

Ann O'Leary's Files

Office of Policy Development, Domestic Policy Council, First Lady's issues

BOX 3 of 23

Childcare research studies
Final child welfare rule
Childcare quality
CDC youth behavior report
Fight Crime Invest in Kids
Child Support
Toy Safety
Childcare FY 01
Breastfeeding in the workplace
Child abuse
Childcare
Childcare
Fight Crime Invest in Kids
Child custody protection act
Chip
CCDBG
Childcare / CDCTC
Childcare cost info
Childcare groups
Welfare to work childcare high performance bonus award
CNS youth summit
CNS letters
Consumer financial literacy
Digital divide
Domestic partners

ENCLOSURES FILED OVERSIZE ATTACHMENTS

19577

NARA # 16781

SERVICE AS A STRATEGY IN OUT-OF-SCHOOL TIME:

A HOW-TO MANUAL

CONTENTS

Preface	1
1. Introduction	3
2. What is Quality Out-of-School Time?	5
3. Service as a Strategy in Out-of-School Time	9
4. Service as Part of Delivery in Out-of-School Time	13
Effective Practices	
A. Parents United for Child Care, Action for Children Today, and AmeriCorps	14
B. Energy Express West Virginia and AmeriCorps	15
C. AmeriCorps School's Out Kids Club of New York City	17
D. City Year Boston LEFTY Program	18
E. West Philadelphia Improvement Corps— Turner Middle School	20
F. Brown Elementary School's Educational Outreach Program	21
G. Grandma Please—RSVP of Greater Cleveland	23
H. AmeriCorps*VISTA and Boys and Girls Club of Santa Fe	24
I. PlusTime New Hampshire	25
5. Service-Learning Activities for Children and Youth in Out-of-School Time	27

APPENDIXES

A. National Service Programs and Application Requirements	31
B. National Service State Offices	35
C. State Commissions on National and Community Service	39
D. State Education Agencies	45
E. School-Age Care Information and Resource Sharing Via the Internet	51
F. Other Out-Of-School Time Resources	61
G. Research and Statistics on Out-of-School Time	65

PREFACE

On December 4-6, 1996, *Expanding Opportunities in Out-of-School Time: A National Forum on Service and School-Age Care* launched a new partnership to expand the resources available for children and youth in programs operating before school, after school, on weekends, and during school breaks (i.e., out-of-school time, OST). The Corporation for National Service, the Department of Education, the Child Care Bureau at the Department of Health and Human Services, the National Association of Child Care Resource and Referral Agencies, and the National Institute on Out-of-School Time (formerly the School-Age Child Care Project) joined together to begin planning for the development of new community-based collaborations that will expand and enhance out-of-school time programs for children and youth. Three pilot state teams—Illinois, Massachusetts, and Washington—and a national partnership team met to discuss solutions for the implementation of service integration with out-of-school time at the community, state, and national levels.

The inspiration for this manual originated from discussions at the forum focused around the integration of service as a strategy. The purpose of the manual is to help program directors, child care providers, service members, school administrators, and leaders of community-based organizations effectively integrate service in the development and implementation of OST programs. The manual discusses quality OST programs, highlights effective practices, discusses service and service-learning activities for children and youth in OST, and lists resources and contacts. The manual will be updated periodically as new lessons emerge from the field.

This publication is a collaboration of the Corporation for National Service and the National Institute on Out-of-School Time, and the content represents the work of many individuals and organizations. Special thanks to the program directors and coordinators who were interviewed for the effective practices section and participants of the December forum who provided input and guidance throughout the project.

To help coordinate forum follow-up activities, the Corporation for National Service has organized the To Learn and Grow (TLG) public-private partnership initiative to expand, enrich, and improve the quality of programs for children and youth in during out-of-school time. The TLG partnership brings together representatives from education, child care, and service organizations, private corporations, and foundations, who are committed to providing quality OST opportunities for children and youth.

