

**Public Health Management Corporation (PHMC)
on behalf of the
Philadelphia Department of Human Services (DHS)
Out of School Time Project
FY 2014 Scope of Work and Administrative and Reporting Requirements**

<i>INTRODUCTION</i>	4
<i>DHS CONTACTS</i>	4
<i>PHMC’s OST TEAM</i>	4
Role of PHMC Staff	5
PCAPS and Help Desk	5
DHS Project Partners	6
After School Activities Partnership (ASAP)	6
The Free Library of Philadelphia (Free Library)	6
The Health Promotion Council	7
Out of School Time Resource Center	7
Philadelphia Youth Network (PYN)	7
Philadelphia Parks and Recreation	8
School District of Philadelphia	8
<i>PROGRAMMING OVERVIEW</i>	9
DHS Goals and Outcomes	9
Quality of Program	10
Core Standards	10
Healthy Living Guidelines	10
Pennsylvania Department of Public Welfare Licensure and Keystone STARS	11
Activities and Learning Approach	11
Required Operational Days and Hours	14
Summer	14
School Year	14
Special Events	15
Model Adherence Waiver	15
Professional Development	15
Program/Service Location	17
Grievance and Complaint Resolution Procedure for Participants	17
Enrollment and Service Requirements	17
Staffing	18
Program Fees	20
Program Schedule	20
Serious Incidents	20
Development and Fundraising	20
Liability Insurance	21
Subcontracting Standards	21
<i>PROGRAM SPECIALIST PROCEDURES</i>	22

Self-Assessment	22
Technical Assistance and Coaching	22
Site Assessment	22
Administrative Review	23
Attendance Procedures and Attendance Audit.....	23
High School Incentive Audit	24
Non-Compliance Procedures	24
REPORTING REQUIREMENTS.....	26
Youth Information.....	26
<i>Program Application</i>	26
<i>Means Test Worksheets (MTWs)</i>	26
<i>Emergency Contact/Parental Consent Form</i>	26
<i>Child Health Report Form</i>	26
<i>OST Consent Form</i>	26
<i>School District of Philadelphia Consent Form</i>	26
Staff Information	27
<i>Clearances</i>	27
<i>Staff Health Assessment</i>	28
<i>Training Hours and Staff Qualifications</i>	28
Performance Goals and Financial Requirements	28
<i>Summer</i>	28
<i>School Year</i>	29
<i>Chart of Performance Goals and Financial Requirements</i>	31
Weekly Attendance Submission	33
System-wide Slot Redistribution and Provider Underspending.....	33
Advance Payment	33
Monthly Invoices.....	33
High School Incentives	34
<i>High School Incentive Policy</i>	34
<i>Youth Payment</i>	34
<i>Record Keeping and Audit</i>	34
<i>Late Payment</i>	35
<i>Exceptions</i>	35
<i>Incentive Example</i>	35
Program Audits.....	35
Fiscal Management and Reporting	35
End of Year Financial Reconciliation	35

LIST OF APPENDICES

Appendix A – Healthy Living Guidelines
Appendix B– FY 2014 SDP MOU Collaboration Plan
Appendix C – 21st Century Skills Rubric
Appendix D– Hours of Operation Authorization Form
Appendix E– Model Adherence Waiver Form
Appendix F– Special Events Request Form
Appendix G– Slot Change/Distribution and Relocation Request Form
Appendix H– Serious Incident Report Form
Appendix I– Insurance Checklist
Appendix J– Site Assessment Report template
Appendix K – Health and Safety Checklist
Appendix L– Sample Sign-In/Out Sheet
Appendix M– Emergency Contact/Parental Consent Form
Appendix N– Child Health Report Form
Appendix O– OST Consent Form
Appendix P– School District of Philadelphia Consent Form
Appendix Q– Staff Health Assessment Form
Appendix R– Audit Submission Guidelines

INTRODUCTION

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

The Public Health Management Corporation (PHMC) is the competitively-procured administrative entity for DHS' investment in after school and summer programming. In this role, PHMC, in collaboration with DHS, supports the provider community through data collection, reporting related to provider service delivery, oversees provider contract development, execution, invoicing and payment, as well as provides program quality support and assessment.

In addition, the City of Philadelphia is the recipient of a four-year \$765,000 Wallace Foundation grant (March 2012 - December 2015) to strengthen its system-building efforts to provide children and youth with high-quality non-school hour programs. The grant supports efforts in two key areas: creating a structure to coordinate the city's diverse non-school hour programs (e.g. after school, summer, weekend programming,) and obtaining reliable information about them with the goal of improving planning, policy development and evaluation. The intent of systematic and comprehensive data is to inform the decision-making process regarding the allocation of limited resources to services, professional development of staff, technical assistance to providers, youth outcomes and other supports. The eventual coordinating structure will facilitate and formalize collaboration between city departments, education systems, the non-profit and private sectors and the philanthropic community.

This Scope of Work and Administrative and Reporting Requirements document describes the contractual requirements of each DHS OST provider in terms of program operation, data collection, and data submission. ***Please review this document and develop internal policies and procedures to ensure that all requirements are met.***

DHS CONTACTS

DHS is the sole funder of the Out-of-School-Time Initiative. The DHS contacts for the OST Project are:

- Patricia L. Erwin Blue, Director, Community Engagement Division, patricia.l.erwin-blue@phila.gov, 215.683.4008
- Lorraine McGirt, OST Administrator, lorraine.mcgirt@phila.gov, 215.683.4055

PHMC's OST TEAM

As the DHS OST administrative intermediary, PHMC manages the DHS OST contract and provides contract oversight, data management, and fiscal oversight. PHMC hosts and maintains the web-based *Provider Contract Attendance Performance and Payment System* (PCAPS) management information system (MIS), which supports PHMC's ability to assess key contract deliverables. PCAPS supports

PHMC in tracking performance, contract compliance, and fiscal information. PCAPS manages proposal submissions, provider and client information, and provider invoicing and payment.

Following is a brief description of key positions on the project and the contact information for the key staff members with whom providers will have direct contact.

Role of PHMC Staff

- The *Director of Community Based Services*, Wendy-Anne Roberts-Johnson, wjohnson@phmc.org, 215-825-8200 (office), 215-360-9380 (cell), ensures that OST services are delivered efficiently, and in collaboration with funders, providers, communities, and families.
- The *Compliance and Data Supervisor*, Rachel Viddy, rviddy@phmc.org, 215-825-8201 (office) 215-356-9968 (cell) manages the OST contracting processes, supervises Compliance Specialists, and oversees PCAPS reporting and data analysis.
- The *Program and Quality Supervisor*, Alison Reis-Khanna, areis@phmc.org, 215-825-8207 (office) 215-806-8974 (cell) provides oversight of and support for program quality improvement activities and supervises Program Specialists.
- The *Professional Development Coordinator*, Kristin Walker, kwalker@phmc.org, 215-825-8205 (office), 267-615-3627 (cell) is responsible for ensuring effective delivery of professional development to OST providers.
- *Program Specialist (7)* are responsible for ensuring programmatic provider success for their assigned group of providers. They also support providers in program planning and quality improvement, and work with providers to achieve the project's newly defined outcomes.
 - Kristen Coe, kcoe@phmc.org, 215-825-8209 (office), 215-615-3633 (cell)
 - Lenora Felder, lfelder@phmc.org, 215-825-8204 (office), 267-615-3630 (cell)
 - Tyler Richendollar, tylerr@phmc.org, 215-825-8215 (office), 267-516-0168 (cell)
 - Jason Schwalm, jschwalm@phmc.org, 215-825-8208 (office), 267-615-3634 (cell)
 - Naimah Wilson, nawilson@phmc.org, 215-825-8210 (office), 215-606-7696 (cell)
 - Ariel Zander, azander@phmc.org, 215-825-8213 (office), 215-910-2500 (cell)
 - To be hired
- *Compliance Specialists (3)* are responsible for ensuring provider administrative success. This includes assisting providers to comply with fiscal and contractual requirements, develop budgets, and complete fiscal invoicing and reporting. Compliance Specialists will also provide PCAPS Help Desk functions.
 - Delores Fuqua, dfuqua@phmc.org, 215-825-8206 (office)
 - Duane Watts, dwatts@phmc.org, 215-825-8214 (office)
 - To be hired
- The *Systems Analyst*, Tracy Jones, tracy@phmc.org 267-773-4363 is responsible for ensuring that PCAPS meets the business requirements of the OST project. The Systems Analyst serves as the Business Analyst ensuring that all data needs are communicated between the program and fiscal staff and the information technology staff.
- The *Programmer/Analysts* maintain the front-end web interface and the back-end database that make up PCAPS. They implement specifications developed by the Systems Analyst.

