



FOR YOUTH DEVELOPMENT<sup>®</sup>  
 FOR HEALTHY LIVING  
 FOR SOCIAL RESPONSIBILITY

# CHOICES WITHIN LIMITS

## Healthy Eating and Physical Activity Standards

In response to a call by First Lady Michelle Obama and the Partnership for a Healthier America, the Y has expanded its longtime commitment to supporting healthy living by adopting a set of Healthy Eating and Physical Activity (HEPA) standards. Based, in part, on years of research with key partners, the HEPA standards will build a healthier future for our nation’s children by creating environments rich in opportunities for healthy eating and physical activity.

Standard	Early Learning	Afterschool
<b>Beverages</b>	Water is accessible and available to children at all times, including at the table during snacks and meals.  Provide only water and unflavored low-fat (1%) or nonfat milk (for children 2 or older), family style.	
<b>Family Engagement</b>	Engage parents and caregivers using informational materials and activities focused on healthy eating and physical activity a minimum of once every three months (a minimum of three to four times per year).	
<b>Food</b>	<p>Children serve themselves (<i>family style</i>) all food and beverages from common bowls and pitchers with limited help. Staff sit with children during snacks and meals.</p> <p>Provide fruits or vegetables (fresh, frozen, dried, or canned in their own juice) at every meal and snack.</p> <p>Do not provide any fried foods. Fried foods include items like potato and corn chips, in addition to foods that are pre-fried and reheated (e.g., pre-fried french fries that are then baked, chicken patties, chicken tenders, chicken nuggets, fish sticks, Tater Tots<sup>®</sup>, etc.).</p> <p>Do not provide any foods that contain trans fat (listed as partially hydrogenated oils in the ingredients).</p> <p>Offer only whole grains, as determined by confirming that the first item listed in the ingredients contains the word <i>whole</i> (e.g., whole wheat, whole oats, whole-grain flour, whole brown rice).</p> <p>Provide foods that don’t list sugar (e.g., sugar; invert sugar; brown sugar; words ending in <i>-ose</i>; and syrups like high fructose corn syrup, honey, etc.) as one of the first three ingredients or that contain no more than 8 grams of added sugar per serving.</p>	

**Standard****Early Learning****Afterschool****Food (cont.)**

Y staff will model healthy eating behaviors at all times. This includes consuming the same foods and beverages as children during meals and snacks (if possible) and avoiding consumption of foods or beverages that are inconsistent with the HEPA standards during program time.

**Physical Activity**

Provide children with opportunities for moderate and vigorous physical activity for at least 60 minutes per day during a full-day program or 30 minutes per day for a half-day morning or afternoon program. The time can be broken down into smaller increments. Include a mixture of moderate and vigorous activity (activity that increases the heart rate and breathing rate), as well as bone- and muscle-strengthening activities. Take active play outdoors whenever possible.

Y staff will model active living by participating in physical activities with children.

Provide daily opportunities for infants to freely explore their indoor and outdoor environments under adult supervision. Engage with infants on the ground each day to optimize adult–infant interactions. Provide daily tummy time, or time in the prone position, for infants less than 6 months of age.

**Screen Time**

Eliminate screen time (television, movies, cell phone, video games, computer, and other digital devices) for children under 2 years old. For children over 2, limit screen time to less than 30 minutes per day for children in half-day programs and to less than 1 hour per day for those in full-day programs. During screen time, seek to minimize children’s exposure to commercials and ads marketing unhealthy foods.

For more information or questions related to the Y’s HEPA standards, contact YMCA of the USA at 800-872-9622 or visit [www.ymca.net/hepa](http://www.ymca.net/hepa)



# HEALTHY EATING AND PHYSICAL ACTIVITY (HEPA) STANDARDS SELF-ASSESSMENT



## BEFORE:

- Plan ahead to ensure you have the necessary documents and time to get the most value out of this assessment.
- Review the HEPA standards and support documents such as menus, daily schedules, policies, and other related materials.
- Share this tool with your team and recruit others to be part of this improvement process.



## DURING:

- Choose answers that reflect the current document review and observation.
- Choose the answer that is most accurate, not the one that you think is “right.”



## AFTER:

- Create Specific Measurable Actionable Realistic Time-specific (SMART) goals to eliminate gaps in HEPA standards compliance.
- Plan to re-check your site periodically throughout the year to keep your program on track.
- Celebrate your successes with your team, Y leaders and participant families/guardians.

## AS PART OF OUR COMMITMENT WE PROMISE TO:

- Only offer healthy options at Y-provided snacks and meals.
- Provide a fruit and/or vegetable at all meals and snacks.
- Only provide milk and water as beverages.
- Set limits on screen time for duration and purpose.
- Provide daily physical activity offerings, outdoors when possible.
- Provide family-style meals and snacks.
- Have staff model healthy food and beverage choices and active play.