For more information or additional copies of this manual, contact the Corporation for National Service:

To Learn and Grow

Corporation for National Service

1201 New York Avenue, N.W.

Washington, D.C. 20525

(202) 606-5000, ext. 280

www.nationalservice.org

INTRODUCTION

In the past few decades, dramatic changes in the social and economic fabric of our country have led to profound changes for the American family. Today, less than 15 percent of our nation's children live in a household with a working father and a "stay-at-home" mother (U.S. Census Bureau, 1996). In fact, according to the U.S. Bureau of Census (1991), two-thirds or 24 million children age five to fourteen are in need of care during their out-of-school time hours, a population that is expected to grow with recent changes in welfare laws. The General Accounting Office estimates that in the year 2002, the current child care supply would meet as little as 25 percent of the demand in some urban areas (GAO/HEHS-97-75, May 1997).

Increasingly, schools and community-based organizations are responding to the needs of millions of children and youth by providing safe places and constructive activities in the out-of-school time hours. Quality out-of-school time (OST) programs provide a variety of enrichment activities that keep children safe, provide opportunities for positive and consistent relationships with adults and other peers, promote development through recreation, and offer extra learning time for students. Quality OST programs also provide opportunities for young people to volunteer in their communities, learn leadership and team building skills, and connect with adult mentors.

Out-of-school time programs encompass a wide range of activities for young people that take place before school, after school, on weekends, and during school breaks. Some programs run for short

intervals during summer months only. Other programs, such as school-age care facilities, operate year-round and provide services while parents work and children are not in the classroom. Many schools keep their doors open in the afternoons and evenings to address the needs of students and families. Law enforcement officials have started volunteer programs, like basketball leagues, to provide recreation and keep young people safe. When piecing together this myriad of resources, communities are beginning to build OST networks with some potential to meet the needs of all parents, children, and youth.

Some OST programs are also using service and service-learning activities to expand and enhance opportunities for children and youth. Service is people taking responsibility for meeting community needs by giving their time and talents to help solve problems. Service can be an important resource in OST programs in two primary ways:

- ✦ Bringing national and community service resources into programs to increase organizational capacity and support the delivery of care. Thousands of AmeriCorps members and Senior Corps volunteers are currently serving as tutors, mentors, activity coordinators, and community liaisons in OST programs throughout the country.
- ✦ Engaging children and youth in community service and service-learning activities in the out-of-school time hours. Learn and Serve America helps OST programs develop service-learning activities such as youth-led graffiti removal projects, care for

WHAT IS QUALITY OUT-OF-SCHOOL TIME?

This chapter defines out-of-school time activities and discusses ongoing efforts to develop standards for quality programs.

DEFINITION

To describe children's time outside the regular school day, child development experts and care providers recently adopted the term "out-of-school time." For the purposes of this manual, out-of-school time (OST) programs refer to the broad range of enrichment opportunities for children and youth, grades K-12, in the out-of-school time hours, including school-age care programs, before- and after-school centers, and extended-day programs.

Quality out-of-school time refers to opportunities for children and youth to develop positive and consistent relationships with adults, access safe places, and participate in constructive activities during OST hours. These activities occur in a wide variety of organizational settings and agencies, including schools, community-based organizations, YMCAs, Campfire, Boys and Girls Club, churches, and cooperative extensions. The hours encompass before- and after-school hours, weekends, holidays, in-service days, summers, and other school vacations.

WHAT IS QUALITY?

Extensive research in child care and early childhood education conducted over the past twenty years has demonstrated strong, positive relationships between a variety of quality measures and various dimensions of children's development and well-being. Although child care quality can be based on factors that are difficult to measure, the research on child care quality has consistently found the following dimensions to be most strongly associated with enhanced child well-being (Love et al., 1996):

- ✧ structural features such as lower child-staff ratios and smaller group sizes;
- ✧ classroom/caregiver dynamics including caregivers' sensitivity; and
- ✧ staff characteristics such as education and experience.

More recently, studies specific to school-age care have found that latchkey children are at significantly greater risk of truancy and poor academic performance and are more likely to engage in risky behavior such as juvenile delinquency and substance abuse. In contrast, children who attend high-quality out-of-school time programs have been found to have better peer relationships, emotional adjustment, and grades and conduct in school (Vandell et al., 1996). (For more information on research, see Appendix G).

