



Appendix A: Sample Program Binder

Revised September 2025

Table of Contents

Introduction	4
Operational Planning & Administration	5
Data-Mapped Schedule	5
Program Roster	8
Activity and Daily Attendance Rosters and Tracking Sheet.....	8
Fidelity Implementation Rubric	9
Student Recruitment Plan and Implementation Evidence	11
Policies and Procedures for Student Attendance Tracking, Monitoring and Follow-Up	11
Student Retention Plan and Implementation Evidence.....	12
Program Effectiveness	14
Program Audit tool.....	14
Goal setting - Developing SMART Goals	17
Dissemination of Program Goals, Design and Plans to Staff and Other Stakeholders	19
Stakeholder Engagement	20
Family.....	21
Family Engagement Calendar	21
Family Communication Strategy.....	22
School-Day.....	23
School-Day Collaboration Plan & Calendar	23
Partners.....	25
Potential Partners Outreach List.....	25
Operations.....	26
Employee/Staff Handbook Outline	26
Family and Student Handbook Outline	27
Evidence of Inclusive Practices	29
Safety Policies & Procedures	30
Safety & Emergency Planning Manual Outline	30
First Aid Checklist.....	31
Emergency Preparedness Plan	31
Emergency Contact Information.....	31
Program Environment.....	32

Program Vision, Mission, Core Values and Norms.....	32
Behavior Management Plan.....	33
Staffing	36
Professional Development.....	36
Professional Development Calendar	36
Content & Instruction.....	37
Planning	37
Student Engagement.....	38
Process for Acknowledging Student Achievements and Contributions.....	38

Introduction

Career Connected Learning is a model, the continuum referenced in the soon to be released C2L Program Design: Launching, Leading, & Sustaining High-Quality Programs guide, can be seen as a tool to help implement the model. The City of Philadelphia's version, Career Connected Learning Philadelphia (C2L-PHL), is a city-wide collaboration designed for youth to explore different career paths and fields, work on skills needed to reach their career goals, and help them uncover strengths and passions to inform future career decisions. C2L combines hands-on experience with rigorous classroom learning and reflection.

This Sample Program Binder, adapted from Evaluation Framework Sample Program Binder developed by Foundations, Inc. for 21st CCLC Out-of-School Time programs, is designed to help C2L providers organize their strategies, processes, and plans. Many of the items included in this binder are based on the capacity building process, including site visits and document reviews. Having all relevant C2L documents in one place can assist with reporting, transitions, and tracking progress and improvements. Work with your program staff to create and maintain this information - consider assigning staff to be responsible for certain documents.

The binder can be used in part or in whole. This is meant to supplement the soon to be released C2L Program Design: Launching, Leading, & Sustaining High-Quality Programs guidebook and the [C2L in Action: Bridging the Implementation Gap!](#) Module.

Operational Planning & Administration

The operational planning and administration section of the binder describes processes, systems, and operational planning activities program leadership should complete to ensure that the program is effectively and efficiently implemented. This includes scheduling program activities, recruitment, and retention of priority population youth, tracking attendance, and plans for sustaining programming.

Data-Mapped Schedule

Based on requirements of the C2L-PHL grant, programs are required to provide to program youth 30 hours on professional development and 90-hours on work-based learning during the summer and 15 hours on professional development and 45 hours on work-based learning for school year each in fall and spring. The table below can help programs track how much time is spent on each to ensure they meet the programming requirements.

Example for School Year Programming

WEEK OF: September 22 - 26, 2025					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:00 - 3:30 pm	Check-in, quiet reflection activity	Check-in, quiet reflection activity	Check-in, quiet reflection activity	Check-in, quiet reflection activity	No program day
3:30 - 4:15 pm	Financial Literacy presentation / activity by Wells Fargo	Panel discussion with staff from Comcast	Team building - assigning roles	At service-learning placement site - identifying the project	
4:15 - 5:00 pm			Orientation with service-learning organization		
5:00 - 5:30 pm	Reflection and depart	Reflection and depart	Reflection and depart	Reflection and depart	

Color code

PD: Financial Literacy
PD: Career Exploration
PD: Skill Building
WBL Activities

Blank template

WEEK OF:					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Color code (edit as needed)

PD: Financial Literacy
PD: Career Exploration
PD: Skill Building
WBL Activities

Program Roster

This template can be used to document all the youth in your program each session.

