



Safety & Compliance Review

C5 Youth Foundation Program Practice and Safety Audit



Program Practice and Safety Audits

- The *In-Focus* audit reflects C5 Youth Foundation's commitment to providing safe, quality environments for youth and staff.
- Audits are a significant part of our internal risk management. The purpose is to:
 - 1) Review compliance with system-wide operating standards
 - 2) Provide directors with feedback about program quality
 - 3) Identify areas in need of improvement and to establish a plan for corrective action
 - 4) Insure consistent operation between all sites
- Sites are audited twice each summer.
- Audits provide specific feedback in areas like hiring, training, and culture building. They are conducted in addition to *High/Scope's Youth Program Quality Assessment (YPQA)* which measures the quality of program delivery and the *ACA Accreditation Process* which measures compliance with industry standards. In the future, YPQA will be used as an internal management tool by directors and will not be administered by the operations team.
- Sites are expected to be accredited by the American Camp Association and abide by these standards throughout the year. The audit provides specific direction about *how* to meet certain standards. It does not replace the need for accreditation.
- Information is gathered through program observation, interviews with staff and youth, and review of select written materials. *Audits are typically conducted over a 3-4 day period.*
- Immediately upon completion, observations are shared with the camp director. At this time, a handwritten copy of the audit form is given to the director. Within 4 days, a written summary of notes and observations is forwarded to the Camp Coca-Cola Foundation and to the Camp Director.
- If situations requiring immediate attention arise, the Operations team auditor works with the director to develop a written plan for addressing the concern. The plan includes specific actions required and deadlines for work to be done.
- Audit content is reviewed and edited each year. 2008 edits appear in **red**.

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SELECTION PROCESS

- Has site conducted an equitable, well-documented youth selection process that is aligned with C5 operating procedures?
- C5 is designed to keep students with promise on track. Youth who lack motivation & ability to be respectful will not succeed or contribute to the success of others.

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess		
1. Application form and information for partners & parents is up-to-date and accurate. <input type="checkbox"/> Site uses standard C5 selection forms including interview guides, eval. forms, and initial application (with essay).					
Sites use consistent language to articulate C5's target population when communicating with parents & partners. <input type="checkbox"/> "C5 targets high potential students who..." 2. <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ Demonstrate strong academic performance and promise ▪ Display values like: honesty, self-motivation, selflessness and support of others ▪ Have been recognized for accomplishments / contributions </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ Are in 7th grade and able to start C5 prior to 8th grade ▪ Reflect the diversity of the community ▪ Lack support, opportunities, and resources ▪ Are prepared to meet challenges of C5 </td> </tr> </table>	<ul style="list-style-type: none"> ▪ Demonstrate strong academic performance and promise ▪ Display values like: honesty, self-motivation, selflessness and support of others ▪ Have been recognized for accomplishments / contributions 	<ul style="list-style-type: none"> ▪ Are in 7th grade and able to start C5 prior to 8th grade ▪ Reflect the diversity of the community ▪ Lack support, opportunities, and resources ▪ Are prepared to meet challenges of C5 			
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Selection process is well-documented and based on: <input type="checkbox"/> Nomination Form <input type="checkbox"/> A written application & essay <input type="checkbox"/> A recommendation letter from a non-relative who has known them more than a year <input type="checkbox"/> A face-to-face interview <input type="checkbox"/> Observation interacting with peers in a structured activity. <u>Helpful guideline:</u> Use the bell curve as a guide to target the right balance of youth – 15% “potential risk”, 70% “right on”, 15% “fast track”. Use as an indicator when looking at grades, behavior, financials etc.					
To select an incoming class of 72 youth, each site: 4. <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Solicits 300 nominations from partner schools & agencies <input type="checkbox"/> Collects 175 completed applications <input type="checkbox"/> Interviews 140-150 youth <input type="checkbox"/> All youth who submit applications are not interviewed. </td> <td style="vertical-align: top;"> Nominations Solicited: _____ Applications Collected: _____ Youth Interviewed: _____ </td> </tr> </table>	<input type="checkbox"/> Solicits 300 nominations from partner schools & agencies <input type="checkbox"/> Collects 175 completed applications <input type="checkbox"/> Interviews 140-150 youth <input type="checkbox"/> All youth who submit applications are not interviewed.	Nominations Solicited: _____ Applications Collected: _____ Youth Interviewed: _____			
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5. Applicants are interviewed by at least 1 FT director. <input type="checkbox"/> Recommended that each director interviews or at least meets each candidate.					
6. 3.0 GPA (B average) is the guideline for nominating youth. <input type="checkbox"/> Youth with a lower GPA's can be considered -- additional references are required for youth with less than a 2.8 GPA.					
7. \$10,000/family member/year is the upper limit for financial eligibility. <input type="checkbox"/> Exceptions (up to 5% of accepted youth) must be based on significant documented need.					
8. Review 15 youth files at random – several from each class. Each should include the original C5 application, interview notes, a nomination form, 1 reference letter, and summer applications for each year of the program. Files should also include community service cards, disciplinary and incident reports, and field trip permission forms.					
<u>COMMENTS:</u>					

YOUTH BEHAVIOR AND PARTICIPATION

- Do youth and staff understand what is expected?
- It is our goal to address behavior by raising youth awareness and helping them make healthy decisions and choices.

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
1. Each site produces a student / parent handbook that is presented to families as they enter the program and review it annually with youth. Handbooks are approved by VP of Operations and specify expectations around summer and C5 participation.			
The following topics (among others) are covered in this handbook: A.) Annual Performance Expectations <ol style="list-style-type: none"> 1. 30 hours of community service – increasing by 10 hours each year up to 60 hours 2. Min. 2.5 GPA (to stay in the program) 3. Attend all C5 events 4. Submission of grades in January and July each year 5. Complete an annual application 6. Annual leadership development plan 7. Participate in summer experience B.) Non-Negotiable Behavior Standards <ul style="list-style-type: none"> ▪ Violations result in immediate release <ol style="list-style-type: none"> 1. Alcohol, illegal drug, tobacco, or weapon use at CCC/C5 2. Engaged in criminal activity anywhere, anytime 3. Sexual activity at CCC/C5 4. Expulsion from school 5. Repeated violations of C5 rules and expectations 6. Intentional cause of, or attempt to cause, significant physical/emotional injury 			
3. Policy in place for responding to youth who miss C5 events and do not complete their community service commitment.			
4. If a youth's GPA falls below 2.5, they have one calendar year to raise it back to the minimum.			
<p>Policy in place for managing missed summers:</p> <ol style="list-style-type: none"> 5. <input type="checkbox"/> Youth must attend year 1 and year 2 summer experiences. <input type="checkbox"/> The decision to dismiss a youth who does not attend year 3, 4, or 5 is at the director's discretion. <input type="checkbox"/> If more than 1 experience is missed, the youth may not continue. <p>This is an internal policy and should not be published in any material distributed to youth or parents.</p>			
MUSIC: Plan is in place for managing music as an intentional component of the camp environment. <ol style="list-style-type: none"> 6. <input type="checkbox"/> Directors establish an initial repertoire of appropriate camp music. <input type="checkbox"/> With approval, students may add to this "play list". <input type="checkbox"/> Camp community music is limited to dances and planned activities. <input type="checkbox"/> Introduce youth to a variety of music; avoid emphasis on a single form. 			
7. Youth/Staff to listen to appropriate music on headphones at designated times only. <ul style="list-style-type: none"> <input type="checkbox"/> Directors approve music brought from home. 			
<p><u>COMMENTS:</u></p>			