Consistent with existing research, National Institute on Out-of-School-Time recommends the following desired outcomes for children in out-of-school time:

- ✧ consistent and caring relationships with adults and other children;
- ✧ opportunities for constructive activities; and
- ✧ access to safe places.

STANDARDS OF SCHOOL-AGE CARE

With the numbers of unsupervised children rising and the evidence for quality according to existing research, the National School-Age Care Alliance, in collaboration with National Institute on Out-of-School

3. Outdoor Environment

"The first month I was here I met my friends and we played hopscotch every day. That was the best. Now I'm building a clubhouse with some wood and recycled material. When it's finished, we're going to make a club."

To promote healthy development, children need to have room to move and run and play. They need a full range of outdoor experiences. These can include gardening, camping, exploring, climbing, running, and jumping. Ideally, there should be as many outdoor choices as there are indoor choices. There should also be places for quiet play. These are not always easy to provide.

Programs in urban areas may not have an outdoor play area. Even if there are outdoor spaces, they may not be safe. Staff and families may need to work together to find an outdoor play area that is safe, and use transportation to get the children to it.

- ❖ Is the space clean and comfortable? Is it suitable for a wide variety of activities? Can various activities take place at the same time without crowding?
- ❖ Does the equipment allow children to be independent and creative? Is it appropriate for the interests and abilities of all children? Does the space provide safe challenges for children of all ages, including those with special needs?

4. Activities

"I like it best when my friends and I get to plan what we want to do. Last week we made a play and the staff helped us with costumes, and now we're going

to perform it for our families at a potluck dinner!"

One of the wonderful aspects of school-age child care programs is their ability to give children the freedom they long for. The children have probably been in a fairly structured environment all day. When they get to an OST program they are looking for flexibility and opportunities for exploration and development. A quality program will provide children with the chance to choose what they want to do and allow them to do it at their own pace.

- ❖ Is the daily schedule flexible? Does it meet children's needs for security, independence, and stimulation? Does it give children the opportunity to relax and let off steam? Do children have time to socialize? Can they pursue hobbies and learn new skills? Can children move from one activity to another at their own pace?
- ❖ Are there many different activities for children to choose from? Do the choices include active play, creative arts, quiet times, and enrichment activities? Do the activities give children the opportunities to learn in different ways and test out new ideas?
- ❖ Are the children involved in planning their own activities? Do activities develop in response to children's interests? (For example, drum-playing can lead to the formation of a band; a clay activity can lead to a pottery class; an interest in baseball cards can lead to learning about statistics.)

5. Safety, Health, and Nutrition

"They have the best food here. I especially like it when I can help with cooking projects. Also, if I've

missed snack and I'm hungry at the end of the day, they always let me have an apple."

School-age children do a lot of running, jumping, falling, and bumping! Children take risks. It can be a struggle to look out for their safety and health and still provide a program that allows them to take the kinds of risks that are natural for them. Children need to be supervised by staff who are trained to handle emergencies.

With many programs open until 6:00 p.m., children need a substantial, nutritious snack to keep them going until they can eat their dinner at home. Children who seem to present behavior problems may be lacking in a healthy diet. Sometimes the way to a child's heart is through the stomach.

- ❖ Are the safety and security of the children protected? Do staff know the people the children are released to? Are entrances and exits supervised? Are there any observable safety hazards? Is all play equipment safe for active play? Are staff trained to handle emergencies and equipped with first-aid materials?
- ❖ Do staff know how to spot signs of child abuse and know how to report it? Are they able to identify other issues with health and development?
- ❖ Are steps taken to protect and improve the health of children? Is the facility clean? Is food served under sanitary conditions? Are practices such as hand washing in place to help prevent the spread of germs?

SERVICE AS A STRATEGY IN OUT-OF- SCHOOL TIME

This chapter broadly defines the concept of service and service-learning and provides a summary of national service resources available to out-of-school time programs. For more detailed information on national service resources, see the appendixes.

WHAT IS SERVICE?

Around the country, parents, teachers, community members, business leaders, and students are engaging in service as an important tool to meet the needs of children and youth in the out-of-school time hours. Service is people taking responsibility for meeting community needs by giving their time and talents to help solve problems. Examples of service include a wide range of activities—from the occasional community volunteer who participates in a neighborhood clean-up, to a part-time retiree caring for a home-bound elderly person, to a full-time stipended corps member who organizes others in volunteer activities.