**Let's see how we are bringing our commitment to life!**

**Out-of-School Time Check- Healthy Eating and Physical Activity (HEPA) Standards Self-Assessment**

**HEALTHY EATING AND PHYSICAL ACTIVITY (HEPA) STANDARDS SELF-ASSESSMENT**

**Date:**

**Site Name:**

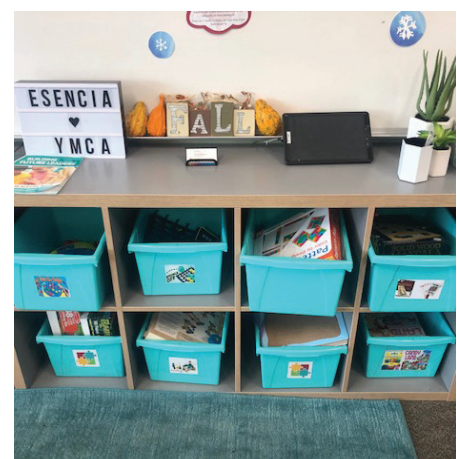
**Director Name:**

Parent Engagement: Reflect on pick-up and drop-off interactions, events and newsletters.	YES/NO
We engaged parents/caregivers using informational materials and/or activities focused on healthy eating and physical activity a minimum of once a quarter last year.	
<b>Physical Activity: Answer the statements below and keep in mind that physical activity can be broken down into smaller increments to meet daily total; moderate and vigorous activities increase heart rate and cause heavier breathing; and bone and muscle strengthening activities include running, jumping rope, or climbing.</b>	
We scheduled physical activities every day.	
We state in our policy that daily moderate to vigorous activity will be provided, outdoors whenever possible.	
We state in job descriptions that role modeling through participation in activities and positive discussions about active living are expectations.	
We scheduled opportunities for moderate to vigorous activity for at least 60 minutes per day for a full-day program.	
We scheduled opportunities for moderate to vigorous activity for at least 30 minutes for half-day program (morning and afternoon programs are each considered half-day programs).	
We scheduled outdoor time every day.	
<b>Screen Time: Review a lesson plan from a previous month to answer the questions. Screen time includes television, movies, cell phone, video games, computer or other digital devices.</b>	
Screen time is limited to less than 30 minutes per day for children in half-day programs.	
Screen time is limited to less than one hour per day for those in full-day programs.	
Screen time is free of unhealthy food and beverage marketing.	
<b>Food and Beverages: Answer the statements only for food and beverages provided by the Y.</b>	
Our policy/handbook includes our healthy eating standards.	
Menu lists a fruit or vegetables (fresh, frozen, dried or canned in its own juice) at every meal and snack for last month.	
Menu for last month only includes foods that are not fried foods, i.e. potato and corn chips. This may also include reheated foods like frozen French fries, tater tots and chicken patties/tenders/nuggets. If there is any uncertainty, refer to product website and customer service if needed.	
Products reviewed:	
Menu for last month only includes foods that do not contain trans-fat. Trans-fat will be listed as partially hydrogenated oil in the ingredient list.	
Products reviewed:	
Menu for last month only includes whole grains when grains are offered. To determine if the food is whole grain, check the ingredients. "Whole grain" should be listed first.	
Menu for last month only includes food and beverages that are free of sugar as one of the first three ingredients or contain less than 8 grams of sugar per serving.	
<b>Total:</b>	<b>0%</b>

## Appendix A. Quality Assurance Audit

### PROGRAM ENVIRONMENT

1. Parents, staff and visitors are greeted when entering the classroom.
2. Children are greeted when entering the classroom.
3. First impression of center is positive, neat and organized, attractively displayed boards, not cluttered (trash, lost and found-not the first thing you see), etc.
4. Staff interact with each other in a professional manner and communicate the needs of the site/children effectively.
5. CRM system used with documented follow up. There are no inquiries that haven't been contacted in over 30 days and no past due tasks. All new inquiries are accepted within 48 hours.
6. There is a positive tone and feeling (noise, activity, interactions, etc...). Adult voices do not dominate tone and children's interactions are positive.
7. Children appear to be familiar with the program schedule (observed by interactions with children).
8. Leader / Director area is well organized and reduced in size in order to provide more space for children and programming.
9. Center has sufficient cabinets, shelves, tables and chairs for the site (and not too many). Recommendation of 3-4 double sided shelves, 1-2 tall cabinets, 3-4 tables per single wide classroom.
10. Storage and staff areas are clean and organized.
11. Backpacks and other personal items are hung on hooks and/or stored properly in cubbies.
12. Bulletin boards display children's work and outcomes of activities that are current as evidenced by lesson plans and Y-Clubs.
13. Bulletin boards are simple, symmetrical, titled, read from left to right. Bulletin boards are hung at child's/parent's level; not displayed near the ceiling or floor.
14. Bulletin boards should be covered with felt or fadeless paper that is in tact (no rips) and should not have overly detailed borders or unnecessary decorations. Bulletin boards should not have store bought cut outs (unless using cut out letters or real images - no cartoons).
15. Bulletin boards displays will include Parent Information (containing licensing information), Staff Postings, Y-Clubs, Every Monday Matters/Service Learning, Studio, Kids in Charge of Their Community, Science / STEM.
16. The room has ample materials and supplies in good condition for number and ages of children. Supplies are available to the children and not locked up.
17. Shelving units are arranged to encourage children to work in small groups with defined activity areas (not pushed up against walls).
18. Supplies and materials are displayed in organized, labeled, matching containers. Center signs are utilized and are hanging over the correct area.



## Appendix A. Quality Assurance Audit

19. Furniture observed to be in good repair.
20. Current Parent Newsletter is available to parents.
21. Walls are free from staples, and children's work is displayed on boards.
22. Y Marketing materials are framed or are included on a bulletin board.
23. Staff are interactive with children.
24. Staff properly guide children (redirection, choices, conflict resolution strategies, etc...).
25. Staff transition activities and children appropriately (appropriate warnings, little wait time, etc...).