SUPERVISION OF YOUTH

- Are youth effectively supervised by a staff member or tier III volunteer at all times?
- “Supervised means that youth are within the direct sphere of influence of an adult (within earshot & sight), being directly monitored, and are actively engaged in camp-appropriate activity.

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
Youth are supervised at all times. 1. <input type="checkbox"/> Youth are within staff member’s direct sphere of influence—able to be heard & seen, actively monitored, and involved in camp-appropriate activities. <input type="checkbox"/> Staff can account for all youth in their care and immediately report to a supervisor when they cannot.			
2. One staff is never alone with one youth; there are always at least 3 people present. <input type="checkbox"/> This is the “rule of three”. It is designed to protect staff from potentially awkward or inappropriate situations.			
3. Plan in place for directors to meet and get to know every youth at camp. <input type="checkbox"/> Directors know all youth by name and know key details about their background.			
Staff project a positive image and are supportive of youth at all times. 4. <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Use a warm tone of voice and respectful language <input type="checkbox"/> Smile, use friendly gestures, handshakes, and make eye contact <input type="checkbox"/> Know & use names <input type="checkbox"/> Allow youth to learn from and correct mistakes; encourage continuous improvement of skills			
Cabin groups travel together when walking to activity areas. 5. <input type="checkbox"/> Travel time is an extension of the camp program <input type="checkbox"/> Group leaders lead activities, sing songs, and talk to youth as they move between activity areas.			
6. Staff participate in program activities with youth – they never sit back and observe or disengage.			
Staff are trained to immediately report rumors and hearsay, especially if they relate to sexual, violent, illegal, or self-destructive behavior. 7. <input type="checkbox"/> Staff understand their role as mandated reporters. <input type="checkbox"/> Staff know how and to whom they should report inadequate supervision.			
All overnight off-site events are single-gendered. 8. <input type="checkbox"/> Supervising staff never sleep separate from youth. Same-gendered staff sleep in cabins, tents, or dorm rooms with youth. <input type="checkbox"/> Staff stay awake and actively monitor youth until the area is quiet.			
9. Staff receive ongoing feedback and coaching on their performance as youth supervisors. <input type="checkbox"/> A signed copy of the C5 supervision contract is filed with employment paperwork.			

COMMENTS:

CLEANLINESS AND ORGANIZATION

- *Is the site neat and organized and supported by efficient systems for checking out equipment, requesting site maintenance, and managing lost & found items?*
- A well-run camp inspires confidence in the leadership. The resulting trust fosters greater openness to the experience—and to the lessons—of camp.
- Engaging youth in keeping camp neat & organized promotes pride and ownership. If we expect youth to embrace organization as trait of leadership, we must model it.

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
1. Main meeting areas like the dining hall are clean and organized.			
Youth are responsible for community jobs and take pride in their camp's appearance.			
2. <input type="checkbox"/> Clean up is part of the routine vs. a chore <input type="checkbox"/> Youth & staff are assigned site responsibilities daily through formal means like "Wheel of Service" or "Kamp Kapers".			
3. Program areas such swimming pool, arts & crafts, and library are neat & organized.			
4. Clean-up is an intentional component of every activity and transition. <input type="checkbox"/> Specific clean up expectations are posted in each activity area.			
5. Cabins – including staff cabins – are clean and organized. <input type="checkbox"/> There is a system in place by which cabins are inspected and youth receive feedback. Clean cabins are acknowledged.			
7. A lost & found system is in place which promotes responsibility and respect.			
Efficient systems are in place for:			
8. <input type="checkbox"/> Check-in and check-out of equipment. <input type="checkbox"/> Storage is neat and orderly storage of program gear <input type="checkbox"/> Requesting consumable supplies for projects, insights, etc that minimizes the number of trips to local stores.			
9. The site is in generally good repair and there is evidence that small issues are being addressed before they become greater concerns. <input type="checkbox"/> A maintenance request system is in place that promotes quick response to maintenance needs.			

COMMENTS:

APPROPRIATE ATTIRE

- Do youth and staff represent themselves well as C5 Youth Foundation through the way they dress and present themselves?
- People form impressions based on what they see. Positive impressions increase the likelihood that meaningful relationships will develop in the future.
- Projecting a positive image feels good and instills a positive community identity. Being able to do so is a level II life skill.

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess		
<p>1. Appropriate dress is relative to the activity. General appearance is neat and presentable. At camp, appropriate dress includes t-shirts, shorts, jeans or pants, and closed-toe shoes. On a college campus, appropriate dress might include a polo shirt and khaki pants, depending on the agenda for the day. Youth understand that as part of C5, they represent supporters of C5, employees of the Coca-Cola system, themselves, other youth & staff, etc.</p> <p>Minimal expectations:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Mid-sections covered <input type="checkbox"/> Modest shorts <input type="checkbox"/> Minimal to no jewelry or piercings, no hoop earrings. <input type="checkbox"/> Appropriate logos & messages on t-shirts <input type="checkbox"/> Except when swimming, males wear shirts </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Good hygiene <input type="checkbox"/> No make-up <input type="checkbox"/> No visible undergarments (or pajamas) <input type="checkbox"/> Neat, clean, well-groomed hairstyle <input type="checkbox"/> Tank tops are okay </td> </tr> </table>	<input type="checkbox"/> Mid-sections covered <input type="checkbox"/> Modest shorts <input type="checkbox"/> Minimal to no jewelry or piercings, no hoop earrings. <input type="checkbox"/> Appropriate logos & messages on t-shirts <input type="checkbox"/> Except when swimming, males wear shirts	<input type="checkbox"/> Good hygiene <input type="checkbox"/> No make-up <input type="checkbox"/> No visible undergarments (or pajamas) <input type="checkbox"/> Neat, clean, well-groomed hairstyle <input type="checkbox"/> Tank tops are okay			
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<p>Youth and staff wear closed-toe <u>and</u> closed-heel shoes with socks.</p> <p>2. <input type="checkbox"/> Exceptions: Swimming pool, in the cabin, females dressed appropriately for presentations or interviews. <input type="checkbox"/> Aquasocks, Tevas, sandals, etc. are not acceptable foot protection on canoeing trips or when wading in shallow water.</p>					
<p>Staff & youth wear modest swimwear.</p> <p>3. <input type="checkbox"/> Females: one piece suits <input type="checkbox"/> Males: trunks or shorts</p>					
<p>4. Youth and staff wear C5 t-shirts on out-of camp field trips and to C5 events.</p>					
<p>C5 hats are the only acceptable headgear away from camp and preferred in camp.</p> <p>5. <input type="checkbox"/> Baseball caps with appropriate logos may be worn at camp. <input type="checkbox"/> Bandanas and dew rags are not acceptable headgear in camp or on field trips. <input type="checkbox"/> Bandanas, dew rags can be worn appropriately during the backcountry portion of a multi-day trek but not while traveling to and from the location or when in base camp.</p>					