When students engage in service activities as a method to improve academic learning and develop personal skills, this process is called *service-learning*. Service-learning activities often take place as an integral part of a student's coursework, such as an environmental science class that tests water samples for lead in a low-income community. In other cases, service-learning occurs as an extra-curricular activity, such as an after-school tutoring program in which students become better readers by assisting younger children in learning to read. Chapter 5 provides an in-depth look at the limitless possibilities of youth service-learning opportunities.

As demonstrated by thousands of people around the country, service can be an important strategy in meeting the needs of children and youth in the OST hours. For example, community service volunteers can provide extra helping hands; college work study students can serve as tutors and mentors; and young

people of all ages can be involved in serving their communities.

As a strategy for OST, national and community service can be used to:

- ✦ provide additional resources to increase organizational capacity and support the delivery of quality care; and
- ✦ integrate service-learning as an enrichment activity for children and youth to improve academic learning and develop personal skills in the OST hours.

NATIONAL SERVICE IN OUT-OF-SCHOOL TIME

The Corporation for National Service, created by the National and Community Service Trust Act of 1993, engages Americans of all ages and backgrounds in service to their communities. Through its three main programs—AmeriCorps, Learn and Serve America, and the National Senior Service Corps—the Corporation provides a broad range of service opportunities for Americans of all ages and backgrounds. The efforts supported by the Corporation address the nation's challenges in the areas of education, public safety, the environment, and other human needs—with a strong emphasis on achieving demonstrable results.

The Corporation for National Service combines the best aspects of local control with national support. Programs are selected through a highly competitive process and are held to rigorous quality standards designed to measure impact. The Corporation's programs are public-private partnerships with national and community-based service organizations; corpora-

teenagers and young mothers, and care for premature infants or children with physical disabilities.

Senior Companions—some 12,000 strong—provide assistance and friendship to seniors who have difficulty with daily living tasks, helping them live independently in their homes instead of moving to more costly institutionalized care. They usually serve two to four clients during their twenty hours of weekly service. Senior Companions receive monthly training in various medical topics—and alert doctors and family members of potential health problems.

RSVP is one of the largest volunteer efforts in the nation—matching programs that need volunteers with some 450,000 older Americans serving part-time and unpaid. Volunteers organize neighborhood watch programs, tutor teenagers, renovate homes, teach English to immigrants, assist victims of natural disasters, and do whatever else their skills and interest lead them to do.

NATIONAL SERVICE GETTING THINGS DONE IN THE OST HOURS

Thousands of AmeriCorps members, Learn and Serve America students, and Senior Corps volunteers serve in out-of-school time programs. National service programs have developed several effective and replicable models for using service as a strategy to expand and enhance OST programs. For example, national service programs operating during the out-of-school time work to:

- ★ Tap the skills and talents of retired and senior volunteers, fostering intergenerational relationships rich in diversity and positive role modeling.

Foster Grandparents and volunteers in the Retired and Senior Volunteer Program provide unique one-to-one support for young children in schools, child care centers, and Head Start programs.

- ★ Integrate service within academic curricula enabling college and university students to serve as tutors and mentors in neighboring K-12 schools. *The America Reads Challenge—ensuring that all children can read well and independently by the end of third grade—will require a mobilization of appropriately trained reading tutors and partners from all walks of life, working closely with teachers and schools to enhance children's learning. As part of the effort, colleges and universities will devote significant portions of federal work study resources to enable college students to tutor and to provide quality OST programs for young children.*
- ★ Provide the tools and skills necessary to build the capacity and sustainability of volunteer organizations serving children and youth. *AmeriCorps members work directly with families, children, child care providers, and the community by serving in child care settings; providing trainings to child care providers; consulting with child care centers on program improvements; providing resource materials to families; and helping families obtain education, health care, and other services.*
- ★ Involve parents and community volunteers in OST activities. *Most programs have as a basic goal the involvement of individual community members and, through that involvement, sustainability of programs over a long-term basis.*