PCAPS and Help Desk

OST uses a web-based management information system called PCAPS (Provider, Contract, Attendance, Performance and Payment System) to track performance, contract compliance, and fiscal information. To access PCAPS, go to <http://pcaps.phmc.org/pcaps>.

For assistance using PCAPS, providers should contact their Compliance Specialist. This includes assistance regarding how to enroll or discharge participants, how to submit an invoice or enter attendance, or how to run a report. In those cases when the Compliance Specialist is not able to resolve your problem on the phone, he or she will follow-up with the PCAPS Systems Analyst to address the issue as quickly as possible.

DHS Project Partners

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

After School Activities Partnership (ASAP)

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

ASAP provides the following services to OST providers:

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

The Free Library of Philadelphia (Free Library)

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

- Professional Development Workshops are scheduled through the United Way, the Free Library of Philadelphia, and at provider sites throughout the city, and cover a wide variety of approaches including independent reading, interactive read aloud, writing, and literacy games that are immediately useful for DHS OST staff.
- STEM Focus. Science, Technology, Engineering and Math (STEM) can be infused with existing activities. A Learning Coach provides on-site technical assistance to assist providers to provide STEM infused programming.
- Technical Assistance is provided through regular on-site visits by trained Literacy Coaches who provide coordination with Free Library of Philadelphia resources, program planning, feedback to group leaders, professional development, and options for data collection and analysis and more.

- Observation Opportunities are available at several sites including two elementary level Youth Education for Tomorrow (YET) demonstration sites that provide observation opportunities of high quality literacy-supported PBL programming for the Philadelphia OST community.
- Data Collection and Analysis can be provided to help programs choose appropriate outcome measures and assess impact of training, professional development, and overall program quality.

The Health Promotion Council

With funding through the Healthy Kids, Healthy Communities initiative and the Philadelphia Department of Public Health's Get Healthy Philly Initiative, the Health Promotion Council created ten nutrition and physical activity guidelines for all non-school hour programs. (See **Appendix A** for these Healthy Living and Physical Activity Guidelines) In FY 2013, DHS OST programs incorporated three of the ten guidelines as an introduction to these standards. In FY2014 all OST programs will be required to comply with all ten guidelines. For more information, visit the Department of Public Health's website at <http://foodfitphilly.com>, or Health Promotion Council's website at hpcpa.org. Professional development opportunities and a toolkit are available for all providers.

Out of School Time Resource Center

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

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

Philadelphia Youth Network (PYN)

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

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

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

- Oral communication

DHS will continue to provide older youth with a work experience through this partnership in FY 2014.

Philadelphia Parks and Recreation

To have an intentional connection within Philadelphia neighborhoods is a core function for the Deputy Mayor's Office for Environmental and Community Resources; and collaboration with DHS is an important part of this process. Increased partnership is a priority for DHS and the Department of Parks and Recreation (P&R) to maximize resources for Philadelphia youth. In FY 2014, eight OST programs are located in Recreation Centers, as a means of collaboration between the DHS and P&R systems.

School District of Philadelphia

The School District of Philadelphia is committed to establishing effective partnerships and collaborations that further enhance student opportunities for extended and complementary learning opportunities. Further, the District is committed to working with school-based OST providers to ensure that opportunities that occur after the school day align with school day activities and serve the students most in need of the programs.

The following outlines guiding principles for effective school and provider relations:

- Ongoing communication between the school and the external provider regarding all aspects of programs taking place after the school day ends;
- Clearly defined roles, responsibilities and tasks;
- Availability of a menu of activities and services that are aligned with and support the mission of the school;
- Common understanding about use of school space (designated and/or shared);
- Shared identification of appropriate students for activities and services; and
- Shared opportunities for family input and involvement

Memorandum of Understanding

OST providers' efforts to enhance communication with the District are strengthened by the creation of a Memorandum of Understanding (MOU) between the City and the School District. This legal, binding document outlines the general expectations and arrangements for use of public school buildings for hosting OST programs. The MOU includes site specific Collaboration Plans. In the Collaboration Plan, the provider and principal will indicate agreement on site-specific details and predetermined responsibilities (e.g. space allocation and sharing, days and times of operation, information sharing, food service). Collaboration Plans must be developed annually, as the MOU will be signed annually. All programs operating in a School District of Philadelphia school in FY 2014 will need to complete a Collaboration Plan. PHMC expects to begin work with providers in late summer for completion of Collaboration Plans by October 1, 2013. Compliance Specialists will monitor the implementation of the Collaboration Plans throughout the fiscal year. (See **Appendix B** for a copy of the FY 2014 SDP MOU Collaboration Plan)

PROGRAMMING OVERVIEW

DHS Goals and Outcomes

In FY2013, DHS prioritized youth impact as an important objective in determining whether the OST project was integral in ensuring positive outcomes for children and youth. In partnership with OST providers and PHMC, DHS led an extensive strategic planning process to identify desired outcomes for OST youth participants. After a number of stakeholder meetings and planning sessions, six youth outcomes categorized within three goal areas were clearly defined. These goals and outcomes will be used by providers to guide activities and will be evaluated as a part of the contract between providers and PHMC.

Goal Area 1: Life Skills

Create opportunities that focus on building youth assets and strengths as they transition through the various stages of their development.

Goal Area 2: Academic Enrichment

Support youth to develop skills needed to achieve school success as demonstrated by grade promotion and high school graduation.

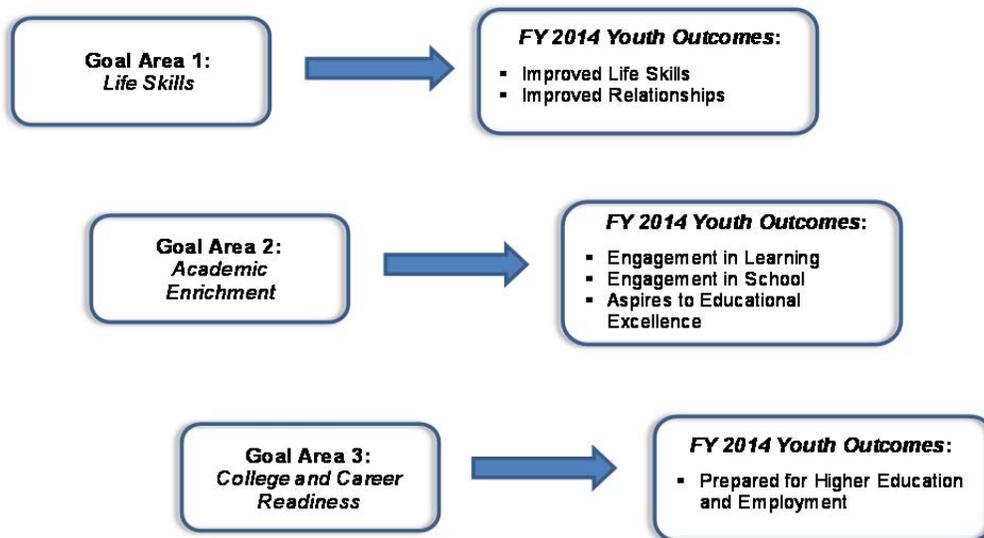
Goal Area 3: College and Career Readiness

Youth actively participate in college and career readiness activities that contribute to clearly-defined, post-secondary goals.

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

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

Diagram 1: DHS OST Project Goal Areas and Youth Outcomes



Quality of Program

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

Core Standards

Providers must ensure that program operations are consistent with fiscal, quality, health, safety, and data-collection requirements, including, demonstrably and consistently providing activities for youth according to the *Core Standards for Philadelphia Youth Programs*. A copy of the *Core Standards* is available at http://www.sp2.upenn.edu/ostrc/docs/core_standards/Intro_Core_Standards.pdf

The *Core Standards* focus on the following eight areas of program operation:

- Human Relationships
- Program Planning
- Program Implementation
- Activities
- Program Administration
- Indoor Environment
- Outdoor Environment
- Safety, Health, and Nutrition

Healthy Living Guidelines

Providers must ensure that programs operate in a manner consistent with the ten healthy living and physical activity guidelines outlined in **Appendix A**. Applicants may reference the Healthy Living Guidelines toolkit at

http://www.hcpa.org/site/index.php?option=com_content&view=article&id=77&Itemid=55 to obtain helpful tips and resources for implementation.

Pennsylvania Department of Public Welfare Licensure and Keystone STARS

All elementary model OST programs are required to possess a current Certificate of Compliance from Department of Public Welfare (a DPW License). Licensure provides guidance regarding minimum health and safety standards for program operation, and is required by law. Elementary model OST providers are to provide their Compliance Specialist with a current copy of the Certificate of Compliance issued by DPW. For more information about childcare licensing, please go to <http://www.pacode.com/secure/data/055/chapter3270/chap3270toc.html> for an electronic version of the Pennsylvania Childcare Regulations (Title 55, Chapter 3270 of the Pennsylvania Code), or call the Southeast Office of Child Development and Early Learning at 800-346-2929.