COMMENTS:

MEAL OPERATIONS

- Are meals managed as an intentional extension of the camp program—a time to practice etiquette skills, build relationships, and communicate through conversations, announcements, and presentations like ORT and waste reports?
- Meals are comfortable / inclusive experiences for youth, staff, and guests, conducted in an orderly / efficient manner.

C5 youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess								
<p>Meals are facilitated by a FT director – CD, PD, or CPD.</p> <p>1. <input type="checkbox"/> Directors [and team leaders] warmly and enthusiastically welcome youth and staff into the dining hall prior to meals. <input type="checkbox"/> Directors coach youth and seasonal staff speakers to create the right tone & pace and insure announcements and guest introductions are effective.</p>											
<p>Clear routines and systems create a sense of orderliness at meals – DH managers, hoppers, one person up from table at a time, etc.</p> <p>2. <input type="checkbox"/> Meals start and end on time and are kept to reasonable lengths -- about 45 minutes. <input type="checkbox"/> Youth sit in cabin groups at meals. (<i>Open seating is acceptable on special occasions but is not a daily feature</i>). <input type="checkbox"/> Group leaders sit with their cabin group and engage them in camp-appropriate conversations. <input type="checkbox"/> Meals are served family style. <input type="checkbox"/> Meal dismissal is orderly and efficient and does not result in periods of disorganization or poor supervision. <input type="checkbox"/> After dismissal, youth and staff clean the dining hall — sweep floors, straighten furniture, empty trash, etc.</p>											
<p>3. Extra staff are dispersed through the dining hall rather than concentrated at several “staff only” tables. <i>Two staff sit at most tables.</i></p>											
<p>4. No “special privileges” afforded staff during meals. Rules apply equally to all (i.e. remaining seated through the meal, portion sizes, menu variety, etc.) One exception -- coffee is available to staff.</p>											
<p>Etiquette standards are posted and practiced in the dining hall; staff model and reinforce “table manners” as an important level II skill. Sample expectations include:</p> <p>5. <table style="display: inline-table; vertical-align: top; width: 45%;"> <tr> <td>▪ Tables set appropriately (knives on right, forks on left)</td> <td>▪ No reading at the table</td> </tr> <tr> <td>▪ Youth & staff introduce themselves to guests</td> <td>▪ “Please” & “thank you”</td> </tr> <tr> <td>▪ Guests are served first</td> <td>▪ Hoppers are only ones up from tables</td> </tr> <tr> <td>▪ Food is passed in a politely</td> <td>▪ Remain seated until dismissed</td> </tr> </table> </p>	▪ Tables set appropriately (knives on right, forks on left)	▪ No reading at the table	▪ Youth & staff introduce themselves to guests	▪ “Please” & “thank you”	▪ Guests are served first	▪ Hoppers are only ones up from tables	▪ Food is passed in a politely	▪ Remain seated until dismissed			
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<p>Meal guests support career and values explorations and provide a public speaking opportunity.</p> <p>6. <input type="checkbox"/> Guests are seated by youth prior to the start of the meal and their presence acknowledged at the beginning of each meal. <input type="checkbox"/> Each guest is interviewed by youth and “formally” introduced to the dining hall before the close of the meal. <input type="checkbox"/> Supplies such as laminated interview sheets and pencils & paper for note taking are available. <input type="checkbox"/> Youth who introduce dinner guests receive immediate feedback on their performance from designated staff and youth.</p> <p style="text-align: right;">Approximate Number of Weekly Guests: _____</p>											

COMMENTS:

QUALITY PROGRAM PRACTICES

- *Is the program delivered in a quality manner?*
- Most of the items in this section are adapted from High Scope's Youth Quality Program Assessment (YPQA).

C5 youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
<p>Program emphasizes multiple-session skill building progressions rather than stand alone activities.</p> <p>1. <input type="checkbox"/> Activities are engaging, challenging, and age-appropriate <input type="checkbox"/> Youth do not appear rushed, frustrated, bored, or distracted; most youth finish activities.</p>			
<p>Program spaces accommodate the activities offered.</p> <p>2. <input type="checkbox"/> Ample space and furniture <input type="checkbox"/> Adequate acoustics <input type="checkbox"/> Free of health and safety hazards <input type="checkbox"/> Comfortable temperature <input type="checkbox"/> Minimal distractions <input type="checkbox"/> Adequate ventilation and lighting</p>			
<p>Program sessions begin with a thorough briefing that clearly identifies:</p> <p>3. <input type="checkbox"/> Sequence and purpose of events <input type="checkbox"/> Guidelines for participation <input type="checkbox"/> Potential hazards, behavioral and geographic boundaries, and required safety equipment and procedures.</p>			
<p>4. Staff have an adequate supply of materials and equipment prepared in advance of the start of each activity.</p>			
<p>Youth have opportunities to be part of small groups and practice group-process skills:</p> <p>5. <input type="checkbox"/> Actively listen <input type="checkbox"/> Work on tasks with others <input type="checkbox"/> Contribute ideas or actions to the group <input type="checkbox"/> Take responsibility for a role or project</p>			
<p>Youth have opportunities to lead.</p> <p>6. <input type="checkbox"/> Act as facilitator or mentors <input type="checkbox"/> Teach others <input type="checkbox"/> Lead discussions, projects, or activities</p>			
<p>Reflection is an intentional component of activities and experiences.</p> <p>7. <input type="checkbox"/> Youth reflect on what they are learning or how they are changing as a result of participation. <input type="checkbox"/> Includes multiple forms: writing, discussions, role playing, artwork, etc. <input type="checkbox"/> Large groups are divided into subgroups of 4-6 to improve the quality of reflection</p>			
<p>Staff are actively involved with youth and participate in activities.</p> <p>8. <input type="checkbox"/> Provide direction, work as partners or team members <input type="checkbox"/> Share control of activities with youth, providing guidance</p>			

COMMENTS:

DAILY SCHEDULE & SPECIFIC CONTENT

- *Is the daily camp schedule planned well? Does it work? Is their ample time for transitions? Too much or too little time allowed for activities?*
- Access to schedules makes people feel included, contributes to a sense of comfort, and promotes anticipation and excitement.