- ★ Spread the benefits of service by engaging children and youth in service activities and developing a new generation of service leaders. *National service programs will play a leading role in achieving a key goal that emerged from the Presidents' Summit for America's Future—to ensure that all young Americans have an opportunity to give back to their communities through their own service.*

YOUTH SERVICE

A study on volunteerism recently released by Independent Sector showed that young people who were asked to serve were three to four times more likely to do so than their peers who were not asked. Of the 51 percent of teenagers who were asked in 1996, 93 percent volunteered. Of the 40 percent of teenagers who were not asked in 1996, 24 percent volunteered. These findings demonstrate that young people are willing to apply their energy, enthusiasm, and new ideas to help meet some of our nation's most pressing needs, such as the need for quality OST programs.

Many young people already serve. According to Independent Sector, 59 percent of twelve- to seventeen-year-olds, and 38 percent of eighteen- to twenty-four-year-olds say they did some service last year. The average teen who served volunteered approximately 3.5 hours per week, or a total of 182 hours per year. In the last two decades, the array of service opportunities has expanded as schools, community organizations, religious institutions, and colleges have integrated service into their programming. Youth corps and national service programs such as AmeriCorps and faith-based service corps have

SERVICE AS PART OF DELIVERY IN OUT-OF- SCHOOL TIME

This chapter demonstrates some of the specific ways service resources can help support organizations in the delivery of OST care. Several examples of existing service programs are highlighted, with information on project goals and results.

One of the most common ways of using service resources in OST is through the recruitment and placement of community volunteers. With proper training and assistance, volunteers of all ages and backgrounds can become valuable assets as extra helping hands in OST programs. Volunteer responsibilities may include direct service to children through tutoring, mentoring, coordinating group activities, or making special presentations. Volunteers can accommodate individualized attention for children, and some volunteers can be trained to relieve full-time care providers so that providers can attend staff trainings.

Through the Learn and Serve America program, college and university students serve in OST programs as tutors and mentors. When combined with degree programs like teacher training or school-age care provision, these valuable service-learning opportunities for college students not only meet the needs of children in OST programs, but also ensure more highly trained and qualified professionals upon graduation.

Indirectly, the extra helping hands of volunteers can also support the delivery of care by helping perform various administrative and outreach functions of the organization. For example, an AmeriCorps*VISTA member could serve as a community liaison with the responsibility of fundraising or finding equipment donations. AmeriCorps members may also serve as "volunteer generators" by recruiting, training, placing, and supervising volunteers from the community.

EFFECTIVE PRACTICES

Following are some examples of effective practices that incorporate service and out-of-school time activities. The information in this chapter was gathered through phone interviews, and effective practices were based on recommendations from the Corporation for National Service. Programs were not assessed using the national standards of quality school-age care.

curriculum design and evaluation, or creating a parent involvement manual. This coupling of direct service with work on city-wide reform initiatives gives members an opportunity to impact a large segment of the community.

- ✦ **Evaluation:** ACT members evaluate their progress toward their goals on a weekly basis, and produce quarterly and yearly reports. They also have regular meetings with their after-school supervisor to assess the program. Although each after-school program has its own system of evaluation, ACT members encourage the use of the National Institute on Out-of-School Time's *Assessing School-Age Quality Standards*.

PUCC stresses the importance of engaging community members in the allocation of resources to out-of-school time programs. Their input is invaluable.

- ✦ **Partnership:** Many of the after-school programs that the ACT members work in have established partnerships with other community organizations and businesses. ACT members facilitate connections of individual programs to community organizations as well as policymakers and other advocacy groups.
- ✦ **Funding:** The many funding sources of PUCC enable the organization to manage the ACT program as part of their regular work. PUCC is partially funded by the MOST initiative, while out-of-school programs in which ACT members work have their own funding sources.

Advice from the ACT Project Coordinator:

- ✦ Supervision of service members is important.

- ✦ Constant communication between service members and supervisors is vital.
- ✦ Include only the number of members that is manageable by the program staff.
- ✦ Creative problem solving is essential.
- ✦ It is important for host agencies to consistently view service members as a valuable resource and project this to the community.