### CURRICULUM

26. The environment is supportive of diversity and anti-biased curriculum, which seeks to nurture the development of every child's fullest potential by actively addressing issues of diversity and equity in the classroom and local community. This does not mean a designated bulletin board, it should be evident in interactions and pictures/curriculum.
27. Y-Club Curriculum is followed or if deviation from Y Clubs is planned, it must have approval with evidence of 11 elements of the club curriculum planned and documented.
28. Club Curriculum is posted and evidence of Clubs are displayed.
29. School websites have current YMCA information and site is marketing to the school population.
30. Evidence of service learning observed.
31. Children are aware of impact/objective of service learning project (as evidenced by interviews with children).
32. Current lesson plans are posted.
33. Lesson plans incorporate multiple curriculum areas each week (Fitness & Nutrition, Science & Technology, Art & Culture, Etc...) and are well developed and list activities, not just curriculum area.
34. Site has daily schedule posted (school days and non-school days) and schedule is being followed.
35. Lesson plans are followed as evidenced by observation and posted work.
36. Evidence of long term projects is observed.
37. Evidence of children' participation in program planning (KICC program in place), as evidenced by documented meetings by the children, children's KICC newsletters.
38. KICC program has regular, on going meetings/huddles.
39. HEPA activities and education is evident in lesson plans and posted work.
40. Screen Time (computers, games, TV, videos) are limited to 30 mins/day and not more than 90 mins/week as evidenced by observation and interviews.
41. A character development program is in place and utilized as evidenced by observations and interviews.

### SAFETY & SUPERVISION/COMPLIANCE

42. Required ratios are in compliance at all times.
43. Supervision is proactive.
44. Children are visually supervised at all times.

## Appendix A. Quality Assurance Audit

45. Staff are aware of headcounts and headcounts match the number indicated on the roster.
46. Name to face headcounts are observed and documented at 15 minute intervals.
47. Room and outdoor environment and outside areas observed for blind spots. Windows are uncovered (blinds open, no art work, etc...)
48. Restroom procedures are followed.
49. Science and cooking activities follow proper safety precautions
50. Current written Emergency / Evacuation Plan posted and observed. Exit routes, fire extinguishers and fire/smoke alarms are noted in the plan.
51. Emergency duties are identified (posted on Emergency Disaster Plan) and staff are aware of their specific duty. Staff is trained on how to shut off utilities at site in case of emergency. Written instructions on appropriate utilities shut down are reviewed.
52. Contents of First Aid Kit should be inspected. The contents should include at a minimum: first aid manual, sterile dressing, bandages, adhesive tape, scissors, tweezers, external thermometer, plastic gloves, and a log for administered first aid.
53. The location of bloodborne pathogen kit (contents include: clean-up absorbent, bleach , germicidal disposable towelettes, impermeable gloves, biohazard waste disposable bags, safety glasses , and diaper changing supplies) should be observed and inspected.
54. Ample emergency food and drinking water is stored for children and employees (1 kit per employee/staff for 3 day supply of water, food and shelter/blanket) is observed.
55. Emergency drills are conducted monthly. Time of day rotates. Type of drill rotates.
56. Cooking equipment for hot food (crock pots, toaster-ovens, toasters, microwave or burners) in good condition. Cooking procedures are appropriate and either observed or staff answer questions about procedures.
57. Medication is current and has Permission to Medicate form filled out by parent and is locked.
58. Medication has prescription label attached to medication.
59. Center is free of safety hazards (unlocked chemicals, tools, etc...).
60. Current license posted with capacities and room usage observed.
61. All mandatory licensing postings observed (Parent's Rights poster, Personal Rights, Child Passenger Restraint System, Emergency Disaster Plan, Earthquake Preparedness Checklist, snack menus, daily activity schedule, Notice of Site Visit and any licensing report documenting a type A citation (posted for 30 days).
62. Personnel Report and the Emergency Care & Disaster Plan is current and updated as staffing changes
63. Parent Directory and Facility Roster is available upon request and updated quarterly.
64. Public Licensing File is available for review.
65. Incidental Medical Services (IMS) is known by staff and procedures are on site. IMS Universal Precaution sign is posted in staff area.
66. Children's personal rights are valued and respected.
67. Water is available at all times, inside and out.



## **Appendix A. Quality Assurance Audit**

68. 100% juice (no more than 3x/month), 1% skim milk and drinking water readily available
69. Snack menu and food service follows guidelines per Title 22 or food program guidelines. Full days must have AM and PM snack listed on calendar.
70. Snack menu is followed.
71. Children and staff wash hands prior to food service and preparation.
72. Children sit at tables while eating snack. Tables have been cleaned prior to snack service.
73. Snack include a fruit or vegetable
74. Meal/Snacks are served Family Style
75. Foods on menu are free of sugar as one of the first 3 ingredients or free of fried foods or foods that contain trans-fat
76. Staff model healthy eating behaviors at all times, avoiding foods that are inconsistent with HEPA during program time.
77. Volunteers, ABA therapists and outside agency personnel must have appropriate licensing forms on site and be associated to the site.
78. Accessible records observed safe and secured (child, members and employee records secured in an organized manner in an on-site location). Former staff and children's files should no longer be kept on site. All confidential information is secured safely. Bank account information and member social security numbers are not on site.
79. Children's files are updated and contain all required information (see child's file checklist).

### **YMCA SAFETY PROGRAM**

80. Employees are following applicable dress code and wearing name badge.
81. Employee Safety Orientation conducted for all staff members upon hire and observed in files. (IIPP Training Checklist & Acknowledgement signed by all employees and supervisors).
82. Slip, Trip and fall hazards are not present in the facility.
83. Staff act as supervisors not participants.
84. Monthly health and safety sheets are available with director's signature and retained on site for 1 year.
85. Hazardous Communication Program Followed which includes, but is not limited to: Container Labeling, applicable SDS (Safety Data Sheets) on file and staff know how to access, list of hazardous chemicals on site.
86. Current worker's compensation posters posted with blanks filled in. Designated medical clinic locations posted. WC Claims forms: DWC-1 form; Employee Statement; and Investigation forms observed on site.
87. OSHA 300 logs posted during annual posting time (February 1 through April 30) and then taken down and are available on site for three years.