PHMC provides a number of supports for providers seeking and maintaining licensure. PQAS credit-bearing professional development opportunities will be offered, live and online, to help OST staff complete the training hours required annually by DPW. Additionally, workshops and technical assistance will be offered to aid OST providers in meeting the childcare regulations.

DPW licensed programs will continue to be encouraged to pursue the highest possible STARS level in Keystone STARS (Standards, Training/Professional Development, Assistance, Resources, and Support). Keystone STARS is an initiative of the Pennsylvania Office of Child Development and Early Learning (OCDEL) to improve, support, and recognize the continuous quality improvement efforts of early learning programs in Pennsylvania.

The Keystone STARS Performance Standards provide the foundation for the program. The Performance Standards are grouped into four levels: **STAR 1**, **STAR 2**, **STAR 3**, and **STAR 4**. Each level builds on the previous level and utilizes research-based best practices to promote quality early learning environments and positive child outcomes. The standards address staff qualifications and professional development, the early learning program, partnerships with family and community, and leadership and management. Keystone STARS is managed through a partnership of the Office of Child Development and Early Learning (OCDEL) and the Pennsylvania and Regional Keys. (http://www.pakeys.org/pages/get.aspx?page=Programs_STARS)

Since July 1, 2010, PHMC is the Southeast Regional Key, providing professional development, technical assistance, grants, and other support to provider enrolled in Keystone STARS.

Activities and Learning Approach

All after school and summer programming will operate according to models specific to the age group of the youth served; the names of the models follow the age of the youth served: elementary, middle, and high. Programming within each model should include a mix of structured activities and unstructured activities.

Unstructured activities are supervised activities that do not involve sequenced lesson plans or require regular attendance by participants, but offer open access to resources such as the gym, game room, computer lab, teen lounge, or quiet zone. (Concept Paper for NYC Beacons, 2012). These types of activities should be included in the schedule, but should be time bound in order to ensure the appropriate focus on structured activities as a way to build youth's skills and meet the outcomes for the project.

Structured activities are sequenced activities that require regular attendance for a specific period in order to achieve specified learning or skill gains. Examples might include a project to improve math or reading skills using a curriculum/lesson plan that moves participants from one skill level to the next; curriculum-based dance or arts programs; a drama class that leads up to a performance; GED preparation, ESOL, or

computer skills programs; a team sport that teaches youth the basic skills needed to play successfully, knowledge of the rules, and winning strategies; and service projects.

The project based learning approach, experiential learning, and service learning are required methodologies for structured activities. Guiding definitions and example activities for each of these methodologies is provided below.

Project based learning emphasizes:

- **Depth of understanding** rather than content
- **Comprehension of concepts and principles** rather than knowledge of facts
- **Development of complex problem-solving** rather than building skills in isolation
- **Youth voice** rather than a fixed curriculum
- **Opportunity for increased structure and rigor in the out of school time setting**
- **Opportunity to observe and measure youth skill development**

(<http://www.gvedfound.org/RESEARCH%20INFO.htm>)

Experiential Learning occurs in a context that is personally relevant. This type of learning provides youth with a real world or simulated real world experience to promote learning. It emphasizes:

- **Critical thinking**
- **Problem solving**
- **Decision making Reflection**

(http://www.unesco.org/education/tlsf/mods/theme_d/mod20.html)

Service Learning provides opportunities for youth to address complex problems in complex settings, while fostering a sense of belonging and commitment to the community. It emphasizes:

- **Service in the community**
- **Participation as defined by more than one episode of volunteer service**
- **Teamwork and engaged citizenship**

(http://www.servicelearning.org/what_is_service-learning/characteristics)

PHMC requires that structured activities be offered as part of a clearly defined program cycle, since structured activities must be delivered over a specified period to ensure a change in skill/knowledge. A cycle is a pre-defined period (e.g. summer, a single month, or a number of weeks). Providers will determine cycles within the required timeframes based on the ages of youth served and the complexity of the activities.

Program cycles for elementary models should last 3-5 weeks. Program cycles for middle models should last 4-6 weeks. Program cycles for high models should last 4-10 weeks. During the summer, programs should plan to provide structured activities for at least 6-8 hours per week. During the school year, programs should plan to provide structured activities for at least 3-4 hours per week for elementary youth. For middle and high school providers structured activities should account for approximately fifty percent of the monthly target hours. To ensure continuous quality program activities, there should be no more than a two-week break in between program cycles. This two-week period should be used to plan for the next program cycle, as well as collect and record required data from the completed cycle into PCAPS. Providers should communicate and work with their Program Specialist to plan for any variations from these recommendations regarding cycle length or weekly number of hours for structured activities.

Regardless of the learning approach, all structured activities must be intentional, well-planned, and result in a culminating event, product, or portfolio that provides tangible evidence that youth had a meaningful learning experience during the program cycle. This will be a key performance metric in FY 2014.

Providers will need to work closely with Program Specialists to ensure that the selected learning approach is delivered effectively to optimize the youth's learning experience. Providers will be expected to: 1) develop clearly defined driving questions or learning objectives; 2) develop detailed planning forms or lesson plans that support the driving question or learning objective; 3) provide a sequence of robust activities as part of these plans; and 4) provide documentation of reflection and youth evaluation.

During the school year component, of FY 2014 PHMC will support programs to implement activities which also directly address one of the system defined youth outcomes.

Elementary

Providers operating the Elementary model will receive professional development, technical assistance, and coaching to implement OST activities which focus on the youth outcomes related to increased engagement in learning and school. Primary emphasis will be on promoting best practices in homework help among program staff. A secondary emphasis will be on increasing opportunities for problem solving and critical thinking skills through the implementation of structured activities.

Middle

Providers operating the Middle model will receive professional development, technical assistance, and coaching to implement programming which focuses on the youth outcome related to improved life skills and relationships through the implementation of structured activities. Programs are encouraged to use the club format as a means of engaging youth in areas of interest. A secondary emphasis will be on preparing youth for successful transition to high school. Programming at this level will support the successful transition of youth to high school and their first work experiences.

High

Providers operating the High model will receive professional development, technical assistance, and coaching to implement programming which focuses on the youth outcome related to improved life skills and relationships through the implementation of structured activities. A secondary emphasis will be on the youth outcome related to preparation for higher education and employment. Programming at this level is designed to prepare youth for the successful transition of youth to college and work experiences.

Structured Activities Documentation

Providers will be required to complete and maintain the following program cycle documentation, and ensure it is accessible for review by PHMC staff. Alternate templates or forms should be discussed with your Program Specialist to ensure that these meet the requirements of the contract and that they capture information that will lead to accurate documentation of outcomes.

- Project Based Learning Planning Form or alternative documentation that outlines the learning objective, emphasizes 21st Century Skills, includes a detailed activity plan, and demonstrates the scope of the project
- Task Lists (Group or Individual) or alternative documentation that demonstrates individual or group activities/assignments
- 21st Century Skills Rubric (completed by staff for each youth) – Starting in the school year of FY 2014, providers will be required to enter rubric data into PCAPS. See **Appendix C** for a copy of the rubric
- Debriefing Form (completed by youth, part of debriefing process)

In addition to offering project based learning, experiential, and/or service learning in all models, PHMC recommends following best practices and evidence based practices in youth development to guide afterschool programming.

Required Operational Days and Hours

Summer

All summer programs, regardless of location will operate for at least 29 days from Monday, July 1, 2013 to Friday, August 9, 2013. High School model summer programs will be funded via contract with the Philadelphia Youth Network.

Elementary and middle programs not located in School District of Philadelphia buildings that operate past August 9, 2013 are allowed to enter attendance through August 30, at their discretion. Providers wishing to do so should speak with their Compliance Specialist regarding the implication for slot utilization.

Elementary

- During the summer, programs are required to operate Monday to Friday for at least eight hours per day
- Enrolled youth are expected to attend at least four days per week.

Middle

- During the summer, programs are required to operate Monday to Friday for at least six hours per day
- Enrolled youth are expected to attend at least three days per week.

High

- Follow requirements of Philadelphia Youth Network Internship and/or Service Learning model

School Year

All funded programs will operate school year programming for a minimum of 175 days between Monday, September 16, 2013 and Friday, June 20, 2014. For all models, programming must be offered for a minimum of three hours each day, starting immediately after the school day ends.

Providers will be required to complete the PCAPS school year calendar before the commencement of school year programming. Via this calendar, providers will be able to indicate all days of programming planned, including the day type – partial, half, full, professional development – as well as closed days. Providers should update their calendars at least monthly or as soon as changes are finalized.

Each model has contractual requirements related to attendance and utilization. The following outlines the expected dosage per model.

