# SERVICE STANDARD PREVENTION SERVICES

**AFTER SCHOOL/ SUMMER PROGRAMS**

**2024 - 2025**

1. **Prevention Definitions** 
   1. **Primary Prevention**

The first level of prevention, primary prevention, focuses on strategies for the general public. Primary prevention strategies often seek to strengthen family functioning. The philosophy of primary prevention is that keeping children safe from abuse and neglect is the responsibility of the entire community. The long-term goal of such strategies is to educate the entire community to create social change that is intolerant of child maltreatment.

# Secondary Prevention

This level of prevention services focuses on those who are at-risk for abuse and neglect of their children. These include high stress familial situations, lack of familial or community support and young maternal age. Possible goals of at-risk based (secondary) prevention services could be to: increase parents’ parenting skills and strategies; enhance bonding and communication between at-risk parents and their children; increase the connection between at-risk parents and resources or services in the community; increase parents’ skills in coping with stresses of caring for child with special needs; and to increase access to social and healthcare services for all community members. These goals ultimately seek to strengthen family functioning and keep children safe from abuse and neglect.

# Service Description

**Note: Services must meet the child abuse prevention definitions above. Please feel free to utilize the child abuse risk factors in the RFP instructions to assist with this.**

Provision of after-school/summer youth programming for school-age children or youth in the community. After-school/ youth programs provide any combination of the following kinds of services, items marked with an \* are required:

* Academic assistance (study, homework, etc.) \*
* Enrichment/Multicultural activities
* Prevention Units\* (domestic violence, substance abuse, child abuse and neglect, suicide prevention, on-line safety, etc.)
* Community service
* Recreation and socialization
* Strong family involvement\* (parenting education/support, etc.)
* Home visits
* School break programming (holiday, spring, etc., NOT summer camps)
* Increase Protective Factors and/or 40 Development Assets**\***
* Health and Nutrition

# The following are adapted from the [National Afterschool Association](http://naaweb.org/images/NAAStandards.pdf) (NAA) Standards for Quality School-Age Programs:

1. Staff, children, youth, and families interact in positive ways.
2. Staff responds appropriately to the individual needs of children, youth, and families.
3. Staff encourages children and youth to make choices and to become more responsible.
4. Staff uses positive techniques to guide the behavior of children and youth.
5. Indoor/outdoor program spaces and equipment meet the needs of children and youth.
6. The materials are sufficient and allow children and youth to be independent and creative.
7. The daily schedule is flexible and offers enough security, independence, and stimulation to meet the needs of all children and youth.
8. Children and youth can choose from a wide variety of activities.
9. The safety and security of children and youth are protected.
10. Program provides an environment that protects and enhances the health of participants.
11. At least one person with current First Aid certificate, including CPR (adult and child) and CPI, is always present.
12. Children and youth are carefully supervised to protect health and maintain safety. The program serves food and beverages that meet the needs of children and youth.
13. Staff/child ratios and group sizes permit the staff to meet the needs of children and youth.

1st to 5th grade (1:≤12) 6th to 8th grade (1:≤15) 9th to 12th grade (1:≤20)

1. The program has procedures for tracking enrollment/participation of all children and youth.
2. Participant must attend school during day to participate in After School Program.
3. **Goals and Outcome Measures-- all goals are required & reported monthly**

**Goal #1**

To prevent child maltreatment (abuse and neglect) by increasing knowledge of proper parenting skills and understanding of ages and stages of child development.

Outcome Measures:

1. 75% of parents will participate in parenting activities of the agency.
2. 75% of parents will report a resulting decrease of stress in their parent/child relationship which lowers risk for abuse or neglect.

# Goal #2

To prevent child maltreatment, peer violence, and other risks during after-school/summer hours by providing a supervised and enriching environment during those hours.

Outcome Measures:

1. 100% of participants will be safe from harm while under the supervision of staff during program hours.

# Goal #3

To improve quality of participants’ educational experience.

Outcome Measures:

1. 70% of participants will maintain or improve their academic performance from pre- program results.

# Supervision

Staff receives appropriate support to make their work experience positive. This is to include a minimum bi-weekly staff meeting.

# Billable Units Face to face time

* Includes client specific face-to-face contact with the identified participant/parent during which services as defined in the applicable Service Standard are performed.

# Parenting Groups

* Includes groups with a minimum of 4 participants, not to exceed $250.00/hour.

***Reminder:*** *Not included is routine report writing and scheduling of appointments, collateral contacts, court time, travel time, and no shows. These activities are built into the cost of the face-to-face rate and shall not be billed separately.*

For hourly rates, partial units maybe billed in quarter hour increments only. Partial units to be billed are to be rounded to the nearest quarter hour using the following guidelines: 8 to 22 minutes = .25 billable hours, 23 to 37 minutes = .50 billable hours, 38 to 52 minutes = .75 billable

hours, 53 to 60 minutes = 1.00 billable hours.

# Case Record Documentation

Necessary documentation shall include the following:

1. Case or contact notes that document client/parent contacts and participation in programming.
2. Sign-in sheets for program.
3. Documentation of assessment(s), goals, service plans.

# Service Access

Services may be accessed through a self-referral or from identified community agency.