For more information, contact:

Kate Kuvanlanka, Project Coordinator
Parents United for Child Care
30 Winter Street
Boston, MA 02108-4720
(617) 426-8288

ENERGY EXPRESS WEST VIRGINIA AND AMERICORPS

Energy Express is a six-week summer reading program for first- to sixth-graders in low-income communities in West Virginia. Established in 1994 in two public schools, the program operated in fifty-five mostly rural schools during the summer of 1997. As AmeriCorps members, college students work with children in Energy Express in small groups on activities involving literacy that make reading fun.

Immediate Goals and Objectives:

- ✦ Help children maintain a healthy diet during the summer by providing two nutritious meals per day.
- ✦ Continue academic learning to prevent children from "losing ground" during the summer months.
- ✦ Improve reading skills while making reading meaningful and fun.
- ✦ Encourage and support community service.
- ✦ Encourage children to develop positive relationships with college student mentors.

Long-Term Goals and Objectives:

- ✦ Promote school success of children living in rural and low-income West Virginia communities.

Results:

- ✦ Energy Express engaged 326 AmeriCorps members and served more than 2,500 youth in fifty-five sites during the summer of 1997.
- ✦ Based on pre- and post-test measures, Energy Express youth have shown significant increases in

- ✪ Having lots of partners and community members involved adds strength to the program and provides leadership opportunities.
- ✪ Multiple funding sources is preferable to relying on one single source of funding.
- ✪ Include funding for transportation, particularly in a summer program.

For more information, contact:
 Dr. Ruthellen Phillips, Director
 Energy Express West Virginia
 704 Knapp Hall
 P.O. Box 6031
 Morgantown, WV 26506-6031
 (304) 293-2694

AMERICORPS SCHOOL'S OUT KIDS CLUB OF NEW YORK CITY

The School's Out Kids Club is an after-school program for second- to fourth-graders housed in twelve schools in Manhattan, Harlem, and the Bronx, with six AmeriCorps members per site. The partnership with AmeriCorps began in 1995. The School's Out Kids Club is part of the School Success Program—a comprehensive program that focuses on youth in low-income communities, helping students achieve school success with an emphasis on literacy. All children in the program live in urban New York City, most are African American or Latino, and the majority come from families with incomes below the national poverty line. The after-school programs incorporate academic and physical activities and community service.

Immediate Goals and Objectives:

- ✪ Improve the academic achievement of the youth in the School's Out Kids Club.
- ✪ Increase the physical fitness and health of the youth.
- ✪ Promote community service.

Long-Term Goals and Objectives:

- ✪ Increase parent involvement, especially among men.

Results:

Currently fifty to sixty children attend after-school programs at each site. The children participate in academic activities including homework assistance, tutoring, and chess; physical activities like basket-

ball, hockey, and dance; and community service. Recent projects included a neighborhood clean-up and a History of Harlem Program in which children interviewed older members of the neighborhood about the history of the community and created a book that was donated to the local library.

The School's Out Kids Club has been very successful in recruiting community volunteers to assist the staff, including parents. About ten parents contribute an hour of their time each week to tutor and coach in the after-school program. Community members also volunteer for special events. In addition, older youth who have graduated from the School's Out Kids Club often return to donate their time to help children with homework or sports.

Each site has a monthly newsletter that informs parents about the activities their children participate in and encourages parents to become more involved. The newsletter also recognizes children's achievements in the program.

Why It Works:

- ✪ **Service Members/Volunteers:** The AmeriCorps members are at the children's schools throughout the entire day as assistants to teachers and continue to work with the same children in the after-school programs, building strong relationships with the children. The project director of the School's Out Kids Club says the impact of the AmeriCorps members is immeasurable. The success centers around the mentorship role played by the members.

Long-Term Goals and Objectives:

- ✦ Produce a solid foundation for the LEFTY program in order to replicate across the City Year network in Boston. (In 1997-98, the program will expand to three locations in the Boston area.)
- ✦ Provide more LEFTY youth with leadership opportunities.
- ✦ Teach the youth more about real-life issues through leadership experiences.
- ✦ Create a partnership between City Year teams and students where students run parts of programs and service members provide support through guidance and supervision.