Elementary

- During the school year, programs are required to operate Monday to Friday for at least three hours immediately afterschool, generally from 3:00 pm to 6:00 pm
- Enrolled youth are expected to attend at least four days per week.

Middle

- During the school year, programs are required to operate Monday to Friday for at least three hours immediately afterschool, generally from 3:00 pm to 6:00 pm
- Enrolled youth are expected to attend at least three days per week.

High

- During the school year, programs are required to operate Monday to Friday for at least three hours immediately afterschool, generally from 3:00 pm to 6:00 pm
- Enrolled youth are expected to attend at least two days per week

PHMC acknowledges the potential need for flexibility within these hours of operation to maximize service to youth and will consider requests for operation from the time of school dismissal until 7:00 p.m. on weekdays. Please note that there is a cost associated with use of School District of Philadelphia facilities after 6:00 p.m.

See **Appendix D** for the Hours of Operation Authorization Form and associated instructions for programs who wish to operate outside the 3-6 p.m. timeframe.

Final approval for all hours of operation requests will be made by PHMC. Written appeals to final approvals for all hours of operation requests may be submitted to DHS.

Special Events

PHMC acknowledges the various opportunities for special events that occur outside of regularly scheduled program hours. Some examples of these special events may include, but are not limited to, college tours, career fairs, or project related events. To support the middle and high school providers in having youth meet their monthly target hours, PHMC may allow providers to credit youth for participating in special events that specifically relate to structured activities or the provider's organizational mission.

Please use the Special Events Request Form (**Appendix F**) to request special event hours credit toward youth target hours. Please submit the completed form directly to the assigned Program Specialist at least two weeks in advance of the event date. Any requests received on or after the date of the event may be denied.

Model Adherence Waiver

Programs are to serve youth according to the grade levels by model (Elementary – K-5, Middle – 6-8, High – 9-12). In order to accommodate family or community need, programs are allowed to enroll a number of youth, up to 10% of their slot level, outside of the model's grade range as follows. Where a program is located in a School District K-6 or 5-8 public school, the program may serve 6th graders or 5th graders, respectively.

- 6th graders may be allowed into elementary programs
- 5th graders may be allowed into middle programs
- 8th graders may be allowed into high programs.

To request authorization, providers must submit a Model Adherence Waiver Form (See **Appendix E**) to their Program Specialist. Prior PHMC approval must be granted before youth may be enrolled. PHMC will provide written approval or disapproval within three business days of the request submission. Written appeals to model adherence waiver decisions may be submitted to DHS.

Professional Development

As per the Core Standards, professional development is a critical requirement for all OST program staff (i.e., all paid staff, interns, subcontractors, and community volunteers that count toward staff/child ratios). Providers should develop training plans for each employee targeted at the individual training needs. Training hours can be prorated based on the number of days worked by employees on a weekly basis. Program staff should receive three hours of training for each day per week they are regularly scheduled to work with youth. (For example, a staff member who regularly works five days per week needs 15 hours

of training during the year, while a staff member that regularly works three days per week needs 9 hours training during the year).

This year, PHMC will serve as a primary provider for professional development by offering a number of live and online workshops, webinars and select on-site professional development sessions. The United Way will continue to provide professional development, most of which will be targeted at building the skills of site directors.

PHMC's professional development offerings will focus on core OST content.

The Core Series will include the following:

- Links to Learning (Fundamentals of Youth Development)
- DHS OST Outcomes and Program Assessment
- Philadelphia Core Standards
- PCAPS Orientation
- Mandated Reporting of Suspected Child Abuse

PHMC and DHS are committed to ensuring that all OST staff have a baseline knowledge. To that end, the Core Series, with the exception of the Links to Learning training will be mandatory for all staff within 60 days of hire or by October 31, 2013. These courses will be offered online and will be accessible 24 hours per day. Each will include a test on the content covered; participants will need to pass this with 80% accuracy in order to complete the course. These courses will also be offered as in-person workshops. Links to Learning can only be completed through an in-person workshop. Sessions will be offered throughout the year, with the expectation that staff complete the training by December 1, 2013, or within 90 days of hire.

Additional workshops will be available throughout the year, including multiple workshops on project based learning, service learning, classroom management, homework help best practices, and program administration, among others. Providers should work with Program Specialists to review the professional development offerings and identify the workshops that most meet their agency's needs. PHMC will also offer additional formats of professional development including community-based learning communities and model specific topic-based roundtables. PHMC led workshops will provide Pennsylvania Quality Assurance System (PQAS) credit. All non-Core Series trainings facilitated by PHMC will require a \$5 payment at the time of registration.

Providers will be required to access professional development via the PHMC-managed Philly OST University online learning management system. All staff will be required to register for training via this system. Staff will need an active email address in order to register and use the system. PHMC will also utilize Philly OST University for meeting and event registration, registration for in-person workshops (including those offered by ASAP and the Free Library), and registration for PHMC-hosted webinars. Philly OST University is scheduled to launch on August 1, 2013. Providers will receive relevant training and support in using this system.

The United Way will provide a tailored series of trainings for site directors regarding facilitating staff learning, effective delivery of programming based on program strategies, and outcomes measurement. In addition, United Way will offer First Aid/CPR and workshops including adolescent development, disability awareness and inclusion, and social and emotional learning. Providers will continue to access United Way offerings through their website.

Providers are highly encouraged to access trainings via the PA Keys system. Several offerings of First Aid/CPR, Fire Safety, and Supervision and Safety are available, in addition to offerings such as the School Age Care Credential. PHMC remains committed to meeting the needs of all providers, and is working to ensure that a clear record of hours is recorded to meet contract requirements of both the OST and the Keystone STARS system.

The integrated approach to professional development that will be used in FY 2014 ensures that staff members have the training and support required to implement high quality programming for Philadelphia's youth.

Program/Service Location

All OST program activities must occur at the designated program site, unless otherwise specified in the application or approved by a Program Specialist.

Requests for site or slot relocation must be made using the Slot Change/Distribution and Relocation Request Form (**Appendix G**). An elementary program relocating from a DPW licensed facility should have a Certificate of Compliance for a new location before the move can be approved by PHMC. Providers should notify their Program Specialist as soon as the need to move is determined, allowing PHMC to work in partnership with the provider for relocation to a suitable facility in a timely manner. Written appeals to change in program/service location requests may be submitted to DHS.

Grievance and Complaint Resolution Procedure for Participants

Programs must establish a grievance and complaint resolution procedure for participants. This procedure must address both program and criminal complaints, and include timeframes and steps for filing a complaint, securing an informal conference and hearing, and gaining formal resolution. Finally, notice of recourse must be provided

Enrollment and Service Requirements

PHMC cannot pay for services provided to youth who reside outside the City of Philadelphia. PCAPS will restrict the address field on the client enrollment screen to Philadelphia, Pennsylvania.

Providers must make every effort to recruit and enroll youth involved in or at risk for involvement in the DHS Children and Youth Division (CYD) and the Juvenile Justice System (JJS). In FY 2014, DHS staff will work closely with OST Providers to identify, refer and enroll DHS-involved youth.

Providers may over enroll to ensure that attendance levels are met. For the elementary model, PCAPS allows providers to enroll the number of youth up to 150% of their slot level. (For example, an elementary program with 50 after-school slots will be allowed to enroll up to 75 after-school youth active in PCAPS). For middle and high models, PCAPS allows provider to enroll up to 400% of their slot level. (For example, a middle or high school model with 50 after-school slots will be allowed to enroll up to 200 after-school youth in PCAPS).

In order to earn their full contract, providers must attain the following levels of enrollment and utilization according to the timeline specified.

Summer

1. Enrollment to slot level by June 30, 2013
2. Slot utilization as follows during the summer program period

- a. Elementary model – 90% slot utilization (i.e. average daily attendance equal to 90% of the slot level)
- b. Middle Model – 60% slot utilization (i.e. a number of youth equal to 60% of the slot level attending the program for at least 80 hours each)

School year

All programs will have the same payment mechanism, based on their program model as outlined below.

1. Elementary Model
 - a. Enrollment to slot level by September 13, 2013
 - b. Slot utilization to at least 90% by September invoice
 - c. Youth are present for at least 90 minutes
 - d. Sustain a monthly slot utilization level of 90% throughout the rest of the school year
2. Middle Model
 - a. Enrollment to slot level by September 13, 2013
 - b. Slot utilization to at least 60% by September invoice
 - c. Sustain a monthly slot utilization level of 60% throughout the rest of the school year (i.e. a number of youth equal to 60% of the slot level each attending the program for at least 25 hours per month)
3. High Model
 - a. Enrollment to slot level by September 13, 2013
 - b. Slot utilization to at least 80% by September invoice
 - c. Sustain a monthly slot utilization level of 80% throughout the rest of the school year (i.e. a number of youth equal to 80% of the slot level each attending the program for at least 15 hours per month)

Staffing

Qualified, capable, and consistent staff are key to programmatic success. The provider shall ensure that adequate staffing exists at the program. The descriptions below align with DPW, PHMC and DHS understand that programs which serve older youth may choose to follow the time allocations (Percent of FTE), while not adhering to requirements regarding education and credentials. Please note, these requirements are based on enrolled number of youth, not slot level.