### **TRAINING DOCUMENTATION**

88. All staff have completed Child Abuse Prevention, Bloodborne Pathogens and Hazardous Communications Training and retake it annually.
89. First Aid and CPR is current for all staff members .
90. Staff have all required job related certifications/educational requirements per position. Official transcripts for all positions in file.
91. Staff have current flu vaccine or declination on file (updated annually) and have proof of Pertussis and Measles immunization in their file






## Appendix B. Daily Schedule Template



# DAILY SCHEDULE




### Age Group: 2<sup>nd</sup> and 3<sup>rd</sup> Grade


<b>Monday–Wednesday/Friday</b> <b>Healthy Mind Time and Homework Help</b> 2:05–3:00	<b>Thursday</b> <b>Healthy Mind Time and Homework Help</b> 12:50–1:50
<b>Wash hands and Snack</b> 3:05–3:30	<b>Outside Group Game</b> 1:50–2:30
<b>Outside and Group Game</b> 3:35–4:15	<b>Wash hands and Snack</b> 2:35–3:15
<b>Curriculum with 1<sup>st</sup> Grade (i.e. math, writing, art)</b> 4:20–5:00	<b>Outside and Campus Clean up</b> 3:20–4:15
<b>Centers Y2</b> 5:05–5:30	<b>Curriculum with 1<sup>st</sup> Grade (i.e. math, writing, art)</b> 4:20–5:00
<b>Recreation Y1</b> 5:30–6:00	<b>Centers Y2</b> 5:05–5:30
	<b>Recreation Y1</b> 5:30–6:00

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## Appendix C. Snack Menu Template



# SNACK CALENDAR




MONTH: MAY (YEAR)    WATER IS AVAILABLE ALL DAY AND SERVED WITH SNACKS

Monday	Tuesday	Wednesday	Thursday	Friday
2 APPLE ¾ CUP CHEESE 2 OUNCES	3 CARROTS ¾ CUP HUMMUS ½ CUP	4 SPINACH SALAD ¾ CUP HERB CRACKERS ½ CUP	5 BROWN RICE ½ CUP MIXED VEGGIES ¾ CUP	6 MIXED FRUIT ¾ CUP YOGURT ½ CUP SMOOTHIES
9 ORANGES ¾ CUP WHEAT CRACKERS ½ CUP	10 BANANAS ¾ CUP RICE CAKES 1 EACH	11 FROZEN GRAPES ¾ CUP GOLDFISH ½ CUP	12 SPRING SALAD ¾ CUP EGG 1 EACH	13 MIXED FRUIT ¾ CUP CHEESE 2 OUNCES
16 BROWN RICE ½ CUP MIXED VEGGIES ¾ CUP	17 PINEAPPLE ¾ CUP COTTAGE CHEESE 2 OUNCES	18 STRAWBERRIES ¾ CUP YOGURT ½ CUP	19 CELERY ¾ CUP CREAM CHEESE 2 OUNCES	20 SPRING SALAD ¾ CUP CHICKEN ½ CUP
23 TOMATOES ¾ CUP STRING CHEESE 1 EACH	24 APPLE ¾ CUP CHEESE 2 OUNCES	25 CARROTS ¾ CUP HUMMUS ½ CUP	26 BROWN RICE ½ CUP MIXED VEGGIES ¾ CUP	27 MIXED FRUIT ¾ CUP YOGURT ½ CUP SMOOTHIES
30 SPINACH SALAD ¾ CUP HERB CRACKERS ½ CUP	31 ORANGES ¾ CUP WHEAT CRACKERS ½ CUP			


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# Appendix D. Activity Plan Calendar Template - 2 week



# ACTIVITY CALENDAR

Group: 4<sup>th</sup>-5<sup>th</sup>  
 Healthy Eating & Physical Activity (HEPA)



**Unit: "Heart Healthy"**  
 (HEPA Time: 20-30 minutes of fun and vigorous activity)

**Y Club: Speech and Debate Club**

**Week of: March 4**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Every Monday Matters:</b> Mentorship  -Big Buddy, Little Buddy. Big Buddies teach Little Buddies a group game with fairness and sportsmanship	<b>ART:</b> <b>Wooden Snake Painting</b> -use basic art supplies to create a snake	<b>KICC Huddle</b>  <b>Indoor H.E.P.A.</b> -Super Snacks – students will come up with new Healthy Snack Recipes	<b>Speech and Debate Club Presentation</b>  <b>S.T.E.M. Kites</b> -Friendship kites – design and build a kite with a friend and fly your kite.	<b>Every Monday Matters:</b> Wrap Up Discussion  <b>Minute to Win It – Nut Stacker</b> -using one hand on a skewer, stack up all nuts in under a minute
<b>Outdoor</b>	<b>Outdoor</b>	<b>Outdoor</b>	<b>Outdoor</b>	<b>Outdoor</b>
Sproutball	Soccer	Handball	Line Tag	Kickball

**Week of: March 11**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Every Monday Matters:</b> Recycling  -Recycle Art Project – Upcycle to create amazing works of art  <b>Long-term Project</b> – Egg Osmosis: What will vinegar do to an egg in a week?	<b>Team Building</b> -Tower of Power – Build a tower that can hold up a basketball	<b>KICC Huddle</b>  <b>Indoor H.E.P.A.</b> -Mosaic Bean Art – use beans to create a beautiful mosaic	<b>Speech and Debate Club Presentation</b>  <b>S.T.E.M.</b> - Candles – use candle kit to create sand candles	<b>Every Monday Matters:</b> Wrap Up Discussion  <b>Minute to Win It – Cookie Face</b> -Move a cookie from your forehead to your mouth without using hands!
<b>Outdoor</b>	<b>Outdoor</b>	<b>Outdoor</b>	<b>Outdoor</b>	<b>Outdoor</b>
Loudmouth	Basketball	SPUD	Kickball Basketball	Track Run