LAST NAME	FIRST NAME	AGE	YOUTH PHONE NUMBER	YOUTH EMAIL	HOME ADDRESS	PRIMARY / EMERGENCY CONTACT NAME AND NUMBER	ADDITIONAL NOTES

Activity and Daily Attendance Rosters and Tracking Sheet

The table below will assist programs with tracking youth participation. It is a useful way to ensure youth are meeting the stipend payment policies developed by each program.

Blank Template

Youth Name	Attendance		Benchmarks		Activity participation	
	Date	Date	Item - 8/16	Item - due date	Activity - date	Activity - date

Fidelity Implementation Rubric

This is a useful tool for leadership to assess whether programs are being implemented with fidelity.

Fidelity Implementation Rubric

Activity Name:

Site/Location:

Date & Time:

Observer:

Rating Scale:

- 1 - Low: Key standards/indicators are missing or poorly executed; the facilitator shows little to no effort in engaging youth
- 2 - Medium: Meets basic expectations with room for improvement; the facilitator shows appropriate effort in engaging youth
- 3 - High: Exceeds expectations in all areas; the facilitator demonstrates strong levels of engagement with youth

Category	Indicators	Rating	Notes
Adherence	The activity focuses on the following skills: (list the skills/objectives intended for the activity being observed)		
	Required resources/materials are available:		

Dosage	Youth participated in ___ hours, ____ minutes worth of WBL/Skill Development activities		
Engagement	Youth actively communicate with other youth and staff		
	Youth have voice and choice in the activity, where appropriate		
	Youth are actively engaged by actively listening and responding		
	Youth ask and answer questions		
	Youth transition between activities seamlessly and know the expectations for each activity		
	Youth needed minimal redirection to meet the expectations of the activities		
	Youth listened attentively		
Delivery	Facilitator asks reflective questions		
	Facilitator gives specific feedback		
	Facilitator model problem-solving strategies		
	Facilitator makes connections to youths' prior knowledge		
	Facilitator provides differentiated support, specific to individual youth needs		
Physical Space	The materials, resources, and activity space are orderly		
	Learning activities, resources, and spaces are available to all youth		

Student Recruitment Plan and Implementation Evidence

Reference the [C2L Youth Recruitment and Retention Plan](#) located in the Virtual PD Events section of the Resource Library under the Growing Your Program Virtual PD for a useable template.

Policies and Procedures for Student Attendance Tracking, Monitoring and Follow-Up

Below are guiding questions programs can use to develop policies and procedures for tracking and monitoring student attendance. It requires a set of simple steps which ensure that no student falls through the cracks. For each task, enter a response in the answer column.

Task	Answer
Who completes daily attendance?	
What happens to the data? How is it used to inform program adjustments?	
Where is the data entered? When is the data entered? Who enters the data?	
What are red flags or signs of chronic absenteeism?	
Who is responsible for identifying chronic absenteeism among participants?	
Who contacts the family to determine contributing factors?	
How will the program intervene to address absenteeism?	

Program Effectiveness

The Program Effectiveness section outlines the population being targeted, the needs of that population, the approved program/grant goals, and how the program is designed to meet youth and family needs. This section also provides other strategies for ensuring effective data-driven program implementation.

Program Audit tool

The Program Audit Tool is a valuable resource for assessing the overall effectiveness of C2L-PHL programs. Taking an audit of current programming can help program leaders to identify strengths, gaps, and opportunities for growth across key areas such as skill development for youth, youth support services, program alignment to the C2L model, and staff capacity. Results from the audit can inform strategic planning, goal setting, and develop a plan to enhance program effectiveness.

AUDIT YOUR PROGRAM TOOL

Topic	Question	Yes	No	Comments/Action
Program Goals & Alignment	Are program goals clearly documented?			
	Are program goals in alignment with youth interests?			
	Are program goals in alignment with community priorities and workforce needs?			
	Are program goals in alignment with the C2L-PHL objectives and continuum?			
	Can youth and staff articulate the program goals?			
Skill Development for Youth	Are youth gaining technical skills?			
	Are youth gaining soft skills?			
	Are youth receiving financial literacy education as part of the 30 hours of professional development and learning?			
	Are youth receiving engaging instruction?			
	Is there a good balance of training and support of technical/ hard/ soft/ employability skills?			