The following staffing pattern is required:

- One (1) Site Director who is present on site for at least 20% of the program's operational hours (at least one day per week). The Site Director must have attained one of the following qualification levels:
 - Bachelor's degree from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field with one (1) year experience with children;
 - Bachelor's degree from an accredited college or university in any field, including 30 credit hours in early childhood education, child development, special education, elementary education or the human services field with two years experience with children;
 - Associate's degree from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field with three years experience with children; **OR**
 - Associate's degree from an accredited college or university, including 30 credit hours in early childhood education, child development, special education, elementary education or the human services with four years experience with children.

- For programs with 46 or more enrolled youth, one full time (at least 30 hours per week) Group Supervisor who is present on site during 100% of the program’s operational hours. The Group Supervisor must have attained one of the following qualification levels:
 - Bachelor’s degree from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field;
 - Bachelor’s degree from an accredited college or university, including 30 credit hours in early childhood education, child development, special education, elementary education or the human services field and one year experience with children;
 - Associate’s degree from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field and two years experience with children; **OR**
 - Associate’s degree from an accredited college or university in any field including 30 credit hours in early childhood education, child development, special education, elementary education or the human services field and three years experience with children.
- For programs with 45 or fewer youth enrolled, a Site Director may also function as a Group Supervisor. An individual who functions in this dual capacity must meet the responsibilities and qualifications of a Site Director.
- For a program in which more than 45 youth are enrolled, a Group Supervisor is required for the first group of 45 enrolled youth and for each group or partial group of 45 additional enrolled youth.
- For each group of 12 youth (for grades K-3) and 15 youth (for grades 4-12) enrolled, one additional Assistant Group Supervisor (group leader) who works 100% at the program site during program hours is required. The Assistant Group Supervisor must have attained one of the following qualification levels:
 - A high school diploma or a general educational development certificate and 30 credit hours from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field;
 - A high school diploma or a general education development certificate, including 600 or more hours of secondary training described in DPW’s Regulation: 3270.31(c);
 - A high school diploma or a general educational development certificate, 15 credit hours from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field and one (1) year experience with children;
 - A high school diploma or a general education development certificate and completion of a post-secondary training curriculum described in DPW’s Regulation: 3270.31(c); **OR**
 - A high school diploma or a general educational development certificate and two (2) years experience with children.

These staffing guidelines are based on DPW minimum requirements to satisfy the basic health and safety needs of school age youth; additionally **PHMC strongly recommends that elementary and middle school programs seek to align staff qualifications with the requirements outlined by the PA Keys in the Career Lattice found at <http://www.pakeys.org/uploadedContent/Docs/PD/Career%20Lattice.pdf>.**

In addition, PHMC’s experience has been that programs that allocated more staff time for program planning and training outside of program hours were generally more successful at implementing high-quality programming – and specifically well implemented structured activities – than those programs that used minimal or no planning time.

To ensure youth safety, the Site Director must have a cell phone and this number must be entered into PCAPS. To ensure smooth communication, all staff must have e-mail addresses that are provided to

PHMC via PCAPS. Providers must notify PHMC, via PCAPS, of any changes in full time positions. In addition, providers are required to update contact information, monthly, via PCAPS. Failure to provide current contact information may result in an invoice being held.

Providers must ensure that all part-time, full-time, volunteer and youth staff persons sign a confidentiality agreement that is consistent with the guidelines outlined in the contract.

Program Fees

PHMC requires that providers have a written fee schedule that is submitted to their Program Specialist and posted on site at the program. The fee schedule should include a sliding fee scale, which specifies a charge of zero or offers a scholarship for those families who are unable to pay. DPW licensed programs with Child Care Information Services (CCIS) subsidy should ensure that the OST and CCIS fee schedules align. No child should be excluded from the program because of the family's inability to pay for the service. In addition, the provider may not use payment or lack thereof, as a means of prioritizing which children and youth receive services. The fee schedule must be distributed as a part of the enrollment packet, and all program staff must be trained in implementing the fee policy.

Program Schedule

Providers are required to maintain a current program calendar in PCAPS, as well as post a detailed program schedule on site. All program schedule changes must be communicated to the Program Specialist in a timely manner.

Serious Incidents

All serious incidents require notification to PHMC within 24 hours of the incident occurring. These include, but are not limited to, inpatient hospitalization or emergency room treatment of a child receiving service in a PHMC funded program, death of a child receiving service in a PHMC funded program, or a facility fire that requires the service of a fire department.

Each provider is required to follow the Procedures for Reporting Serious Incidents, included in **Appendix H**. In addition to those procedures, each provider is required to fill out the Serious Incident Report Form (**Appendix H**) and to submit the form to the designated PHMC staff within 24 hours of the incident. The provider is also responsible for immediately informing the Principal of the host school of the incident (for programs located in School District of Philadelphia buildings) and in other locations, the owner's designee.

For any incident that does not necessitate use of the Serious Incident Reporting Form, but is serious enough to inform PHMC, providers should submit an incident report on agency letterhead outlining the details of the incident, including who was involved, and how the incident will be addressed. All incident reports should be scanned and email to the assigned Program Specialist or faxed to 215-825-8217. During FY 2014, PHMC will transition to an online serious incident reporting system via PCAPS. Providers will be notified when the change takes effect. Relevant training and support will be provided to facilitate the transition.

Development and Fundraising

The provider shall create a development and fundraising work plan and comprehensive timeline for the contract period. The goal of this plan is to secure cash resources, of at least 15% of the total OST program budget. This plan should include private and public grants and contributions, as well as, childcare or other subsidies. The provider shall report, as part of its budget and financial reporting, all other sources of income, including revenues generated from fees and subsidies.

Liability Insurance

Providers must submit an insurance certificate to Public Health Management Corporation. In no event shall work be performed until the required evidence of insurance has been furnished to PHMC. Please see the Insurance Checklist (**Appendix I**) for the contractually specified insurance requirements.

Subcontracting Standards

In order to ensure consistent programmatic quality and administrative processes, subcontractors are held to the same standards as providers. All subcontractors should have a contract with the lead agency, outlining all subcontractor obligations and references therein to the provider's contract with PHMC. It is the responsibility of the provider to ensure that programs operated by subcontractors adhere to all standards including, but not limited to: Criminal history record information, ChildLine clearances and FBI clearances (effective July 1, 2008) for all adult staff and volunteers working with children, as defined in Requirements issued by the City Law Department. (See detailed information in Clearances in the Staff section of this document.)

PROGRAM SPECIALIST PROCEDURES

Providers are assigned a Program Specialist. In some instances, multi-site providers may have more than one Program Specialist.

The role of the Program Specialist is to provide technical assistance support to providers to achieve quality programming. On an operational level, this support includes maintaining all necessary programmatic and fiscal requirements required by the PHMC contract. Specialists will support providers in the following ways: site assessments; technical assistance; analysis of PCAPS data; access to professional development opportunities; and convening of provider meetings.

Self-Assessment

All providers will be required to complete the Pennsylvania Statewide Afterschool and Youth Development Network (PSAYDN) Self-Assessment Tool during the early part of the school year component. Program Specialists will guide each site through this process and work with the data to further support programs. PHMC views this practice as a method of enhancing targeted technical assistance, as well as continuing to be provider centered in offering timely technical assistance and longer-term program support.

Technical Assistance and Coaching

PHMC's technical assistance (TA) program is designed to enhance the effectiveness of program quality and fiscal management. In FY 2014, PHMC Program Specialists will offer multiple forms of technical assistance and coaching. Program Specialists will continue to offer short-term technical assistance based on site visit observations, as well as need-based targeted technical assistance.

Program Specialists will develop quality improvement plans with providers around the specific program quality area or around the target outcome area where applicable. These plans will be entered into PCAPS and will include benchmarks.

Site Assessment

Program Specialists will conduct two site assessments during the school year. The Program Specialist will announce his/her arrival to the site director or designee. The length of the assessment varies but will ensure that the Specialist has observed multiple activities.

Program Specialists will support the implementation of structured activities that use a project based learning (PBL), experiential learning, or service learning approach. Program Specialists may schedule a visit to observe and evaluate these activities as outlined on Project Based Learning planning forms or alternate forms. Additionally, Program Specialists will request to see structured activity documentation during every site visit. Documentation should be kept on site as providers continue to build program libraries of high quality activities and develop their own best practices.