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# Appendix E. Club Weekly Schedule Template - 8 week



# ENGINEERING CLUB

## 8-Week Calendar



LEADERS: First Name/Last Name, First Name/Last Name			
	Core Competency:	Theme:	Activity:
<b>Week 1</b> 3/4/19-3/8/19	<b>Social Competence &amp; Personal Development</b> To facilitate leadership and community engagement	<b>Personal Goals</b>	<b>Huddle: what do we want to build?</b>
<b>Week 2</b> 3/11/19-3/15/19	<b>Science &amp; Technology</b> To teach physical science through hands-on activities	<b>Teambuilding and Importance of Base Structures</b>	<b>Learn the importance of bases with the Marshmallow Pyramid</b>
<b>Week 3</b> 3/18/19-3/22/19	<b>Character Education</b> To reinforce positive behaviors and interactions	<b>Teambuilding and Creative Thinking</b>	<b>Practice problem solving skills with the Paper Engineering Challenge</b>
<b>Week 4</b> 3/25/19-3/29/19	<b>Science and Technology</b> To pursue interest and question science inquiries	<b>Teambuilding and Aerodynamics</b>	<b>Learn about aerodynamics with the Sling Shot Rocket</b>
<b>Week 5</b> 4/1/19-4/5/19	<b>Social Competence &amp; Personal Development</b> To facilitate leadership and community engagement	<b>Teambuilding and Trajectory</b>	<b>Learn about trajectory with the Soda Can Catapult</b>
<b>Week 6</b> 4/8/19-4/12/19	<b>Character Education</b> To foster leadership and understanding values	<b>Teambuilding and Stored Energy</b>	<b>Learn about stored energy with the Rubber Band Helicopter</b>
<b>Week 7</b> 4/15/19-4/19/19	<b>Science and Technology</b> To teach physical science through hands-on activities	<b>Teambuilding and Cause and Effect Relationships</b>	<b>Learn about cause and effect relationships with the Cork Launcher</b>
<b>Week 8</b> 4/22/19-4/26/19	<b>Social Competence &amp; Personal Development</b> To encourage critical thinking and problem solving	<b>Teambuilding and Solar Power Technology</b>	<b>Learn about Solar Power Energy with the Solar Power Energy Car</b>

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## Appendix F. Newsletter Template



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# Before & After School News

**MARCH 2019 NEWSLETTER**  
PETERSON YMCA | (714) 536-0068 | 20661 Farnsworth Ln, Huntington Beach, CA 92646

### Message from the Director

Our annual campaign has begun and you will be able to impact a family's life in a big way! This year, our YMCA has a goal of raising **\$3,000**. The best part is that **100%** of the money raised here goes toward scholarships for families that attend our programs. **In our first week we have already raised \$600!**

**Want to be more involved?** If you have connections to individuals who are able to donate or if you want to be on our PAC team, we are always looking for more members!

*Jane Doe*

### Upcoming Events/Reminders

**Get Up and Glow! Fundraiser Event** on Friday, March 8th from 6pm-10pm Come join us at Las Flores YMCA for a night full of glow in the dark fun and exciting activities  
Cost: \$30 per child and \$10 for each additional sibling (Children must be potty trained) **\*\*RSVP NOW!**

**Payments:** Friendly reminder that payments are due on the 1st of the month. If you have received a new card in the last few weeks, we need to update the information on file to avoid any unnecessary fees. Let me know if you need help accessing the [Parent Portal!](#)



### Y Clubs in Action!

Ms. Julia and our younger students started Cooking Club this week. Cooking Club offers children a variety of learning experiences, as well as academic skills involving reading, science and math. It will also give them opportunities to use the senses of sight, hearing, smell, touch and taste. Working with food lets a child focus on his senses individually as well as collectively. We hope for them to learn about making healthy meals and snacks, and a sense of shared accomplishment.

## Appendix G. KICC Newsletter Template



### JUNE 2019 KICC NEWSLETTER

PETERSON YMCA | (714) 536-0068 | 20661 Farnsworth Ln, Huntington Beach, CA 92646

#### Kids in Charge of Their Community

Is for kids who would like to take charge in their community through service projects.

#### What's New?

Mrs. Kara is leaving the YMCA. We will miss her but we will still see her on campus as a campus supervisor. Yay! We also want to welcome a new Ms. Jessica. She is the 3<sup>rd</sup> since we've already had 2 Ms. Jessica's that work at the Y. We're excited to show her all about the Y!

By: Abby MacMillan

#### Star of the Week

Our STAR of the Week is Bobby Smith! Read more about him in the post next to this newsletter!

#### Upcoming Events

June: Summer Day Camp begins!  
June 23<sup>rd</sup>: Field Trip to Knott's Berry Farm  
July 8<sup>th</sup>: Field Trip to Camelot



#### Kids Corner

What Do You Want to Do At The Y This Summer?

**Samantha:** go on lots of field trips  
**Valentina:** water balloon fight  
**Sydney:** being with friends  
**Ivy:** staying inside  
**Jacob:** playing with Legos  
**Nathan:** watching movies

## Appendix H. KICC Implementation Guidelines

### **KICC Generated approach to Programming and Curriculum:**

**Staff Guided** - have children brainstorm and plan; staff acts as guide versus directing the planning process. Staff provides flexibility in programming to look for opportunities for extensions to activities that children show more interest in and identify teachable moments by facilitating discussion about what each child learned from each activity.