C5 youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
<p>Accurate schedules are readily available.</p> <p>1. <input type="checkbox"/> Program schedules are posted where staff & youth have easy access (i.e. dining hall, office, staff lounge, etc.)</p> <p><input type="checkbox"/> Schedules are out to staff and youth at least a week in advance.</p> <p><input type="checkbox"/> A regular process is in place for communicating scheduling updates</p> <ul style="list-style-type: none"> ▪ (i.e. daily staff / youth updates, "Meeting Under the Tree, etc.) 			
<p>Schedules are well-thought out, use time efficiently, and allow ample time for learning experiences.</p> <p><input type="checkbox"/> Daily schedule follows one of the templates created by C5YF and includes the following daily components: 1 hour leadership U. session, four 1.25-1.5 hour activity blocks, evening program, and cabin insight activity.</p> <p>2. <input type="checkbox"/> Activities start and end on-time</p> <p><input type="checkbox"/> Appropriate amount of time for activities.</p> <p><input type="checkbox"/> Transitions between activities are smooth and staff can account for and supervise youth during these times.</p>			
<p>Each site incorporates Social Awareness Programming (SAP) that challenges youth to think critically about choices. Curriculum follows the recommended progression; changes are approved by the VP of Operations.</p> <p>3. <input type="checkbox"/> Relevant topics include teen pressures, the effect of media on culture, and gender diversity</p> <p><input type="checkbox"/> Facilitated by FT directors; team leaders play support roles</p> <p><input type="checkbox"/> Presented approx. weekly as an evening activity</p> <p><input type="checkbox"/> Linked to evening insights</p> <p><input type="checkbox"/> Meetings per 28-day session:</p> <ul style="list-style-type: none"> ▪ Year 1: 4 ▪ Year 2: 3 ▪ Year 3: 2 			
<p>Leadership U. curriculum, formerly "leadership labs", follows the recommended progression.</p> <p>4. <input type="checkbox"/> Min. 15 sessions per 28-day session</p> <p><input type="checkbox"/> Leadership class specific</p> <p><input type="checkbox"/> 1 hour daily sessions anytime before lunch; linked to leadership topics</p> <p><input type="checkbox"/> Facilitated by directors and team leaders with skills as a presenter</p> <p><input type="checkbox"/> Active format, involves minimal lecture</p> <p><input type="checkbox"/> Emphasizes small group activities and discussions</p> <p><input type="checkbox"/> Evening insights are linked to Leadership U. sessions</p>			

COMMENTS:

VISUAL & AUDIBLE REINFORCEMENTS

- *Is the Cornerstone Code an obvious and constantly reinforced component of the camp environment?*
- Directors must introduce, model and make sure that the message is constantly and consistently being sent by staff and received by youth.
- The Cornerstone Code outlines behavior expectations of staff & youth. Continual reinforcement creates a common language & establishes community identity.

C5 youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
1. A C5 banner/logo (Great Leaders for Great Communities...) is displayed prominently in a main gathering place.			
2. Cornerstone Code posters are displayed prominently in each cabin and in each program area.			
Examples of youth's work and acknowledgement of year-round accomplishments are displayed throughout camp.			
3. <input type="checkbox"/> Examples: a kiosk or bulletin board celebrating youth accomplishments through the year: outstanding service, academic performance, leadership awards, college scholarships, etc. This is a way to illustrate what it means to <i>hold to a higher standard</i> .			
4. Icons representing the classes– flints, lanterns, hammers, compasses, medallions -- are intentionally used to establish class identities and are prominently displayed in a main gathering place.			
COMMENTS:			

CEREMONIES, RITUALS, AND TRADITIONS

- *Are ceremonies quality events and do they contribute to a sense of purpose and constancy? Do traditions intentionally reflect C5 outcomes and is their intent and practice preserved by leadership staff?*
- Directors must insure that the evolution of rituals and traditions is purposeful and does not detract from the original intent.

C5 youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
Youth strongly identify with C5 youth Foundation			
1. <input type="checkbox"/> Actively involved in preserving traditions <input type="checkbox"/> Hold one another to established guidelines <input type="checkbox"/> Use ownership language, such as "our program," <input type="checkbox"/> Engage in shared traditions such as shared jokes, songs, gestures			
Opening and closing ceremonies are high-engaging, quality events that follow a similar system-wide format.			
2. <input type="checkbox"/> Youth are engaged in planning and presenting (i.e. 3 rd years plan opening, 2 nd years plan closing) <input type="checkbox"/> Annual themes and icons are incorporated <input type="checkbox"/> Ceremonies are used intentionally to set the tone for the session and as a way of bringing closure to the experience			
3. Flint, lantern, hammer, compass, medallion are used as icons to represent each year of the program and youth receive physical representations of class icons as part of a closing ceremony.			
COMMENTS:			

YEAR 4 COLLEGE VISITS

- Does the Year 4 “Exploring My Future” experience conform to the recommendations?..

C5 youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
Visit 5-7 regional campuses as part of a 7-10 day experience. <ul style="list-style-type: none"> <input type="checkbox"/> Intent is to explore the college experience, not just tour campuses <input type="checkbox"/> Follow C5 youth Foundation recommendations <input type="checkbox"/> Meet with individuals & organizations 1. <input type="checkbox"/> Include campus presentations on: <ul style="list-style-type: none"> ▪ Admissions criteria & application process ▪ Personal statements & essay writing ▪ Choosing a major ▪ Scholarships & financial aid ▪ Options for living on campus 			
2. Balance travel, recreation, and time on campus. <ul style="list-style-type: none"> <input type="checkbox"/> The vast majority of time should be spent on college campuses. 			
Base selection of schools on: <ul style="list-style-type: none"> <input type="checkbox"/> Most likely to meet needs (Conduct a needs assessment) 3. <input type="checkbox"/> 80% “realistic” and 20% “dream” schools. <input type="checkbox"/> Balance different types of institutions <input type="checkbox"/> Beneficial relationships 			
4. Involve youth in selecting schools and planning the trip.			
Involve parents in pre- and post- trip information sessions. <ul style="list-style-type: none"> 5.. <input type="checkbox"/> Application requirements & timelines <input type="checkbox"/> Financial Aid <input type="checkbox"/> Scholarships 			
6.. Include a min. ½ day community service experience in a college community. <ul style="list-style-type: none"> <input type="checkbox"/> Preferably in cooperation with a student group. 			
7.. Gender-specific travel if using vans. <ul style="list-style-type: none"> <input type="checkbox"/> Males & females separated (front & back) if traveling by motor coach. 			
Gender-specific lodging in college residence halls. <ul style="list-style-type: none"> 8.. <input type="checkbox"/> Separate buildings preferred, separate floors is acceptable if unavoidable. <input type="checkbox"/> Hotels as a last resort. 			
9. Youth complete a “College Action Plan” at the close of the program. <ul style="list-style-type: none"> <input type="checkbox"/> Share a copy with parents. 			
<u>COMMENTS:</u>			