Topic	Question	Yes	No	Comments/Action
	Is there a system in place to track youth progress during skill development?			
Career Exposure	Are youth getting real exposure to careers through career awareness, preparation, launch, and advancement activities?			
	Are youth getting help with their resumes?			
	Are youth receiving interview practice?			
	Are youth receiving industry-specific training?			
Work-based Learning	Are youth fully engaged in getting real-world experience through their internships, service learning, or project-based learning?			
	Are employers/business partners part of the design and delivery of programming?			
Youth Support Services	Are you providing a variety of youth support services?			
	Are you leveraging partnerships to meet youth needs?			
Data-driven improvement, access, inclusion, and equity	Are you collecting data on youth progress overall?			
	Are you using the data to improve/revise programming?			
Instructional practice & youth-centered design	Are program sites and placement sites accessible to all youth, regardless of their background, ability, or circumstances?			
	Are barriers identified, removed, and a reflection of cultural competence?			
Staff Development and Support	Does the program use youth-centered, high-quality strategies to support activity facilitation?			
	Are staff aligning instruction with youth interests and real-world challenges?			

Topic	Question	Yes	No	Comments/Action
	Is there a plan to orient staff and ensure they are implementing programming with fidelity?			
Family, caregivers, and community engagement	Are families/caregivers aware of the activities, events that occur in the program and the progress of their youth?			
	Is there outreach to the community for support, resources or opportunities to be involved?			
	Are families/caregivers aware of the program resources available to them?			
	Does the program collaborate with families/caregivers to break down barriers to youth participation?			

Goal setting - Developing SMART Goals

SMART Goal Setting Worksheet

An example of a program goal may be to increase the engagement and satisfaction of youth during career development activities. A SMART goal focused on increasing engagement may look like: **Increase engagement and satisfaction through individualized career development plans and activities of youth who regularly attend C2L-PHL programming by 10% at the end of the required skill development hours, as measured by pre- and post- career reflection surveys.** Taking that statement apart:

Specific: Defines what needs to be achieved and the target audience.

Measurable: Using data from the pre- and post- career reflection surveys.

Achievable: Engagement and satisfaction of youth can increase by 10% if they engage in programming.

Relevant: Engagement and satisfaction are key indicators of a person-centered approach in high-quality career connected learning.

Time Bound: The outcomes will be measured at the end of the required skill development hours for programming.

Use the space below to turn your program goals into SMART goals.

What is the goal? _____

Specific - What do you want to achieve? _____

Measurable - How do you know you've met your goal? How do you measure it? _____

Achievable - Is the goal within your reach? What skills are needed? _____

Relevant - Does it make sense? Is it aligned with the overall mission of the organization?

Time-bound - Set a deadline to achieve your goal. _____

Write out your completed SMART goal: _____

Dissemination of Program Goals, Design and Plans to Staff and Other Stakeholders

This template helps the program track their dissemination of program goals, design, and plans to staff and other stakeholders, and the media used for dissemination.

Dissemination of Program Goals, Design and Plan to Staff and Stakeholders			
Program Goals, Design and Plans Dissemination Activity	Target Group	Date/Frequency	Updates
Print			
Youth orientation			
Welcome letter <i>(Include goals and plans)</i>			
Program Newsletter		<i>(Weekly/monthly/quarterly)</i>	
School newsletter			
Posters/fliers			
Meetings			
Open house			
Parent/family meeting(s)			
Quarterly/bi-annual stakeholder meetings, and consultations			
Social & Electronic Media			
School/district website			
Program website/page			
Program Facebook, Instagram page			
Schoology			
Text/group messaging			
Other			

Stakeholder Engagement

Stakeholders include students, families, schools, partners, employers, and the community at large. When engaged effectively, stakeholders both provide benefit for and benefit from the program. Each requires a unique approach and plan to have the greatest possible impact on the program and students served.

This section provides tools for supporting each group - families, community members, school-day stakeholders, and employers and business partners.

Family

Family Engagement Calendar

The family engagement calendar provides ideas for events and activities programs may implement, improving engagement of families participating in the C2L program. The calendar highlights opportunities for engagement and touch points throughout the program year.