Under staff direction, children should:

- Develop and help create daily activities for lesson plans- brainstorm with each group
- Write KICC monthly newsletter- have children type in the template
- Plan and create monthly clubs to be delivered
- Children assist with implementing and delivering activities
- Create monthly snack calendar- have children research healthy options, type in the template, research serving size and caloric info
- Provide suggestions on program investments (equipment, etc)
- Plan field trips
- Plan monthly service learning projects
- Plan family and community events that are relevant to children in the program

**Family involvement** - parent/ family members are encouraged to participate in service learning, career exploration and family events that incorporate each child/family culture within the program. This provides children with the opportunity to take pride not just in the programming they create, but in their family who are part of the community as well.

Example: If a military service learning project is planned- invite a military family member to provide a presentation to children to observe their service and learn how they are creating a positive impact through their participation within the community. Invite family members to discuss and help children learn and explore various career options. Invite families and children to participate in sharing cultural traditions- food, music, heritage, and traditions throughout the year.

### **How to Implement:**

The overall child centered approach will enhance our current program model that focuses on a safe and creative environment for children, maintaining supervision and all Title 22 Regulations. Staff will continue to provide a positive, caring environment with teacher initiated and planned activities along with guiding children with current appropriate boundaries and child guidance techniques. Staff will encourage children in the participation in planning program activities and environment based on safety standards as the highest priority. Structure of current program model will remain intact, while incorporating children's ideas and input.



## Appendix H. KICC Implementation Guidelines

### Tips:

- Have each staff member plan with each grade level
- Staff participates as guide or set guidelines and boundaries for children to plan and implement within.
- Staff helps children understand the skills they are learning in the process- character development, leadership development, sense of being an active and positive member in the community with a voice.
- Staff assist children in learning responsibility and accountability for the programming they create and implement.
- Staff will enhance lesson plan with details on the objective of the activities.
- Utilize weekly web based brainstorming for theme development and lesson plan development; make this a part of weekly schedule.
- Follow up with each activity with group discussion for evaluation of the activity (what did they learn, staff help highlight what they may have learned).
- KICC'N it at the Y wall - create a weekly or monthly wall of documentation oo KICC activities highlighting what children learned – a KICC'N it at the Y wall.

### How to use KICC as a program marketing tool:

- Create KICC 'n it at the Y Board - with KICC newsletter, lesson plans, snack calendar, club detailed descriptions and , chart of work with service learning projects planned out for the year , and special activity events.
- Provide KICC shirt for club members or as an option for all kids.
- Partner with school or community on service learning projects or learning about companies or organizations in the community: take walking trips, adopt a business or organization, create a partnership.
- Tour new potential parents and children highlighting what the Y-Kids have accomplished and or planned for the year.
- -Invite guest speakers that children are interested in to visit the program. Encourage them to share information about the KICC program in the commutniy
- Have Branch e-news highlight KICC program, send information to branch marketing coordinator.

### Outcome:

Children, when empowered, naturally enjoy what they are participating in and feel a sense of pride. Children will encourage friends to join the program and increase enrollment. Parents, teachers, and community partners will see the difference we are making and be able to speak to the benefits of YMCA Afterschool – all of which increase enrollments and engagement at the Y!

## Appendix I. Service Learning Flyer & Sample Plan

YMCA OF ORANGE COUNTY – Essentials Donation Drive Plan 2012  
April 1 – May 11

### April 1<sup>st</sup> – May 11<sup>th</sup> - YMCAOC Service Learning Project and Collection Drive

- We will start the service learning and collection April 1 – Boxes will be delivered by April 1.
- Flyers/Template for project will be couriered to you next week to promote
- All OC YMCAs to serve as drop off points: 50 Afterschool and childcare sites and 6 fitness locations will participate in collections.
- We will also present project to Adventure Guides groups for participation.
- Youth Service Learning Project Outline Below, see [www.ymcaoc.org/donation-drives](http://www.ymcaoc.org/donation-drives) for full project

### May 4<sup>th</sup> – May 11<sup>th</sup> Orange County Essentials Campaign/Drive Dates

The county-wide goal is to collect 500,000 diapers, double last year's collections!

<b>May 4</b>	<b>Kick-off Event (Possible Pretend City) (Possible Y participation)</b>
May 4 – May 11	Orange County Final Campaign Week
May 4 - May 10	Sacramento Campaign Week
<b>May 8</b>	<b>Media/Partner Luncheon – Village of Hope (The Y would like to be at this, could possibly bring a small group of youth leading the projects)</b>
May 11	Collect Items in Capitol Building
May 13	Mother's Day
May 14- May 18	Pick -Up Items
May 19	Volunteer Sorting Day
<b>May 21-25</b>	<b>Deliver Items to Recipient Agencies (Youth programs to participate in the culmination of the service project as a "field trip" where they get to see the end result of their efforts. Possible we could bring a group on May 8 Media Day as well.)</b>

### Global Youth Service Day 2012, April 20-22<sup>nd</sup>

- The Y will wrap the service learning portion of the project into this National Service Learning Day.