EFFECTIVE COMMUNICATION SYSTEMS

C5 youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
<p>FT Directors model public speaking and group management skills daily esp. prior to and during meals, morning gatherings, campfire programs, and evening programs.</p> <p>1. <input type="checkbox"/> Youth hear consistent program messages directly from FT directors. <input type="checkbox"/> A small, but consistent number of seasonal staff members are approved to address the whole group.</p>			
<p>Directors are present and visible around the camp site.</p> <p>2. <input type="checkbox"/> Part of each day is scheduled to move through camp and communicate with youth and staff. Directors use this time to reinforce consistent program messages.</p>			
<p>Clear systems are in place to get important info to everyone on a timely basis.</p> <p>3. <input type="checkbox"/> Include daily leadership team meetings (3 directors) and daily team meeting with team leaders and other key in-camp staff.</p>			
<p>A systematic approach insures that a supervisor checks-in daily with each staff person and report of this interaction is shared with the camp director.</p> <p>4. <input type="checkbox"/> GL's meet with each youth each day, TL's check in daily with GL's, TL's meet daily with PD/CPD and director , PD/CPD meets daily with camp director.</p>			
<p>5. Directors facilitate weekly staff meetings to address staff issues.</p>			
<p>6. Sites conduct 3 "Town Hall Meetings" per session that provide youth with a forum for voicing concerns and recommending changes.</p>			
<p>7. A binder filled with C5 Youth Foundation's Crisis Response Plan is readily available and visible in the director's office.</p>			
<p>8. A written emergency plan is available for immediate review. <input type="checkbox"/> Youth and staff understand what they are expected to do in case of emergency.</p>			
<p>9. A communication system is in place that insures directors can notify all regions of camp in case of an emergency (e.g. whistles or air horns, honking horns, satellite phones, etc.) <input type="checkbox"/> Standardized emergency signal is recognized by youth and staff.</p>			
<p>10. Emergency drills are conducted at least once each session.</p>			
<p>11. Durable cards with emergency contact information are issued to each staff person. Staff carry these cards at all times.</p>			
<p><u>COMMENTS:</u></p>			

STANDARD SUPERVISORY AND COACHING PROCESSES

- Are systems in place that insure efficient and ongoing communication between staff?
- Supervisory and coaching processes accentuate the positives and build on strengths. They support and build our greatest assets – Staff!

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
<u>DAILY PROCESSES:</u>			
1. Group leaders check in with youth in their care each day. <input type="checkbox"/> GL's report to team leaders			
2. Team leaders meet with group leaders or direct reports daily. <input type="checkbox"/> Document check-in <input type="checkbox"/> Observe program for 30 minutes			
3. Director checks in individually with each team leader and director they supervise at least once each day. <input type="checkbox"/> To create a structured role for team leaders, director provides team leaders with a daily checklist of typical duties			
4. FT directors have a regularly scheduled daily meeting. <input type="checkbox"/> Also meet prior to any director's day off to ensure a smooth "transfer" of responsibility.			
5. Leadership staff, FT directors and team leaders, meet daily. <input type="checkbox"/> Discuss scheduling, responsibilities, issues. <input type="checkbox"/> Meetings are designed with specific function and follow a consistent format			
6. Whole staff meets to discuss scheduling responsibilities issues <input type="checkbox"/> Meeting typically conducted within site of youth who are gathered for an easily supervised large group activity. <input type="checkbox"/> Must be a 1 to 16 supervision ratio of staff directly supervising youth during these meetings.			
<u>WEEKLY PROCESSES:</u>			
7. Group leaders meet with each camper to do an individual 15-minute review of goals and progress. (CDAC)			
8. Team leaders meet with group leader for 15-45 minutes to discuss individual performance & continued development of skills. (CDOS). <input type="checkbox"/> Notes are documented in the TL's CDOS notebook.			
9. Team leaders meet with team of group leaders for 30-60 minutes to provide training and problem solving around specific issues.			
10. Directors meet with supervisees once each week to discuss individual performance and continued development of skills (CDOS).			
<u>OTHER PROCESSES:</u>			
11. Off-site overnight programs do not depart without the Camp Director's final endorsement/authorization.			
12. Upon return from any off-site trip, the director meets with the off-site staff to debrief the experience.			
<u>COMMENTS:</u>			

STAFF TRAINING

▪ Have staff been effectively trained to lead C5 Youth Foundation?

