and staff. No two children are the same. Children develop socially, emotionally, physically, and cognitively at different rates. They also possess unique personalities and dispositions. We need to make sure we support, encourage, and respect the children with whom we work with. We need to focus on the **Tutoring and Mentoring needs** of the children.

Middle childhood years are a crucial time for youth as they learn generally accepted behavior, and their need for acceptance shifts from family to peers. T-CAP will provide a safe and friendly environment, as well as activities to facilitate healthy physical, mental, social, and emotional development. In order to meet the challenges of working with children of varied ages and developmental stages, our staff and volunteers need to have an understanding of the different ages and stages of children. T-CAP will need to divide children into groups based on their age, with the older participants taking more responsibility to plan their own activities. As our understanding of common developmental patterns of children increases, we will be better able to meet the diverse needs of the children in our program. Because all children develop in

different areas at different rates, the challenge of creating an effective curriculum will be the goal of the **special committees.** The committees will assist **the various mentoring clubs** in developing and recruiting experts to help with activities appropriate to the different development levels of the children. Our ability to adapt will help determine the success of the activity for the youth. With a little bit of thought and ingenuity, many activities can be developed to accommodate children of varied ages and developmental stages.

Connecting with the Parents

Given that parents are the first and primary teachers in the life of a child, connecting with the parents is an important aspect of operating a successful T-CAP. That is why we want the parent to volunteer and be involved with the program participants. It is our goal to see the parent on a daily or weekly basis. We will deal with a diverse group of parents, so we will need to prepared to see and understand a variety of parenting techniques. If we see the parents on a daily or weekly basis, we should take advantage of this opportunity to build relationships of trust. We will always focus on the positive when speaking with parents. Remember, when our parents are dropping-off or picking up their children, they are often rushed, stressed, or tired after a long day of work, so we will be sensitive to their circumstances.

If we do not have daily personal contact with parents, there are still things we can do to facilitate parental involvement. We will plan activities such as cooperative learning workshops with the mentoring clubs or a special activity where families bond with one another and with the program staff. We will focus on creating strong, open lines of communication. Ideas include establishing a parent bulletin board and sending newsletters, memos and reminders for parents. T-CAP will ask for feedback and establish convenient methods for parents to contact and speak with T-CAP staff, volunteers and Mentoring Club staff.

We will be dealing with all different types of parent backgrounds and cultures. Whatever the situation, we will always support the family unit. If we find ourselves in a difficult situation, T-CAP will need to do the best we can to encourage and support parents and the participants. We want parent involvement in the program as much as possible. When appropriate, we will refer them to parenting groups or community resources.

T-CAP will let parents know that we are here to help and support their efforts as parents. As relationships with parents are developed, and parental involvement increases, our program will be more successful and we will have a more profound effect in the lives of those we are serving.

Conducting a Specific Needs Assessment Survey

T-CAP will partner with Temple Independent School District and other private schools in order to design the most effective and efficient afterschool program. With guidance from the Board of Directors and the Curriculum Committee, the goal of the needs assessment will be determined. Prior to the assessment, T-CAP will determine the information to be collected and the methods to be used.

Examples of information to be learned:
- To what extent is there a need or a possible gap in education that an afterschool program of this type can help close?
- What resources currently exist to meet those needs?
- What can you tell us about types of occupations are youth interested in? (this will assist with creating mentor groups and extending invitations to speakers.)

APPENDIX B – Sample Afterschool Schedules

APPENDIX C– Suggested Resources for Further Information

APPENDIX D – Suggested Items for Program Policies

APPENDIX E - Sample Interview Questions/Form

Work History:
1. Summarize your education experience, and background in relation to this position.
2. Summarize your experience with bookkeeping, monthly reporting, data collection, finances related to collection, receipting, and accounting for money.
3. Give examples and explain your experience in:
    a. teaching / presenting with children and/or adults
    b. curriculum planning, scheduling activities and any original curriculum development
    c. experience in managing staff or adults

Adaptability / Flexibility:
4. Give an example of a time when you were in a situation with children which changed unexpectedly? What did you do? What was the outcome?
5. Describe a time when you felt a co-worker was inflexible. How did you handle it? What was the outcome?

Initiative:
6. Give an example of a time when you took ownership for, or suggested an idea to improve team performance. What obstacles did you face? What did you do? What was the outcome?
7. Give a short example of a time when you took initiative on the job. What happened?

Judgement
8. Have you been responsible for making significant decisions on the job in relation to this position? What was the decision? What was the outcome / consequence of your decision?
9. Describe how you would manage a school age program with 6 staff and 100 children based in a gym and classrooms. How would you set up an environment? How would staff work with the children? What activities would you offer?

STRESS TOLERANCE:
10. What causes stress for you on the job? How do you handle it?

Team Player:
11. Give an example of a time when you motivated your co-workers.
12. Describe a time when you were part of a team. What did you like about it? What did you dislike?
13. Give an example of a time when you were part of a group and one person or no one was participating. What did you do? What was the result?

Focus / Follow Through:
14. Give an example of a time when you needed to prevent things from falling through the cracks, as related to this position. What did you do?
15. Have you ever worked on a project over a long period of time? What did you do? What obstacles did you meet? How did you overcome them?

Assertiveness:

16. Describe your kind of management techniques for discipline and guidance you feel need to be implemented in a school age program.
17. Think of a situation in which you were involved where there was a significant conflict with a child or an adult in relation to this position. What did you do? What was the outcome?