### April 28<sup>th</sup> - YMCAOC SUMMER KICK OFF CARNIVALS -- Free Events

(Laguna Niguel 10-1; Mission Viejo 10-1; Fullerton 11-2; Santa Ana 12-4; and Newport Beach 11-2) – All can serve as donation drop offs/Homeaid & Essentials project to have booth/presence, YMCA will provide \$10 program coupon to people that bring donations for the drive to SKC/HKD events

### Service Learning Project

[www.ymcaoc.org/donation-drives](http://www.ymcaoc.org/donation-drives) for more resources, links and curriculum resources

There are four main components to a comprehensive service learning project: preparation, action, reflection, and celebration. Below are some suggestions and a starting point, please feel free to add activities that will

## Appendix I. Service Learning Flyer & Sample Plan

### Service Learning Overview: Homelessness

#### Stage One: Preparation

- 1) Discuss the project and all the groups that are working together to make a difference (Homeaid, The Y, Boy Scouts, etc).
  - Discuss county wide goal of collecting 500,000 diapers
  - Show the videos that are online to give children a sense of the project and what they will be doing  
Do some research with the children on homelessness in Orange County.
  - What cities have the highest population of homeless?
  - What are cities doing to help the homeless?
  - What programs are available to help?
  - Come up with other research ideas for children to do and present.

**Homelessness** – The homeless population includes people from all walks of life, so the question “Who are the homeless?” is a difficult one to answer. However, many people are surprised to find out that the homeless population is very diverse.

#### **National Statistics:**

- 35% of people experiencing homelessness are from families with children, which is the fastest growing homeless population.
- 20% of the homeless are U.S. military veterans.
- 25% are children under the age of 18 years.
- 30% have experienced domestic violence.
- 20-25% suffers from mental illness.

The stereotypical picture many people have of a homeless person fails to capture the complexity of the population experiencing homelessness. For most people, homelessness is a temporary and highly unexpected situation, often resulting from a lost job, the lack of affordable housing, illness or disability.

The YMCA of Orange County will be a drop off point for donations and will encourage YMCA and school site families to donate to the drive. Donations needed are: diapers (sizes newborn to toddler), baby wipes, baby food, baby bottles and baby products (i.e. wash, lotion, etc...). Each YMCA location will be given a box to collect donations.

- 3) Work with the children to set goals for drive.
  - How many flyers can they pass out?
  - Can they explain the cause to others to secure donations?
  - How many of each item can they collect?
  - How many people can they get involved?

## Appendix I. Service Learning Flyer & Sample Plan

### Stage Two: Action

Ways to get kids, families, and schools involved:

- The YMCA will be listed in the media as a drop off point so families will be stopping by to drop off supplies.
- Have children distribute flyers or make their own flyers to distribute.
- Encourage children to collect donations from family and neighbors.
- Speak to parents about the drive and get your PAC involved to help promote the cause.
- Be creative in promoting the drive: Last Year, Quinn at Barcelona had her staff wear a pacifier around their neck for a week to prompt questions from parents. They also had the children do an art project with coupons for diapers and baby products to give to their parents to encourage/remind them to contribute to drive.
- Directors should speak to the school principals and involve the school as much as possible and get the information out to the school populations by ListServe or whatever means available.
- YMCA staff and/or volunteers bring the boxes to the front of the school for drop off and pick up times to encourage school-wide participation. Please work with the kids in the program to come up with a plan to encourage participation.

The HomeAid's 2012 Essentials for Young Lives Drive will take place the week of May 4th – May 11<sup>th</sup> 2012. ***The YMCA will begin the service learning project and collection process April 1<sup>st</sup> – May 11<sup>th</sup>. The locations that collect the most donations and engage the school and families the most will be selected to attend the field trip.***

### Stage Three: Reflection

Set aside time for organized reflection and critical evaluation of the project. Have YMCA children analyze, question, and share what they have experienced. Through reflective conversations children will begin to create new meaning and understanding of their service work.

Ideas for Reflection Activities:

- Have YMCA children write letters to public officials or other professionals about their experience and what solutions they see for change.
- Write an evaluative essay where YMCA children reflect on their own values and thoughts both pre and post service project. Have their opinions changed.
- Encourage kids to take pictures throughout the entire process and then have them create a photo essay to be shared.
- Have children provide reflection about what they learned on camera or in a small group setting.

## Appendix I. Service Learning Flyer & Sample Plan

### Stage Four: Celebration & Demonstration

Celebrate the work of the YMCA children, highlighting their success with the project. Create awareness around the issue and provide recognition to all participants. Celebration ensures that the service work is seen and heard and that the children and community participants are valued and applauded for their role as citizens.

#### Ideas to Celebrate:

- Display picture of the children's work at the site and/or school.
- Have children create thank you banners to show appreciation for the parents and school community for their efforts in the drive.
- Report the results of how much was collected and thank all involved.
- The programs that have the most success engaging families and schools will take a field trip to help deliver the donated supplies. The trip will be documented with pictures or video to be shared back with all sites who participated.

## Appendix I. Service Learning Flyer & Sample Plan



# SENDING HOPE GIFTING JOY

## Stockings for the Troops

Donation Drive: Now–November 14th, 2018

Join us in bringing holiday cheer to our troops overseas. With your help and support, the YMCA of Orange County will send stockings filled with much needed items and pieces of home to our military families.



"On behalf of all at III MEF, **thank you** for your **generous** contribution and **touching the hearts** of our active duty Marines and Sailors this holiday season. **We are forever grateful.**"

– Lt. General Nicholson

### HOW IT ALL COMES TOGETHER...

- 1 Donations Collected:** YMCAOC Child Care Sites. (see location list at [ymcaoc.org/donation-drives](http://ymcaoc.org/donation-drives))
- 2 YMCA Child Care Stuffing Party:** Staff and students sort donations and fill stockings.
- 3 Stockings Shipped to Troops:** Words of Comfort, Hope & Promise packs and ships all stockings overseas.
- 4 Troops Receive Stockings:** Our troops enjoy the holidays with a taste of home.