The Program Specialist will debrief with the Site Director or designee at the end of each visit. Following the site assessment the Program Specialist will complete a site assessment that summarizes observations; quantitatively scores; identifies program best practices and program highlights; addresses concerns and compliance issues; and makes recommendations regarding improving program quality and performance. The Site Assessment Report will be available for review in PCAPS within 10 business days of the visit. See **Appendix J** for a copy of the Site Assessment Report template as well as guidance on interpreting site assessment scores.

COMPLIANCE SPECIALIST PROCEDURES

Each provider agency is assigned a single Compliance Specialist. Compliance Specialists are responsible for ensuring provider administrative success. This includes assisting providers in complying with fiscal and contractual requirements, developing budgets, and completing fiscal invoicing and reporting. Compliance Specialists also provide PCAPS Help Desk functions.

Health and Safety Site Visits

Compliance Specialists will conduct Health and Safety Site Visits to middle model programs that are not DPW licensed and to high model programs. Middle model programs will be visited once during the summer and at least once during the school year. High model programs will be visited at least once during the school year. See **Appendix K** for a copy of the Health and Safety Checklist.

Administrative Review

Compliance Specialists will conduct administrative reviews at least once during the fiscal year to verify that:

- Providers are in possession of compliance documentation for staff (clearances, confidentiality statement, and health assessment) and youth (program application form, DPW Emergency contact form, health assessment, and OST and SDP consent forms) and that the documentation matches the compliance data entered into PCAPS
- Providers' attendance records match what was invoiced via PCAPS
- Providers' possess adequate back up documentation for high school incentives invoiced via PCAPS

These reviews will be scheduled in advance and may be held at the provider's site or at PHMC offices. The Administrative Review Report will be available in PCAPS within two weeks of the review date.

Attendance Procedures and Attendance Audit

All providers will be required to use the sign-in/out sheet generated by PCAPS. See **Appendix L** for a sample sign-in/out sheet, as well as directions on how to print the sign-in/out sheets from PCAPS.

The complete Sign-In/Out procedure is as follows:

- All children grades 3 and above must sign themselves into the program each day with their full name and time of arrival.
- Children grades K-2 may be signed in by a program staff person, or sign themselves in.
- All children and/or their parents and/or caregivers must sign themselves/their children out each day with their full name and time of dismissal.
- Staff may not sign in or sign out on behalf of children or their parents or caregivers.
- PCAPS attendance data must match the recorded sign-in and sign-out names and times within 15 minute time intervals.

In order to confirm the validity of the attendance entered into PCAPS, at least one attendance audit will be completed annually for each site as part of the administrative review outlined above. The audit may include both summer and school year dates. Dates being audited will not be communicated in advance. Programs are subject to full audits where attendance audit findings reflect a high error rate.

To conduct the audit, Compliance Specialists will validate daily attendance and sign-in/out sheet entries. For Elementary models, the focus will be on verifying individual attendance occurrences against PCAPS data entry. For Middle and High models, the focus will be on verifying an individual youth's attendance

for an entire month to ensure that the attendance sheets support that the minimum service hours were provided.

In order to receive credit for attendance of any youth, the following is the minimum number of hours required on the attendance sheet:

	Summer	School Year
Elementary Model	4 hours of attendance per youth for each day in attendance for the entire summer program	90 minutes of attendance per youth for each day in attendance
Middle Model	80 hours of attendance per youth during the entire summer period (this will be prorated where the youth is enrolled for a partial month)	25 hours per month of service (this will be prorated for months where there are less than 18 operational days, or for where the youth is enrolled for a partial month)
High Model	Not applicable, as the summer programs are operated via contract with the Philadelphia Youth Network	15 hours per month of service (this will be prorated for months where there are less than 18 operational days, or for where the youth is enrolled for a partial month)

Monetary adjustments will be made as follows:

- ◆ For Elementary models – For each instance of over or under billing, where the error rate is 5% or greater
- ◆ For Middle and High models – For the entire month of a youth’s attendance, where the error rate is 5% or greater

High School Incentive Audit

In order to confirm the validity of the incentive audit amounts entered into PCAPS, at least one High School incentive audit will be completed annually for each High School model site as part of the administrative review outlined above. Any variance between the amount invoiced and the amount verified will be adjusted on the next submitted incentive invoice.

Non-Compliance Procedures

PHMC strives to work collaboratively with OST providers in ensuring that all contract requirements are fulfilled. PHMC provides details of operational requirements via the contract, in ongoing communication between providers and Compliance Specialists and Program Specialists, and via technical assistance provided by Compliance Specialists and Program Specialists. Specialists support providers by making suggestions and providing resources and hands on assistance, where needed, in addressing program issues. Providers are expected to communicate with PHMC staff to seek clarification on contract requirements, as needed. PHMC staff do their best to create a relationship with providers based on trust, professionalism and mutual respect and one that assumes that providers are intent on meeting the requirements.

In the event where providers remain non-compliant, despite the efforts of the Specialists to help providers resolve contract non-compliance, PHMC will issue a Findings Report to the provider, with a copy to the City of Philadelphia, Department of Health and Human Services. The above collaborative process and open communication between the provider and PHMC will greatly reduce the need for the issuance of

Findings Reports. Providers may provide a written response to Findings Reports, per the directions outlined in the report.

REPORTING REQUIREMENTS

Youth Information

The following information must be present in each youth's file and be available for Compliance Specialist review during site visits or as part of the administrative review:

- Program Application
- Means Test Worksheet (MTW)
- DPW Emergency Contact/Parental Consent form
- Child Health Report Form
- OST Consent Form (needed within 30 days of enrollment)
- School District of Philadelphia Consent Form, if applicable (needed within 30 days of enrollment)

Program Application

A program application with parent/guardian signature authorizing the youth's participation in the program must be in the youth's file.

Frequency: *Completed annually or as otherwise outlined in program materials.*

Means Test Worksheets (MTWs)

The Means Test Worksheets (MTW) must be completed in PCAPS for every child participating in any OST program.

Frequency: *Within 30 days of enrollment and then updated annually thereafter.*

Emergency Contact/Parental Consent Form

Each child's caregiver must sign the Emergency Contact/Parental Consent Form authorizing the child to participate in the program. Caregivers receive a copy of the signed form, and the original should be kept in the participant's file at your agency. The provider enters the date that the form was signed into PCAPS. See **Appendix M** for a copy of the Emergency Contact/Parental Consent Form.

Frequency: *Must be updated every six months by a parent/guardian*

Child Health Report Form

Parents must return a Child Health Report Form that has been completed by a physician. Providers must retain completed reports in youth files and enter the date of the child's physical in PCAPS. See **Appendix N** for a copy of the Child Health Report Form.

Frequency: *Within 60 days of enrollment and then at 6th grade and at 9th grade.*

OST Consent Form

This form notifies parents that the data collected at enrollment will be placed in PCAPS, indicates how this data will be used, and seeks permission from parents for youth to participate in PHMC administered, OST-related surveys or focus groups. (See **Appendix O** for a copy of the OST Consent Form)

School District of Philadelphia Consent Form

This form notifies parents of their Federal Education Rights and Privacy Act (FERPA) rights, seeks permission from parents for PHMC and the City to have access to their child's education records, and informs parents how this information will be used. (See **Appendix P** for a copy of the School District of Philadelphia Consent Form)

Staff Information

Providers are required to maintain current information in PCAPS for all staff paid with PHMC funds. Providers are required to enter relevant dates (date of service or date form was completed, depending on form) regarding the following in PCAPS. This information must be updated prior to each month's invoice.

OST staff members should be listed according to the following positions, as per the Request for Proposals. In our continuing efforts to align with DPW, the DPW title is listed:

- Administrator
- Coordinator
- Site Director
- Group Supervisor
- Assistant Group Supervisor
- Aide

Providers are required to maintain staff files with relevant information for all staff who interact with youth. Providers are required to enter dates regarding the following in PCAPS:

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

Clearances

Pursuant to The Child Protective Services Law, 23 Pa. CS §6344, it is required that all staff and volunteers (except those who meet the requirements of Temporary Employee under §6344(1)) have a ChildLine clearance report and criminal history record check within 30 days of the first date of employment (first date of working directly with youth). Effective July 1, 2008, all staff and volunteers are required to obtain FBI clearances as well. Applicant fingerprinting registration must be done through Cogent's DPW option, NOT through the PA Department of Education. Dates of clearances must be recorded in PCAPS, and proof of clearances must be available at the program site. Staff without clearances within the initial 30-day period must cease working with youth until the clearance is secured. Clearances need not be renewed annually. However, providers are encouraged to develop levels of frequency that suit their internal needs.

By entering the criminal record check date into PCAPS, you certify that the employee has not been convicted of any of the following crimes under the Title 18 of the Pennsylvania Consolidated Statutes or equivalent crime in another state.