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess										
1. Supervisory staff and program managers must attend a 2-day supervisory training and a 2-day program management training, in addition to and prior to the standardized 12-day summer staff training model. <input type="checkbox"/> Attendance is required all team leaders including year 4 and 5 team leaders and year 2 trek leaders.													
2. All summer staff participate in a 12-day training immediately prior to the start of camp. <input type="checkbox"/> Training follows the C5YF standardized training curriculum. <input type="checkbox"/> Directors present <75% of the all-staff training sessions and enlist authoritative presenters to deliver at least 25% of training. <input type="checkbox"/> Trek, PLC backcountry experience, certifications, and the classroom portions of driver training are separate from the 12-day model.													
3. Director maintains accurate participation / attendance records for all trainings. <input type="checkbox"/> Key training sessions require specific sign off sheets to document participation. <ul style="list-style-type: none"> ▪ Child abuse orientation, supervision expectations, driver training, behavior management, and all specialty skills training. 													
4. Directors provide specific ongoing training and coaching on managing youth so as to minimize the opportunity for intimate behavior.													
Seasonal staff complete the appropriate competency test at the conclusion of training. <input type="checkbox"/> Separate tests document competency at end of 12-day residential summer training and end of trainings for year 4 and year 5. <input type="checkbox"/> Staff who fail to master key skills and knowledge do not graduate to working with youth. <input type="checkbox"/> It is the director's option to remediate or terminate staff that do not successfully complete the 12-day training and pass the test.													
6. Late-hire orientation requires 24 hours of actual training sessions that at a minimum include the following components: <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Safeguarding Our Youth</td> <td><input type="checkbox"/> Supervision Expectations</td> </tr> <tr> <td><input type="checkbox"/> Emergency Procedures</td> <td><input type="checkbox"/> Site Cleanliness/Organization</td> </tr> <tr> <td><input type="checkbox"/> Site Specific Policies & Protocols</td> <td><input type="checkbox"/> Behavior Expectations & Response to unacceptable conduct</td> </tr> <tr> <td><input type="checkbox"/> C5 Culture Building</td> <td><input type="checkbox"/> Year-round Youth Performance Expectations</td> </tr> <tr> <td><input type="checkbox"/> Camp Attire & Expectations</td> <td><input type="checkbox"/> C5 Program Progression / Outcomes / Model</td> </tr> </table>	<input type="checkbox"/> Safeguarding Our Youth	<input type="checkbox"/> Supervision Expectations	<input type="checkbox"/> Emergency Procedures	<input type="checkbox"/> Site Cleanliness/Organization	<input type="checkbox"/> Site Specific Policies & Protocols	<input type="checkbox"/> Behavior Expectations & Response to unacceptable conduct	<input type="checkbox"/> C5 Culture Building	<input type="checkbox"/> Year-round Youth Performance Expectations	<input type="checkbox"/> Camp Attire & Expectations	<input type="checkbox"/> C5 Program Progression / Outcomes / Model			
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<input type="checkbox"/> Site Specific Policies & Protocols	<input type="checkbox"/> Behavior Expectations & Response to unacceptable conduct												
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<input type="checkbox"/> Camp Attire & Expectations	<input type="checkbox"/> C5 Program Progression / Outcomes / Model												
7. New hires have no contact with youth until they have completed a standardized new hire orientation (See requirements above). <input type="checkbox"/> New hires must complete 16 hours of supported observation [working with youth] before being on their own with youth. <input type="checkbox"/> This is in addition to the 24 hours of actual training.													
8. Training manual follows actual training sessions rather than being a compilation of general information.													
9. Staff are trained to respond to the most likely emergencies in the areas where they will be working. <input type="checkbox"/> Training includes a demonstration of mastery of knowledge such as a written test. <input type="checkbox"/> Staff are trained to use equipment specified in the emergency response plan (i.e. fire extinguishers, sat. phones) and practice the response plan using the required equipment. Demonstration of mastery is required. <input type="checkbox"/> In-service trainings or spontaneous drills are conducted periodically, at least once per session.													
10. Program directors design an appropriate training for year 4 and year 5 staff in response to their program's particular needs. <input type="checkbox"/> Training plan must be reviewed by and approved by the Director of Staff Development. <input type="checkbox"/> The length and content of the training is determined by the program director based on following considerations: <ul style="list-style-type: none"> ▪ Staff experience (new vs. returning) ▪ Staff Availability (i.e. weekends vs. weekdays) ▪ Program (structure and content) ▪ A returning team leader, for example, traveling with the community program director, would not need to repeat supervisory training. 													

COMMENTS:

HIRING DOMESTIC STAFF

- Is the site following the standardized hiring, recruiting and screening process established by C5YF?
- C5's commitment to provide a safe environment for youth requires careful selection, training, and screening of staff & volunteers.

C5 Youth Foundation Expectation / Requirement						Acceptable	Needs to be improved	Unable to Assess
1. Within the last 10 months, CD, PD, and CYRD have met with CCE Human Resource representatives to review recent changes in employment laws and protocols and to update skills such as how to conduct an effective interview.								
2. Review 10 personnel files at random. Complete files contain: <ul style="list-style-type: none"> <input type="checkbox"/> Summer Employment Checklist <input type="checkbox"/> A completed employment application <input type="checkbox"/> Signed FCRA Authorization <input type="checkbox"/> Interview notes from 3 directors on approved interview guides <input type="checkbox"/> 3 telephone reference check forms <input type="checkbox"/> Offer letter If one file from the first 10 does not pass, pull 10 more files for review. To check whether background screens have been completed, fax a list of the employee files being checked to C5YF. This list will be checked against records for candidates for whom criminal background screens have been conducted. Boston record checks should be stored in personnel files.								
	Employee's Name	Application	FCRA	Interview Notes (3)	Phone Reference Forms (3)	Offer Letter	Background Screen	Drug Screen
	1.							
	2.							
	3.							
	4.							
	5.							
	6.							
	7.							
	8.							
	9.							
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	15.							
	16.							
	17.							
	18.							
	19.							
	20.							
3. All employees are at least one year beyond high school graduation <u>and</u> turn 19 prior to or during the summer of employment. (The only exceptions considered are for support employees who do not live on site). <ul style="list-style-type: none"> ▪ Team Leaders (year 1 & 2) — 21 years old plus appropriate experience with youth and documented supervisory experience. <i>It is preferred, though not required, for team leaders to be returning staff.</i> ▪ Wyoming Backcountry Guides — Turn 23 years prior to or during the summer of employment ▪ Trek Instructors (Off-site) -- Turn 23 years prior to or during the summer of employment ▪ Year 3, 4, and 5 Team Leaders -- 23 years old plus appropriate experience with youth and documented supervisory experience 								
4. The VP of Operations must approve hiring of seasonal staff who supervise youth and staff on multi-night off site overnights when full-time staff are not present. <ul style="list-style-type: none"> ▪ Primarily includes year 2 trek staff, Wyoming-based PLC staff, and Year 3 team leaders. ▪ Approval requires sending resume or application and reference forms to the VP for review. ▪ VP of Operations may choose to conduct a phone interview. 								
<u>COMMENTS:</u>								

HIRING INTERNATIONAL STAFF

- Is the site following the standardized hiring, recruitment and screening process established by C5YF?
- C5's commitment is to provide a safe environment for youth requires careful selection, training, and screening of all staff and volunteers.

C5 Youth Foundation Expectation / Requirement									Acceptable	Needs to be improved	Unable to Assess
<p><u>All</u> International staff files must be reviewed. Each file should contain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A completed C5 employment application (May be completed upon arrival) <input type="checkbox"/> Signed FCRA Authorization <input type="checkbox"/> Interview notes (provided by the placement/hiring service) <p>1. <input type="checkbox"/> Interview notes from 3 directors (written on approved interview guides)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 completed phone reference check forms <input type="checkbox"/> Offer Letter <input type="checkbox"/> Criminal background check documentation 											
		Employee's Name	Placement Service Application	C5YF Application	FCRA	Placement Service Int. Notes	C5YF Interview Notes (3)	Phone Reference Forms (3)	Offer Letter	Background Screen	Drug Screen
	1.										
	2.										
	3.										
2.	4.										
	5.										
	6.										
	7.										
	8.										
	9.										
	10.										
3. All International staff are hired through an approved placement agency (Currently approved agency: <i>Camp Leaders</i>)											
4. All International staff are hired from English-speaking countries only.											
5. International staff comprise no more than up to 20% of the total staff <ul style="list-style-type: none"> ▪ International staff may not be hired as group leaders. ▪ 2 may be hired as activity instructors--the rest fill support roles. 											
6. International staff participate in the full staff training.											
7. Exceptions require approval from the VP of Operations											
8. When hiring internationals who live in the US <u>and</u> who have appropriate work visas, use the same rigorous selection and screening process for domestic staff. <p>Candidates must demonstrate "cultural competency" to work with youth in our program, including fluent English, ability to relate to youth in a positive manner, and understanding of issues facing youth in this country.</p>											
<u>COMMENTS:</u>											

USE OF VOLUNTEERS

- *Is the site following the standardized hiring and screening process established by C5YF?*
- C5's commitment is to provide a safe environment for youth requires careful selection, training, and screening of all staff and volunteers.