### ITEMS NEEDED Suggested Retailers: Costco, Target, Walmart, etc

#### CONSUMABLES

- Candy canes
- Starbucks Via® coffees – our troops' favorite!
- Peanut butter or cheese & crackers snack packs
- Cup of Noodles® or Easy Mac® macaroni & cheese
- Starkist® tuna & crackers snack packs
- Nature Valley® Sweet & Salty Peanut bars
- Gatorade Propel® dry powder packets for water bottles
- Cliff® Bars/Protein bars

#### INDIVIDUAL SNACK PACKS

- Assorted bags of nuts
- Dried fruits/raisins
- Cheez-Its® or Cracker Jacks®
- Trail mix
- Sunflower seeds
- Beef jerky/Slim Jim®
- Corn Nuts®
- Store-bought cookies

#### ESSENTIALS

- **Christmas stockings, 7" wide x 19" long**
- Toothbrush, toothpaste, floss
- Chewing gum
- Hand warmer packets
- Socks
- Pocket or purse size package of baby wipes
- Letters and Christmas cards, addressed to "Dear Armed Forces"

(all donations are tax deductible)

**YMCA OF ORANGE COUNTY**  
Learn more at: [ymcaoc.org/donation-drives](http://ymcaoc.org/donation-drives)



## Appendix J. Important Links & Resources

### Connect Site

www.cemsoc.com

### Templates

Flyer, newsletter, and calendar templates can be found via the link on the Child Care page

The screenshot shows the YMCAs CONNECT website. The header is orange with the logo and navigation links: Home, Membership H/W, Child Care (highlighted with a red box), AG, Aquatics, Sports, and New Horizons. A user profile for Jenny Hoang is visible. The left sidebar lists various services like Amazon Business, Appointment King, etc. The main content area is titled 'Child Care' and features a 'Quick Links' section with three items: 'Childcare Templates' (highlighted with a red box), 'Childcare Curriculum', and 'Marketing Request Form'. To the right is a 'YMCA on the Web' section with links to various webpages and camps.

### SOPs

These can be found on SharePoint:

Child Care > Director's Folder > Standard Operating Procedures - Director Manual

The screenshot shows a SharePoint document library for 'Public Documents'. The breadcrumb path is 'Root > Child Care > Director's Folder > Standard Operating Procedures - Director Manual'. The document list includes:

Name	Modified	Modified By	Check In Comment	Checked Out To
Childcare Forms	October 13, 2017	Staci Costello		
New SOP	October 13, 2017	Staci Costello		
Revised CC SOP	January 28, 2017	SP2016_Admin		
Revised Child Care SOPs	August 14, 2018	Jennifer Palter		Addisyn Feeney
Thumbs	January 31, 2017	Jennifer Palter		

## YUSA Website

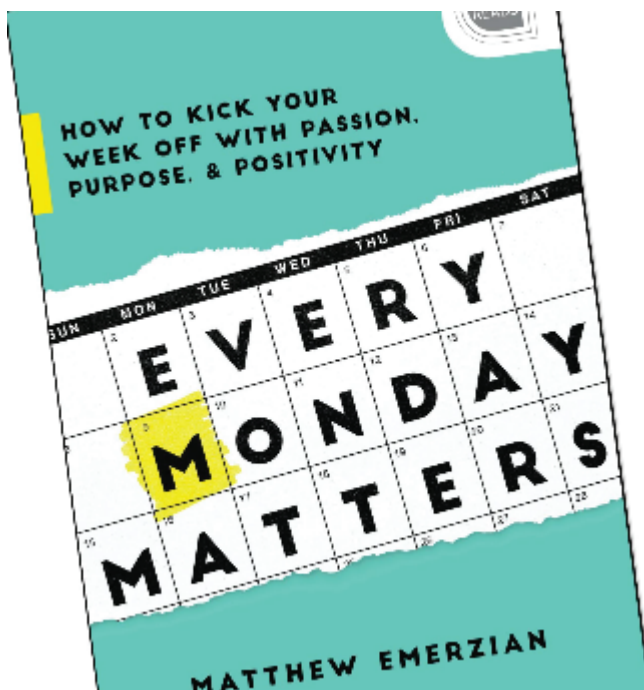
[www.ymca.net](http://www.ymca.net)

Resources on STEM: [www.ymca.net/STEM](http://www.ymca.net/STEM)

Resources on HEPA: [www.ymca.net/hepa](http://www.ymca.net/hepa)

## Every Monday Matters

[everymondaymatters.org](http://everymondaymatters.org)



## Licensing Updates

[www.cdss.ca.gov/inforesources/Community-Care/Self-Assessment-Guides-and-Key-Indicator-Tools/Quarterly-Updates](http://www.cdss.ca.gov/inforesources/Community-Care/Self-Assessment-Guides-and-Key-Indicator-Tools/Quarterly-Updates)

[www.cdss.ca.gov](http://www.cdss.ca.gov)





### **Our Mission**

To put Christian principles into practice through programs that build healthy spirit, mind, and body for all.

### **Our Vision**

To improve lives and strengthen character through youth development, healthy living and social responsibility driven by passionate staff and volunteers.

### **Our Values**

Respect, Responsibility, Caring, and Honesty – Our values are celebrated by staff and members and provide a positive foundation for all Y programs and a healthy connection with others.

### **Our Commitment**

To keep programs open for all. The Y is a nonprofit, charitable organization that serves the entire community. Donations support our scholarship program and Our Commitment.

### **Our Cause**

Strengthening the foundation of communities.

**YMCA OF ORANGE COUNTY**

[ymcaoc.org](http://ymcaoc.org)