Family Engagement Calendar										
Month <i>(Some programs may choose to conduct 1 event/activity per month for families.)</i>	Aug/ Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June/ July
Date <i>(Insert specific dates here or beside possible activities listed.)</i>										
Possible Engagement Activities*	Program recruitment /application, and orientation Family Pre-Program Participation Survey			End of fall event			Family focus groups		End of year student & family recognition and appreciation Orientation for summer session	

Family Communication Strategy

C2L-PHL programs should consult with adult family members to determine preferred means of communicating before developing a communication strategy. This information may be collected through an introductory survey or during orientation. The chart below can be used to develop a comprehensive communication strategy.

Family Communication Strategy					
Who <i>(Target Audience)</i>	What <i>(What is the event? / What will be communicated? / What activity will be done?)</i>	When <i>(Timeline, Frequency or Specific Date)</i>	Where <i>(Where will the activity be conducted?)</i>	Why <i>(Why is this strategy/approach being used)</i>	How <i>(How will the message be communicated?)</i>

School-Day

School-Day Collaboration Plan & Calendar

School-day collaboration activities should be agreed upon by the school administration and program leadership. The calendar will be developed to guide implementation of these collaboration activities. Examples of collaboration activities are provided in the template below. Establishing a connection with school day can be developed through the families and caregivers of program youth or reaching out directly to school leadership about setting up a meeting to establish a relationship.

School-Day Collaboration Plan				
Collaboration Activities	Frequency	Timeline	Person Responsible	Updates
- Principal and/or guidance counselor Consultation				
- School Administration involvement in Stakeholder Meetings - Program Teams, Advisory Boards, Steering Committee				
- Review of Youth Academic and Behavior Progress by Program and School-day staff				

- Recruitment activities				
- Use of facilities for workforce development/ programming				

Operations

For programs to have effective operations, they must have developed strong systems and practices. These include organizational practices and safety policies and procedures. These are essential to creating a safe learning environment for youth and staff and preparing them to respond to any illnesses and incidents that occur.

Employee/Staff Handbook Outline

1. Program Overview
 - a. Vision, Mission, and Goals
 - b. Program Design
 - c. Organizational Structure
 - d. Program Sites and Hours of Operation
 - e. Program Requirements
2. Recruitment and Retention Plan
 - a. Recruitment
 - i. Target Population
 - ii. Outreach Strategy
 - iii. Program and Event Advertising
 - b. Retention
 - i. Relationship Building
 - ii. Incentives and Recognition
 - iii. Continuous Engagement
3. Program Logistics
 - a. Room Management
 - i. General Program Rules
 - ii. Consequences
 - b. Student Illness or Injury
 - c. Support Services Plan
 - d. Serious Incident Reports
 - e. Posting Emergency Information
 - f. School Closings and Delays (may be relevant for year-round programs only)
 - i. Emergency Closings and Delayed Openings
 - ii. Schools Dismiss Early
 - g. Emergency Response Plan
 - h. Youth Leaving the Program
 - i. Mandated Reporting
4. Family Engagement Plan
 - a. Key Contact Information
 - b. Communication Strategy
 - c. Engagement Opportunities
 - d. Feedback
5. Partnerships and Collaborations

- a. Partner Profiles
 - b. Meetings, Reports, and Invoices
6. Professional Development Plan
 - a. Hiring and Onboarding Process
 - b. Training Topics and Schedule
 - c. Confidentiality
 - d. Meetings
7. Documentation & Evaluation
 - a. Feedback
 - b. Daily Activity Plans and Logs
 - c. Attendance Sheets
 - d. Reporting Requirements and Timeline
 - e. End of Session Reporting

Family and Student Handbook Outline

- Welcome Letter
- Program Overview
 - List program goals and services/activities to take place during programming such as a general description about guest speakers, field trips, snacks and meals if they are offered
- Staff
 - Can include a list of staff and a short bio.
- Calendar and Program Schedule
 - Can include the detailed actual weekly schedule or a summary of what they can expect. Include what time programming is expected to begin and end each day, as well as the days programming will take place.
- Enrollment & Attendance
 - Attendance
 - Include how to call out, how to contact, and information on what youth need to do to make up what they miss. Include how many offenses a youth can have before they are excused from the program
 - This section can also include information on transportation services you may offer
 - Stipend Policy
 - Include information on what youth need to do to ensure they earn their stipend and what they can do to make up missed days and still earn their policy
- Health and Safety
 - Illness or injury during programming
 - Discuss the process that will be followed, such as who will communicate with the emergency contact, and what will happen if the incident is severe enough and 911 needs to be called. Review the established process with your Fiscal and Contracting Intermediary.