Motivation:

18. What are you looking for in a job? Why do you want this job?
19. Where do you see yourself going? What are your work-related goals?
20. How would your current work peers describe your strengths and weaknesses?

<u>Additional Resources And Help</u>

Comments: Sample Panel Interview Form
Name:_____
RATING SCALE:
Low (not standard – 1)
Medium (meets standard – 2)
High (exceeds standard – 3)

Areas Of Focus Comments Total
Work History
Adaptability /
Flexibility
Initiative
Judgement
Stress Tolerance
Team Player
Focus / Follow
Through
Assertiveness
Motivation
Verbal Comm.
Presentation
Scenarios
Totals / Comments:

Appendix F – Sample Orientation Checklist

SAMPLE New Staff Orientation Checklist

Employee: _____ Supervisor: _____

Date of Employment: _____

I. Job Definition

_____ Discuss the program mission, philosophy, and unique features of the job.

_____ Review and discuss the job description.

_____ Identify and discuss priorities for the next three months.

_____ Discuss specific standards of performance/ expectations.

_____ Identify present level of skill and understanding of all phases of job assignments.

_____ Identify people who might be helpful in learning skills and routines.

_____ Encourage new staff to read program manuals and resources.

_____ Review licensing regulations and requirements.

_____ Review the Texas Department of Education's *Exemplary Program Standards*.

_____ Review requirements for necessary certification: first aid, CPR, driver certification,

_____ Discuss career development opportunities and training.

_____ Set specific times to meet together.

II. Personnel Policy and Required Practices

_____ Review the personnel policy.

_____ Review policies and safety practices related to specific areas.

_____ Review sign-in / sign-out procedures.

_____ Review forms and due dates related to payroll, reimbursement for expense and insurance and forms, if applicable.

_____ Discuss emergency care and the program's disaster plan.

_____ Review the program's budget and staff accountability.

III. Staff, Parents, and Volunteers

_____ Introduce agency staff and discuss their responsibilities and authority.

_____ Identify key parents, community leaders, and agency volunteers.

_____ Support attendance at meetings of related groups: parent advisory committee, agency board or committee, and PTA.

_____ Review dates and format for staff meetings.

IV. Mechanics

Familiarize new staff with:

_____ Office procedures and capabilities

_____ Purchase orders

_____ Petty Cash

_____ Files

_____ Telephones and Xerox Machines

_____ Office Supplies and the inventory system

_____ Program Supplies and the inventory system

_____ Accident forms

V. Facility

_____ Acquaint new staff with the building's layout: lights, heating, air conditioning, fire alarm, supply storage.

_____ Assign keys and review the lock-up procedure.

_____ Review fire extinguisher usage and location.

VI. Community

_____ Provide information on geographic, social, and political aspects of the community.

_____ Provide information about other community programs and services.

_____ Arrange introductions to staff involved in interagency and school district partnerships.

Appendix G – Sample Checklist for Evaluating Quality of the Program

SAMPLE Quality Checklist for Evaluating School-Age TCAP
The following checklist will help you measure the quality of the programs you are considering. Take it along when you visit, and check each item.
Yes   No
• Are the indoor and outdoor areas safe?
• Are children supervised by sight at all times?
• Are bathrooms nearby?
• Are there written health, safety and emergency rules?
• Is the staff qualified in school-age child care?
• Are there enough adults for the number of the children in the program?
• Does the staff and volunteers talk to the children often and in a friendly helpful way?
• Does the staff and volunteers listen to children, answering their questions and requests?
• Does it appear that the staff and volunteers does not use physical or other punishment that
   hurts, frightens, or humiliates children?
• Are children encouraged to solve problems without being forced to do so?
• Are children relaxed and happy while they study?
• Is there enough space for children to study in groups or individually?
• Is there an area set aside for quiet study?
• Is there evidence that parents receive reports on their children?
• Are there opportunities for parents to participate from time to time?
• Can parents visit at any time?
• Are questions and comments from parents encouraged?

Appendix H– Ages and Stages of Child Development
Developmental Characteristics and Programming Implications

Each individual matures at his/her own pace, and the transition from one state of development to the next is gradual. Understanding characteristics and needs at different developmental stages is important in planning learning opportunities. This promotes progressive acquisition of subject matter information and life skills.
Basic needs:
• To experience a positive self-concept
• To experience success
• To become increasingly independent
• To develop and accept one's own identity

APPENDIX I – Sample Field Trip / Activity Permission Form

APPENDIX J –Sample Release/Pick Up Authorization Form

Work History

1. Summarize your education experiences, and background in relation to this position as mentor for an after school program.

2. Give examples and explain your experience in teaching or presenting in front of children or adults. Have you had any experience planning and developing curriculum?

Adaptability / Flexibility

3. What type of people do you like to work with?
4. Give an example of a time when you felt a co-worker was inflexible and not willing to change? How would you handle it?

Initiative

5. Do you consider yourself an organized person? Explain?
6. Give a short example of a time when you took initiative on the job. What happened?

Judgement

7. What kind of activities do you think middle school youth enjoy after school?

Stress Tolerance

8. What causes stress for you on the job? How do you handle it?

Team Player

9. Give an example of a time when you were part of a group or team. What did you like about it? What did you dislike?

Focus / Follow Through

10. What interests or talents could you bring to the program?

Assertiveness

11. Describe your kind of management techniques for discipline and guidance you feel need to be implemented in a school-age program.

Motivation

12. What motivated you to apply for this job? Why?
13. Where do you see yourself going? What are your work-related goals?
14. What do you like to do for fun?