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
<p>Volunteers are classified based on the nature of their involvement with youth:</p> <p><input type="checkbox"/> Tier 1: Minimal to no contact with youth</p> <p>1. <input type="checkbox"/> Tier II: Contact with youth in presence of staff</p> <p><input type="checkbox"/> Tier III: Responsible for direct supervision of youth</p> <p>For more information, see the C5 staff hiring manual.</p>			
<p>2. Every volunteer completes an application—For tier 1 & II volunteers, this is more of an information sheet.</p>			
<p>Background screens are required for tier III volunteers.</p> <p>3. <input type="checkbox"/> Application, references, and FCRA authorization are required.</p> <p><input type="checkbox"/> Any volunteer who has not been screened, must be escorted at all times when on site.</p>			
<p>4. Any volunteer or visitor housed on the campsite for a multi-day stay who has access to areas used by youth must submit to a background screen.</p>			
<p>5. Fax volunteer apps and a description of service to the C5YF office for follow up by the development department -- (770) 989-3785.</p>			
<p>6. Orientation and training of volunteers is tailored to their specific role.</p> <p><input type="checkbox"/> If a volunteer assumes the same responsibilities as a full staff member, then they must participate in the same training regimen.</p>			
<p>7. Training must be documented and record of training stored in the individual's personnel file.</p>			

COMMENTS:

TREK PROGRESSION AND PROTOCOLS

- Do treks follow the approved progression and are key trek standards practiced on all off site travel programs?

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
1. <u>Year 1</u> -- focuses on basic outdoor skills, fun, and feeling comfortable in the natural environment <ul style="list-style-type: none"> ▪ 3-days/2-nights; within 10 miles of camp; max.18 youths; gender specific 			
2. <u>Year 2</u> – provides a sampling of adventure activities like climbing, paddling, & caving. Youth assume greater planning responsibility. <ul style="list-style-type: none"> • 5-days, 4-nights at a base camp within 3 hours of camp; gender specific; variety of daily activities / adventures. 			
3. <u>Year 3</u> – Youth own responsibility for planning and preparation; accountable for assigned “deliverables” <ul style="list-style-type: none"> ▪ 9 days preparing / planning, 14 days in WY; gender specific back country groups; co-ed travel. 			
4. Camp directors conduct unannounced visits to year 1 and year 2 treks during the first session.			
5. CPD’s and PD’s conduct unannounced visits to year 1 and year 2 treks during the second session.			
6. Directors & trip staff meet to review pre-trip checklists within 12 hours of departure.			
7. Immediately upon return, trek staff meet with the director to debrief the off-site experience.			
8. All trek programs and off-site overnights are single gender.			
<p>Trek training follows a structured outline and meets the approval of the Operations Team.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Training for trek leaders is typically at least as long as the experience they will lead. <input type="checkbox"/> Driver training is separate from trek training. <input type="checkbox"/> Wyoming-based PLC backcountry guides participate in 21-days of training. <input type="checkbox"/> PLC group leaders and team leaders participate in a 3-day backcountry experience in addition to the standard 12-day training. <input type="checkbox"/> Training records and certification cards are available for review. 			
10. Materials distributed to parents and participants clearly explain risks of participation in the camp and travel program. <ul style="list-style-type: none"> <input type="checkbox"/> Supporting information includes no guarantees of safety and promotes safety as a shared responsibility between staff and youth. 			
11. A signed risk acknowledgement and release of liability form is required from each participant.			
12. All campers and staff participating in the year 3 trek must submit a recent health physical conducted within the prior 12 months.			
<p>Under no circumstances are youth or staff coerced into participating in adventure activities against their will.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff make no overt or implied guarantee of safety. <input type="checkbox"/> Staff can articulate and practice "Challenge by Choice" as a tenet of adventure program leadership. 			

COMMENTS:

TRANSPORTATION & TRAVEL

- Are staff appropriately screened and trained as drivers and do they follow C5 standards for supervision while transporting youth?

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
1. C5 prefers drivers who are at least 21 years old but requires drivers to have a minimum of 3 years driving experience.			
2. Driver license screens must be conducted prior to staff driving any vehicles.			
<p>Before being approved to transport youth, drivers must meet the following training requirements:</p> <p><input type="checkbox"/> <u>Classroom Training</u>: Complete a standardized driver safety training course such as "Training the Van Driver II" or "I Drive Safely".</p> <ul style="list-style-type: none"> Training may follow a classroom format led by a FT director <u>or</u> be an on-line driver education course approved by the Foundation (in conjunction with Markel Insurance). Course must include a written demonstration of mastery. <p><input type="checkbox"/> <u>Behind-the-Wheel Training</u>: Demonstrate driving skills in same type of vehicle & under same conditions that youth will be transported.</p> <p><input type="checkbox"/> <u>Site Specific Policies</u>: Pass a written test demonstrating mastery of C5 and local site policies and procedures.</p>			
<p>Within 2 weeks of driver training, directors (or a <i>qualified representative</i>) conduct two behind-the-wheel observations of each seasonal staff member's driving and group management skills.</p> <p>4. <input type="checkbox"/> A qualified representative may be a returning supervisory staff member with experience transporting youth as part of C5 who has been specifically oriented to expectations.</p> <p><input type="checkbox"/> Directors (or a qualified representative) conduct monthly behind-the-wheel observations of drivers during the driver's first summer.</p>			
5. Drivers may drive no more than 8-hours in any 24-hour period when transporting participants.			
6. All transportation provided by C5 is single gender. Exceptions require authorization by VP of Ops.			
7. All staff are oriented to C5 expectations and procedures for supervising youth traveling in vehicles and on overnights.			

COMMENTS:

HEALTH AND WELLNESS

▪ Does camp environment promote awareness of positive health practices? Is on-site health care staff and facility prepared to meet basic needs of camp community?.