- Child Protection
 - Discuss mandated reporting process
- Expectations of Youth Behavior
 - Share youth expectations and consequences

Evidence of Inclusive Practices

This tool is designed to support programs as they address inclusion of youth and families. Some examples of inclusive practices are included in this tool, but additional practices may be added based on the needs of the youth and families/caregivers.

Plan for Implementing Inclusive Practices					
	Stakeholder Engagement	Inclusive Practice	Individual Responsible	Timeline for Implementation	Status Report
Youth	Recruitment and Enrollment	<ul style="list-style-type: none"> - Have peer provide program tour 			
	Program Environment	<ul style="list-style-type: none"> - Session on bullying - Cultural awareness day - Accessible physical space 			
	Instruction	<ul style="list-style-type: none"> - ELL (English Language Learners) tutor - Academic aides to support learners with special needs 			
Families / Caregivers	Recruitment and Enrollment	<ul style="list-style-type: none"> - Form and manual in multiple languages - Face-to-face enrollment appointments 			
	Communication	<ul style="list-style-type: none"> - Video messages - Messaging distributed in multiple languages - Utilize accessible platforms for communication 			
	Development	<ul style="list-style-type: none"> - ESL classes - Job Readiness classes 			

Safety Policies & Procedures

Safety & Emergency Planning Manual Outline

A Safety Manual is essential to program operations and keeping staff, youth, and families/caregivers safe. This outline includes topics that a program should address in their safety and emergency planning manual. This manual should be based on each program's physical space, placement site location or any other space where youth are held.

- I) Emergency information and equipment
 - A) Supplies and equipment
 - 1) First aid kit
 - 2) Fire extinguisher
 - 3) Other (AED, Ambu bags, eye wash station, etc.)
 - B) Schedule and responsibilities for updating emergency contact information and equipment
 - C) Evacuation routes and exits
- II) Emergency response
 - A) Procedures
 - 1) On-site evacuation
 - 2) Lockdown
 - 3) Shelter-in-place
 - B) Emergency situations (include procedures to be activated for each and any additional direction)
 - 1) Fire
 - 2) Extreme weather
 - 3) Active shooter
 - 4) Medical emergency
 - 5) Missing child
 - 6) Aggression or physical altercation
 - C) Emergency transportation
 - 1) Emergency medical attention
 - 2) Off-site evacuation
- III) Staff training and development
 - A) Staff certifications
 - B) Training schedule
- IV) Communication and reunification
 - A) Parents/guardians
 - 1) Plan for notification
 - 2) Plan for release of children
 - B) Local agency notifications
 - 1) Contacts
 - 2) Plan for notification

First Aid Checklist

Maintaining current first aid supplies is essential to creating a safe environment and continuing effective program operations. Use this checklist to track your supplies. These supplies may be spread between several first aid kits distributed throughout your space or kept in one space.

First Aid Kit Checklist			
Item	Quantity Required	Check	Notes
Adhesive Bandage (1" x 3")	16		
Adhesive Tape	1 roll		
Antiseptic Wipes	10		
Burn Dressing (4" x 4")	1		
Hand Sanitizer	6 packets		
Sterile Gauze Pads (3" x 3")	2		

Source: Ready Response Pennsylvania, OSHA Compliant First Aid Kit

Emergency Preparedness Plan

Emergency Contact Information

It is essential that emergency contact information is accessible in case of emergency. Use these guiding questions to make sure that the emergency contact information you collected during the enrollment/application process is secure and accessible when needed.

- In case of an injury, illness, or behavioral concern, who has access to emergency contact or medical information and who is responsible for contacting a parent/guardian?
- If the person named above is absent, who else has access and responsibility?
- How will the program ensure that this information is kept confidential?
- When an evacuation occurs, how should staff ensure they have emergency contact information needed with them?
- In case of a medical emergency, are there multiple copies of the information so that 1) a copy can go with the student to the hospital and 2) stay with an individual responsible for contacting the parent/guardian?
- Does accessing information rely on internet access? How will it be accessed if the internet is down, or the power is out?

Program Environment

The program environment is affected by the norms and expectations put in place and the developmental skills supported by the program design.