By entering the child abuse clearance date into PCAPS, you certify that the employee has not been named as a perpetrator of a founded report of child abuse or for a founded report for a school employee as defined by the Child Protective Services Law. See excerpts from the Child Protective Services Law, 23 Pa. CS §6344 listed below.

Chapter 25	(relating to criminal homicide)
Section 2702	(relating to aggravated assault)

Section 2709	(relating to harassment and stalking)
Section 2901	(relating to kidnapping)
Section 2902	(relating to unlawful restraint)
Section 3121	(relating to rape)
Section 3122.1	(relating to statutory sexual assault)
Section 3132	(relating to involuntary deviate sexual intercourse)
Section 3124.1	(relating to sexual assault)
Section 3125	(relating to aggravated indecent assault)
Section 3126	(relating to indecent assault)
Section 3127	(relating to indecent exposure)
Section 4302	(relating to incest)
Section 4303	(relating to concealing death of child)
Section 4304	(relating to endangering welfare of children)
Section 4305	(relating to dealing in infant children)
Section 5902(b)	(relating to prostitution and related offenses)
Section 5903(c) (d)	(relating to obscene and other sexual materials and performances)
Section 6301	(relating to corruption of minors)
Section 6312	(relating to sexual abuse of children)

Any employee named as a perpetrator of a founded report of child abuse within the past (5) years or has been convicted of any of the crimes listed above shall be terminated immediately upon receipt of clearance information.

Any applicant named as a perpetrator of a founded report of child abuse within the past (5) years or who have been convicted of any of the crimes listed above shall not be offered employment.

Clearances for all new employees must be on file within 30 days of each employee’s start date. Employees who do not have clearances within the 30-day grace period must be suspended, pending receipt of these clearances.

Staff Health Assessment

Program staff must provide documentation of having a physical and tuberculosis (TB) screening by submitting a completed DPW Staff Health Assessment Form. The date of physical must be entered in PCAPS. See **Appendix Q** for a copy of the Staff Health Assessment Form.

Frequency: *Once upon hire, biannually thereafter. TB completed once upon hire only.*

Training Hours and Staff Qualifications

Per the Core Standards, and as is indicated in the Professional Development section, OST staff members should receive about 15 hours of professional development annually depending on the number of hours per week that they work.

Staff qualifications, training, experience, and credentials must be entered into PCAPS in the Personnel section. The drop down menu aligns with the DPW qualifications guidance. These records should be updated quarterly in PCAPS.

Performance Goals and Financial Requirements

In order for OST programs to demonstrate meaningful outcomes, youth must be engaged consistently and over a long period. In FY 2014, there will be emphasis on “dosage” or the hours of service received by each youth. Slot level will be the number of youth expected to meet the minimum service level.

Summer

During the summer, programs will operate 29 days between July 1, 2013 and August 9, 2013. The summer slot rate for both Elementary and Middle model programs is \$650. High school programs will operate as part of the Philadelphia Youth Network WorkReady program.

Programs will be paid via a fee-for-service mechanism. In order to receive full payment, programs will need to meet the following utilization benchmarks.

- **Elementary** – 90% slot utilization for the entire summer period
 - A 90% utilization level means that, on average, a number of youth equal to 90% of the slot level is attending each day.
 - **Youth will need to participate for a minimum of four hours in order for the day's attendance to count.**
 - For example, a program with 30 slots would need to have, on average, 27 youth (90% of the slot level) in attendance daily during the period from July 1, 2013 to August 9, 2013, in order to earn their full summer award.
- **Middle** – 60% of slot level meeting target hours for the entire summer period
 - Middle school youth will need to receive a minimum of 80 hours of service, the target hours for this period.
 - A 60% utilization level means that 60% of the slot level would achieve the 80 hours target. For planning purposes, 80 hours represents attendance of 3 days per week on average.
 - For example, a program with 45 slots would need to have at least 27 youth (60% of the slot level) each achieve 80 hours of program attendance over the period of July 1, 2013 to August 19, 2013, in order to earn their full summer award.
 - Target hours will be prorated based on youth enrollment dates.

School Year

All programs will have the same payment mechanism, based on their program model as outlined below. Programs will be paid via a fee-for-service mechanism.

- **Elementary Model** – The school year slot rate for Elementary model programs is \$1,900.
- **Middle Model** – The school year slot rate for Middle model programs is \$2,200.
- **High Model** – The school year slot rate for High model programs is \$2,350. In addition, High model programs receive a \$500 per slot allowance for direct payment to youth who achieve benchmarks related to attendance and structured activities.

In order to receive full payment, programs will need to meet the following utilization benchmarks.

- **Elementary** – 90% slot utilization for the entire school year
 - A 90% utilization level means that, on average, a number of youth equal to 90% of the slot level is attending each day.
 - **Youth will need to participate for a minimum of 90 minutes in order for the day's attendance to count.**
 - For example, a program with 30 slots would need to have, on average, 27 youth (90% of the slot level) in attendance daily during the 175 days of program operation.
- **Middle** – 60% of slot level meeting target hours for each month of the school year
 - Middle school youth will need to attend a minimum of 25 hours each month.
 - Target hours will be prorated based on youth enrollment dates and based on the number of operating days in the month.
 - A 60% utilization level means that 60% of the slot level would achieve the 25 hours target. For planning purposes, 25 hours represents attendance of 3 days per week on average.

- For example, a program with 45 slots would need to have at least 27 youth (60% of the slot level) each achieve 25 hours of program attendance during each month of the school year, in order to earn their full school year award.
- Providers will not receive compensation for youth who do not meet target hours. Providers are expected to over-enroll to ensure that the utilization target is met.
- Providers will need to determine a number of youth they intend to serve daily in order to meet the utilization target.
- **High** – 80% of slot level meeting target hours for each month of the school year
 - High school youth will need to attend a minimum of 15 hours each month.
 - Target hours will be prorated based on youth enrollment dates and based on the number of operating days in the month.
 - An 80% utilization level means that 80% of the slot level would achieve the 15 hours target. For planning purposes, 15 hours represents attendance of 2 days per week on average.
 - For example, a program with 50 slots would need to have at least 40 youth (80% of the slot level) each achieve 15 hours of program attendance during each month of the school year, in order to earn their full school year award.
 - Providers are expected to over-enroll to ensure that at minimum a number of youth equal to the slot level receive the required hours of service.
 - Providers will not receive compensation for youth who do not meet target hours.
 - Providers will need to determine a number of youth they intend to serve daily in order to ensure that 80% of the slot level meets the target hours.

Chart of Performance Goals and Financial Requirements

The following summarizes the above text regarding the performance goals and financial requirements.

Model Type	Performance Goals and Base Award Calculation	
	Summer	School Year
Elementary	<p><u>Performance Goal</u> Average daily attendance of 90% of the awarded slot level</p> <p><u>Payment Mechanism</u> Providers may earn up to \$650 per slot achieving average daily attendance of the awarded slot level.</p> <p><u>Operations Expectation</u> <i>All programs will operate:</i></p> <ul style="list-style-type: none"> • 29 days from July 1, 2013 to August 9, 2013, Monday to Friday, 8 hours per day 	<p><u>Performance Goal</u> Average daily attendance of 90% of the awarded slot level</p> <p><u>Payment Mechanism</u> Providers may earn up to \$1,900 per slot achieving average daily attendance of the awarded slot level.</p> <p><u>Operations Expectation</u> A minimum of 175 days (starting no later than Monday September 16, 2013 and ending no later than June 20, 2014), Monday to Friday, for 3 hours per day after school (additional hours are expected on days when schools operate half days or are closed for staff professional development). The three hours are expected to be between 3 pm and 6 pm. Any variation from this timeframe must be expressly communicated to the Program Specialist.</p>
Middle	<p><u>Performance Goals</u></p> <ol style="list-style-type: none"> 1) Number of youth equal to awarded slot level who attend program at least 60% of the time. 2) Number of youth equal to awarded slot level successfully complete projects <p><u>Payment Mechanism</u> Providers may earn up to \$650 per slot for each youth, up to the awarded slot level, who attends the program at least 80 hours.</p> <p><u>Operations Expectation</u> <i>All programs will operate:</i></p> <ul style="list-style-type: none"> • 29 days from July 1, 2013 to August 9, 2013, Monday to Friday, 6 hours per day 	<p><u>Performance Goals</u></p> <ol style="list-style-type: none"> 1) Number of youth equal to awarded slot level receive 25 hours of service monthly 2) Number of youth equal to awarded slot level successfully complete projects <p><u>Payment Mechanism</u> Providers may earn up to \$2,200 per slot for each youth, up to the awarded slot level, who receives 25 hours of service per month.</p> <p><u>Operations Expectation</u> A minimum of 175 days (starting no later than Monday September 16, 2013 and ending no later than June 20, 2014), Monday to Friday, for 3 hours per day after school (additional hours are expected on days when schools operate half days or are closed for staff professional development). The three hours are expected to be between 3 pm and 6 pm. Any variation from this timeframe must be expressly communicated to the Program Specialist.</p>