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
1. The health facility appears organized, clean and sanitary.			
<p>ACA standard HW-11B states: "Does the camp have a health-care provider on-site who is qualified as follows ... Is a licensed physician or registered nurse, or is in consultation with a licensed physician or registered nurse who is on the campsite daily?"</p> <p>An on-site registered nurse with first aid training is the preferred level of coverage, however, we recognize it may be difficult to meet this standard, particularly at our more remote locations.</p> <p><input type="checkbox"/> A qualified health care provider is on-site, on-duty and accessible 24-hours per day.</p> <p><input type="checkbox"/> A qualified health care provider has (a) experience, (b) training, AND (c) credentials such as an RN license or is a current EMT and works in close contact with an RN or Physician. A qualified on-site health care provider is prepared to:</p> <p>1) Monitor/manage individual & group health & wellness issues (ie: colds, flu, diabetes, asthma, general health issues, etc.)</p> <p>2) Respond according to approved / written treatment protocols signed by a physician</p> <p>3) Distribute prescription medications under the oversight of a professional</p> <p>4) Administer first aid</p> <p><input type="checkbox"/> Each site's plan for coverage should be approved by the VP of Operations prior to the start of camp.</p>			
3. If not housed on site, an RN or physician, with whom prior arrangements have been made, is available for 24-hour consultation.			
<p>4. Approved treatment protocols, signed within the last 6 months by the physician who reviewed them, are on site.</p> <p><input type="checkbox"/> Copies of treatment protocols are included in larger first aid kits</p>			
<p>Accurate health facility treatment records are available for review:</p> <p>5. <input type="checkbox"/> Visits to the nurse (or first-aid provider) <input type="checkbox"/> Distribution of OTC medicines</p> <p><input type="checkbox"/> Off-site doctor visits <input type="checkbox"/> Distribution of prescription medications to individuals</p>			
<p>Prescription medications are distributed <u>under the supervision</u> of a currently certification RN or physician.</p> <p>6. <input type="checkbox"/> EMT training or first responder certification, does not qualify an individual to provide <u>oversight</u> for distribution of medications.</p> <p><input type="checkbox"/> Oversight by an RN includes establishing and monitoring record keeping and orienting staff to distribution system.</p> <p><input type="checkbox"/> Person distributing medications should have access to a Physician's desk reference and read up on any meds he/she distributes.</p>			
<p>7. For trek & off-site, a qualified person packages medication, briefs staff distributing meds about what to do if there is a missed dose, etc.</p> <p><input type="checkbox"/> Person distributing medication returns signed "receipts" (envelopes or logbook) as evidence meds were distributed as directed.</p>			
<p>8. General emergency procedures and supplies such as first aid kits and fire extinguishers are present.</p> <p><input type="checkbox"/> Activity specific safety and emergency equipment (e.g., for water or vehicle safety) is readily available at the program site.</p>			
<p>9. Sunscreen use is part of the daily routine as appropriate.</p> <p><input type="checkbox"/> Staff and youth have easy access to sunscreen throughout the day. [Preferably, they carry sunscreen with them.]</p>			
10. Youth and staff have ready access to drinking water and may be required to carry water bottles			
11. Access to sugary drinks is limited to one soda per day and one sweetened juice or Powerade per day.			
12. Youth and staff do not chew gum or eat candy on sites.			

COMMENTS:

INTERNET SECURITY

- Are policies in place that effectively monitor and regulate internet use by staff and youth while at camp?

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
1. Internet use is supervised by an adult positioned to physically observe online activity			
2. Parental control software that limits access to inappropriate sites is in place.			
3. Youth and staff must record computer use in a logbook.			
4. Rules for use are posted.			
Signed agreements are in place with staff members that clarify terms of their use of computers. 5. <input type="checkbox"/> Actual wording of the agreement will be provided by the foundation prior to summer 2007. <input type="checkbox"/> It is unacceptable for staff to visit any website which is discriminatory, violent, disrespectful or offensive, sexually explicit (images or content), or otherwise not aligned with C5 values (as expressed through the cornerstone code).			
Access to social networking sites like facebook.com and myspace.com is not allowed for youth. 6. <input type="checkbox"/> Staff access to networking sites is at the director's discretion, but may not occur when using a computer in the presence of youth. <input type="checkbox"/> On-line chat and instant messaging while at camp is not allowed.			
7. Process in place for director to periodically review history of use for each computer			
8. In spring 2007, a comprehensive recommendation on internet use and safety at camp will be presented at the ACA conference. Shortly thereafter, C5 will adopt some of these guidelines.			

COMMENTS:

YDSI ADMINISTRATION

▪ Are surveys administered effectively and in accord with protocols prescribed by YDSI?

C5 Youth Foundation Expectation / Requirement	Acceptable	Needs to be improved	Unable to Assess
1. Surveys are administered under the direct supervision of a FT director. <input type="checkbox"/> FT directors involved who administer YDSI surveys participate in training with YDSI. Typically a phone conversation.			
Surveys are administered in a structured setting that offers: 2. <input type="checkbox"/> Tables and chairs for each participant <input type="checkbox"/> Comfortable temperature <input type="checkbox"/> Freedom from distractions			
Structured administration includes: 3. <input type="checkbox"/> Director provides C5 identification numbers to each youth <input type="checkbox"/> FT director explains the purpose of the survey <input type="checkbox"/> FT Director reads instructions and questions to youth <input type="checkbox"/> Delivering the survey in accord with YDSI prescribed procedures			
4. Surveys are administered to 1 leadership class at a time. <input type="checkbox"/> The maximum number of youth involved in a survey administration is never more than 36.			
5. The Supports and Opportunities Survey is administered during the last 48 hours at camp. <input type="checkbox"/> Youth are instructed to answer these questions about their experience while at camp.			
6. The Developmental Outcomes Survey is administered during the first 24 hours at camp. <input type="checkbox"/> Youth are instructed to answer these questions about the previous academic year.			
Person responsible for administration is responsible for checking each survey for: 7. <input type="checkbox"/> Names <input type="checkbox"/> Correct ID numbers <input type="checkbox"/> Number of surveys matches number of youth.			
8. Plan is in place for administering surveys to youth who arrive late or depart early.			
9. YDSI survey materials are stored in a secure, organized manner and available for observation.			
10. A plan is in place for forwarding completed surveys to YDSI within 1 day of the close of the session: <input type="checkbox"/> Dev. Outcomes Surveys for <u>session 1 & 2</u> are packaged together and mailed when session 2 administration is complete. <input type="checkbox"/> Supports and Opportunities Surveys for <u>Session 1</u> are packaged and mailed within 48 hours of the end of session 1. <input type="checkbox"/> Supports and Opportunities Surveys for <u>Session 2</u> are packaged and mailed within 48 hours of the end of session 2. Responsibility for mailing surveys to YDSI is assigned to : _____			

COMMENTS:

AUDIT SUMMARY
5 Key Strengths

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

5 Most Significant Concerns

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

Auditor's Signature: _____ Camp Director's Signature: _____