Program Vision, Mission, Core Values and Norms

Programs should have a vision, mission, core values, and norms. This tool will include a description and an example of each.

Descriptions of Program Vision, Mission, Core Values and Norms		
Focus Area	Description	Example
Program Vision	<ul style="list-style-type: none"> An aspirational statement of what you hope to achieve and the impact on stakeholders 	We make youth ready for their future career.
Mission	<ul style="list-style-type: none"> A description of what you will do, the population you will serve, and how you will serve them 	The C2L-PHL program provides paid activities that build work readiness skills and provide hands-on experiences to youth.
Core Values	<ul style="list-style-type: none"> Statements of what the organizational environment will look and feel like, and how stakeholders will engage with one another 	<p><i>F.R.I.E.S.</i></p> <ul style="list-style-type: none"> Fun - We will enjoy what we do and who we do it with Respect - We will treat ourselves, one another, and our space with respect Intentional - We will remain focused on the program's goals and best practices in all we do Engaged - We will be engaged with one another Safe - We will keep ourselves and those around us safe
Norms	<ul style="list-style-type: none"> Descriptions of behaviors that support the core values that are expected of staff and partners 	<p>Engaged</p> <ul style="list-style-type: none"> Staff will participate or assist in activities alongside youth Youth will be creative and curious We will pay attention to one another

Behavior Management Plan

The Behavior Management Plan template outlines strategies and key focus areas programs should address to support behavior management. The Behavior Management plan will include an 1) introduction, 2) program expectations, 3) program rules, and 4) consequences. Make sure to review any policies and procedures shared by your Fiscal and Contracting Intermediary.

Introduction

Our desire is to provide an environment for youth to [insert program goals in plain language]. To do this, we will be intentional in our expectations of youth. Consistency is key to our success.

Program Expectations

Youth are expected to adhere to our program expectations. These are developed by the youth in the program at the beginning of each program year and posted in the program space. They will be shared with families after their development within the first few weeks of the program each year.

You may have to develop several sets of program expectations that address specific program areas. You may utilize a table like the table shown below:

Space-Specific Program Expectations	
Program Space	Expectations
Gymnasium	<ul style="list-style-type: none"> • Use equipment properly • Follow the activity rules
Multi-purpose Rooms	<ul style="list-style-type: none"> • Keep the space clean • Use good hygiene

Program Rules

In addition to the program expectations, the following program rules are used to create a safe environment for all youth and staff in the program:

- [Insert bulleted program rules]

Consequences

If youth fail to adhere to the program expectations and rules, they will be subjected to the following consequences:

[Insert consequences or use example below]

Verbal Warnings: When a youth does not follow the program's rules and expectations, they will receive up to [number] verbal warnings.

Temporary Removal from Activity After the youth has received a warning and there has been no change in the behavior, the youth will be removed from the activity, given a chance

to calm down, and have a conversation with the staff. After the conversation, if the youth commit to changing their behavior, the youth will be able to rejoin the group.

Referral to [Site Coordinator / role] If a youth is unable to 1) calm down and commit to changing their behavior or if the youth 2) repeats the behavior upon returning to the group, or 3) is a significant danger to themselves, others, or the facility they will be referred to a [Site Coordinator]. The [Site Coordinator] will try to help the student return to the group. This may include:

- Utilizing self-management strategies taught in the program
- Visiting a preferred adult
- Providing the youth a break from the group
- Discussing what occurred and how they responded
- Discussing the conflict with other youth or staff involved with the support of the Site Coordinator
- Identifying how the youth can be supported in returning effectively to the group

The following actions will be taken to prevent expulsion from the program:

- Staff will try to redirect youth from negative behavior.
- Staff will always use positive methods and language while disciplining youth.
- Staff will praise appropriate behaviors.
- Staff will consistently apply consequences for rules.
- Youth will be given verbal warnings.
- Youth will be given time to regain control.
- Youth's disruptive behavior will be documented and maintained in confidentiality.
- Parent/caregiver will be given copies of documentation of disruptive behaviors that might lead to expulsion.
- Personal Behavior Plans will be put into place as needed.