High	Not applicable as Summer 2013 funding will be provided via contracts with the Philadelphia Youth Network.	<p><u>Performance Goals</u></p> <ol style="list-style-type: none"> 1) Number of youth equal to awarded slot level receive 15 hours of service monthly 2) Number of youth equal to the awarded slot level successfully complete projects <p><u>Payment Mechanism</u></p> <p>Providers may earn up to \$2,350 per slot for each youth, up to the awarded slot level, who receives 15 hours of service per month. An additional amount of up to \$500 per slot will be available for use exclusively toward youth incentives.</p> <p><u>Operations Expectation</u></p> <p>A minimum of 175 days (starting no later than Monday September 16, 2013 and ending no later than June 20, 2014), Monday to Friday, for 3 hours per day after school (additional hours are expected on days when schools operate half days or are closed for staff professional development). The three hours are expected to be between 3 pm and 6 pm. Any variation from this timeframe must be expressly communicated to the Program Specialist.</p>
------	---	---

Weekly Attendance Submission

Providers will be required to complete attendance entry in PCAPS on a weekly basis. This will assist PHMC and DHS in assessing slot utilization and provider performance. PHMC and DHS will be able to provide targeted technical assistance, as needed.

Attendance should be submitted by the Tuesday of the week following the week of attendance. For example, attendance for the week of September 16, 2013 must be submitted by Tuesday, September 24, 2013.

System-wide Slot Redistribution and Provider Underspending

PHMC and DHS will review year-to-date slot utilization at least three times during FY 2013. This review may result in slot increases or decreases. Slot increases are subject to availability of funding.

- August 2013
Based on summer data, providers will be notified by August 30, 2013 regarding any slot adjustments to be effective July 1, 2013. Summer adjustments will apply only to the summer slot level
- December 2013
 - Based on September 2013, October 2013, and November 2013 data, providers will be notified by December 20, 2013 regarding any slot adjustments to be effective December 1, 2013.
- March 2014
 - Based on December 2013, January 2014, and February 2014 data, providers will be notified by March 21, 2014 regarding any slot adjustments effective March 1, 2014.

If PHMC and DHS determine that providers will underspend their contracts, PHMC and DHS may opt to redistribute funds to providers based on slot utilization, retention, or other factor(s) determined by DHS.

Multi-site providers may request slot reallocation across their programs any time before they submit their October 2013 invoices. PHMC will review such requests in collaboration with DHS.

DHS has established a cap on slots for the largest OST providers such that these providers may not receive more than 10% of the total slots available for the elementary model. All slot reallocations will adhere to this cap rule.

Advance Payment

Programs new to the DHS OST system will receive a 10% advance around August 30, 2013, provided the following conditions are met:

- Provider submission of proof of insurance to PHMC
- Provider submission of an advance invoice via PCAPS

Advance payments will be recouped over a six-month period between October 2013 and March 2014.

Monthly Invoices

Providers must submit a monthly invoice to PHMC electronically using PCAPS by the 10th of the following month for the previous month. The invoice payment process takes up to 21 business days from receipt of a completed invoice. PHMC may approve faster invoice processing, based on provider request and availability of funds. Invoices are reviewed by PHMC Compliance Specialists for accuracy and completeness and then forwarded to the PHMC Finance Department for payment processing. All inquiries pertaining to the status of payments should be directed to the assigned Compliance Specialist.

The following items must be included in PCAPS monthly:

- Attendance information for youth served, to include arrival time and departure time; please round to the nearest fifteen minutes. Providers are required to record attendance using the PCAPS generated sign-in sheets. Attendance records must include youth sign in and youth/parent/guardian sign out. Attendance records must match the PCAPS data. Compliance Specialists will perform attendance audits throughout the school year. Provider cannot have active more than 150% of contracted slot number for the Elementary model and 400% for the Middle and High models.
- MTW data, Emergency Contact data, Child Health Assessment data, School ID (for youth who attend public school), OST and SDP consent form data for (a) all new children, (b) children for whom data was not previously submitted, and (c) children whose data have expired. *Providers will be unable to submit invoices that reflect youth with delinquent/missing data for 90 days or more or for which less than 90% of the needed data is provided. Additionally, a child may not reenroll without valid data.*
- Staff Child Abuse Clearance, Criminal Record Check, FBI Clearance, and Staff Health Assessment Form data. *Providers will be unable to submit invoices that reflect staff whose data is delinquent/missing for 60 days or more, or for which less than 90% of the needed data is provided.*

High School Incentives

PHMC will continue to provide incentives for high school programs up to \$500 **per slot** for the school year. The intent of the incentives is for each youth, up to a number equal to the slot level, in a program to receive \$500 over the course of the school year. PHMC will reimburse each site up to \$500 per high school slot.

PHMC requires monthly payments to youth. The intent is to provide frequent and ongoing incentives to encourage attendance and project participation.

High School Incentive Policy

PHMC requires providers submit a clear policy for incentive payments to youth to their Program Specialist, no later than September 16, 2013. Additionally, High School incentive invoices must be submitted via PCAPS on a monthly basis. Invoices will not be processed until a policy with clear criteria for payment is approved. Criteria should include:

- Hours of attendance benchmarks (may not be less than target hours)
- Project completion criteria
- Dollar amounts to be paid for each of the criteria items
- How late enrollment of youth will impact incentive criteria

Monthly attendance benchmarks should not be less than target hours or 15 hours per month. Youth enrolled in a month for less than two weeks should not be eligible for incentives until the following month. If the provider feels strongly that youth should be compensated for a partial month, such incentives should be proportional to incentives for youth attending the full month. The formula for partial month calculations should be clearly laid out in the policy.

Youth Payment

Monetary payments should be made to youth who meet attendance and performance benchmarks at the OST program. PHMC will not support the use of incentive monies for non-monetary payment to youth. Providers are encouraged to use other program funds to support transportation, food, and field trip incentives. Monetary payments are required to be made with **checks** for tracking and auditing purposes.

Record Keeping and Audit

- Providers will invoice for incentives in PCAPS and will be required to indicate whether attendance and project benchmarks are met for each invoice period. Invoices must align exactly with incentive policy. Providers will not be reimbursed for incentives given outside of the policy.
- PHMC requires that providers invoice for incentives monthly.
- All payments made must have a receipt or proof of receipt with a youth signature. PHMC recommends keeping paycheck stubs with signatures or a receipt book to track payments to youth. Youth should sign to acknowledge receipt of all money.
- Providers are to determine and keep record of their own project completion benchmarks (for example, this may be PBL documentation including task lists, debrief forms, etc.).
- PHMC will conduct an annual audit of the High School Incentive records to ensure that payments are made according to the criteria and that there is appropriate documentation of payments (receipts, check stubs, youth signatures). PHMC will audit incentive payments using PCAPS data, program sign in/out sheets with youth signatures, payment receipts with youth signatures, and project benchmark records.

Late Payment

- High School model providers will be given until the 10th of the following month to submit incentive invoices. After this time, payment of program performance invoices (your standard monthly invoices) will be held until the incentive invoice is submitted.

Exceptions

- If a high school incentive requirement does not fit the structure of a program for a legitimate reason and the provider requests an exemption, they must contact their Program Specialist to get approval. Any exemptions made will only take effect once an updated policy has been submitted and approved by PHMC.

Incentive Example

- As an example, programs would offer a baseline rate to youth for good attendance and a bonus for project completion. This system will support ongoing attendance while bolstering project participation. For example, the attendance benchmark may be set at 15 hours per month with project bonuses for the completion of three or more projects throughout the year. In this example, a program may pay each youth \$40 per month with \$100 available to divide between three or more project bonuses if all benchmarks are met.

Program Audits

Where a provider's compliance regarding any of the above requirements is in question, PHMC will conduct an audit of the provider's supporting documents to monitor compliance. In order to expedite the auditing process, please keep all original back-up attendance, youth file information, staff file information, and fiscal documents for your Compliance Specialist to review. Where attendance records do not match the PCAPS attendance data, financial adjustments will be made to future invoices.

Fiscal Management and Reporting

The provider's accounting and fiscal management systems must be maintained in a manner consistent with GAAP. Providers must be able to provide fiscal data and documentation upon request of PHMC or the City – including audited financial statements. See **Appendix R** for Audit Submission Guidelines.

End of Year Financial Reconciliation

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

non-DHS funding sources. Provider is further advised to have documentation for costs substantiating the amounts invoiced to PHMC. PHMC reserves the right to hold the final FY 2014 payment until the financial reconciliation is received.