Dismissal from the Program

However, if a youth cannot calm down or repeats the behavior once returned to the group, the [Site Coordinator] will call the parent/caregiver for youth under 18 years-old regarding the behavior and will arrange to send the youth home. This is considered Strike 1. The second incident and time the parent/caregiver is called for youth under 18 years-old, and the youth is sent home, Strike 2, they cannot return for a suspension period and cannot return until the youth, their parent/caregiver if applicable, and the [Site Coordinator] have met to develop a Personal Behavior Plan. If a youth is sent home a third time, Strike 3, they will be expelled from the program. All permanent dismissals will be communicated to the youth and parent/caregiver in writing.

Deprivation of food, physical activity, isolation, or corporal punishment will never be permitted forms of discipline.

You can utilize this tool to capture evidence of distribution of the behavior plan to staff, families and students.

[INSERT PROGRAM LOGO OR LETTERHEAD]

Receipt of Behavior Plan for Families (for youth under 18)

I _____ have received [PROGRAM NAME]'s behavior plan and
(Parent/Caregiver Name)

have read and understand it. I am aware that I can pose any questions or concerns regarding the plan to:

[SITE COORDINATOR NAME
TITLE
PHONE
EMAIL]

I also have discussed the behavior plan with my child(ren) in the program. To be signed by parents and caregivers for youth under 18years-old.

Parent/Caregiver Signature _____ Date _____

Youth Name _____ Youth Signature _____

Additional Children in the Program

Youth Name _____ Youth Signature _____

Youth Name _____ Youth Signature _____

Youth Name _____ Youth Signature _____

Receipt of Behavior Plan for Staff

I _____ have received [PROGRAM NAME]'s behavior plan and
(Staff Name)

have read and understand it. I am aware that I can pose any questions or concerns regarding the plan to:

[PROGRAM DIRECTOR'S NAME
TITLE
PHONE
EMAIL]

[SITE COORDINATOR'S NAME
TITLE
PHONE
EMAIL]

Staff Signature _____ Date _____

Staffing

Programs must hire high-quality staff and provide opportunities for continual development as part of their efforts to sustain high quality program practices. For this to occur, programs must develop systems to track and monitor the professional development progress of their staff.

Professional Development

Professional Development Calendar

(maybe create a table/calendar, consider these types)

Utilize this tool to plan professional development for all staff. Fill in the topics for professional development on the row that indicates what type of professional development will be provided.

Type of Professional Development	Professional Development Topic			
	Fall	Winter	Spring	Summer
Observation & Modeling Staff observe another highly qualified and competent staff member, they demonstrate the modeled skills and apply them				
Coaching Staff receive input on skills, practice them, and reflect on implementation with an expert				
Job Assignments Staff are assigned new roles that provide opportunities to develop skills				
Participation in Professional Learning Communities Staff connect with colleagues to discuss successful practices and identify ideas that will positively impact the program				
Skills-Based Training Staff participate in in-				

person or virtual training on a specific topic to be implemented in the program				
Conference Attendance Staff attend a conference and identify ways to apply/integrate new knowledge/skills from workshops within the program				

Content & Instruction

High-quality C2L-PHL programs focus on providing youth with hands-on work-based learning experiences to ensure career readiness. Two key components of this are planning and youth engagement. This section includes a variety of tools that you can use to improve planning and increase youth engagement.

Planning

The [Activity Planning Tool](#) found on the Tools and Templates page of the C2L-PHL Resource Library will help programs brainstorm and implement activities relevant for C2L programming. It encourages programs to think through the materials and resource needs and goals. This is a tool that can be used when designing an activity that will be co-designed with a partner or placement site.

Student Engagement

Process for Acknowledging Student Achievements and Contributions

Utilize this tool to develop a plan for acknowledging youth achievements and contributions. This tool helps align this recognition with the program goals.

Student Acknowledgement Plan					
Program Goal	Acknowledgement Activity	Individual Responsible	Evidence to be Collected	Timeline	Review of Efforts and Evidence Collected
<i>Example: 95% of youth who regularly attend the program will complete all program requirements and complete the culminating project.</i>	<i>Themed celebrations:</i> <ul style="list-style-type: none"> <i>We need "s'more" youth with like you! (make solar oven s'mores)</i> <i>Give awards at each celebration</i> 	<i>Site Coordinator</i>	<i>Event photos</i>	<i>Last week of Fall session</i>	<i>All youth loved the activity and those who completed all program requirements were celebrated. <u>Click here to see photos.</u> Looking forward to spring event.</i>