Results:

- ✦ In the first year of operation, approximately seventy youth attended LEFTY's out-of-school program.
- ✦ Many presenters and outside instructors from the area have come to LEFTY and volunteered their services and time.
- ✦ Parents often visit the program and have become more involved.
- ✦ New and innovative programming has been developed to meet the needs of the youth.
- ✦ The project leader says the best thing about LEFTY is the relationships the youth develop with the AmeriCorps members.
- ✦ Some youth have been so inspired by the mentor-

ship that they aspire to finish school and become City Year AmeriCorps members.

Why It Works:

- ✦ **Service Members/Volunteers:** The combination of dedicated City Year AmeriCorps members and creative programming make LEFTY a popular program for middle school youth in inner-city Boston. To help the youth remain connected and involved, AmeriCorps members contact youth by phone on a daily basis.
- ✦ **Evaluation:** LEFTY's inception began with a needs assessment of the community. Results of the assessment shaped the design of the program. With input from staff and youth, LEFTY continues to provide a safe, fun, and educational place for middle school students in the evenings. Regular internal evaluations take place to update the after-school curriculum.
- ✦ **Partnership:** LEFTY is very resourceful in designing programming and in recruiting organizations and people to donate money, time, and supplies. Space for LEFTY is provided by the YMCA and the programming is financially sponsored by the Massachusetts Bay Transportation Authority. Teachers have also been very supportive of City Year and have promoted the program in their schools. LEFTY is hoping to increase support from schools and form collaborations with other community organizations during the next year.
- ✦ **Funding:** One-third of City Year Boston is funded by AmeriCorps, one-third by private donations,

and one-third by corporate sponsorship. There is also a five-dollar registration fee per participant, which is designed primarily to give the youth a sense of ownership.

Advice from LEFTY's Program Leader:

- ✦ Do as much research as possible before starting an after-school program.
- ✦ Constant evaluation is very important.
- ✦ Accessing volunteer opportunities is key.
- ✦ Actively pursue people for resources. Be clear about goals of the program, what is needed, and the benefits of volunteerism.
- ✦ Young people are the resource, not the client.

For more information, contact:
Alexandra Moore, Project Leader
City Year
285 Columbus Avenue
Boston, MA 02116
(617) 927-2500

the Ford Foundation, the Kellogg Foundation, the DeWitt Wallace-Reader's Digest Fund, and the U.S. Departments of Labor and Education. The University of Pennsylvania has provided extensive in-kind support to the program.

Advice from Turner Middle School's Program Liaison:

- ★ Long-term commitment is crucial.
- ★ Maintain optimism!
- ★ Be able to share praise as well as responsibility.
- ★ Match the priorities of your institution with the priorities of your community.
- ★ Assess community needs.
- ★ Believe that children can be agents of change in their community.
- ★ Maintain strategic and focused programs—recognize the limits.

For more information, contact:

Penny Gordon-Larsen, Liaison for Turner Middle School
University of Pennsylvania
Center for Community Partnerships
133 South 36th Street, Suite 519
Philadelphia, PA 19104-3246
(215) 898-4704

BROWN ELEMENTARY SCHOOL'S EDUCATIONAL OUTREACH PROGRAM

The Educational Outreach Program (EOP) at Brown Elementary School in Denver, Colorado, is an after-school program that began in 1994, and first incorporated AmeriCorps® National Civilian Community Corps (NCCC) members in 1996-97. EOP serves low-income youth in kindergarten through fifth grade, most whom are homeless. The program's main purpose is to increase the academic achievement of homeless youth while providing a safe and stable after-school environment. The AmeriCorps® NCCC members also help the EOP students in their classrooms during the day, providing individualized attention and instruction.

Immediate Goals and Objectives:

- ★ Increase academic achievement of homeless youth, particularly in reading and math.
- ★ Help make homework completion a priority for after-school students.
- ★ Provide more individualized attention to target students.
- ★ Promote classroom participation.
- ★ Assist teachers in classroom tutoring and supervision.
- ★ Supplement teachers' curricula with innovative classroom lessons and learning activities.
- ★ Lend emotional support to needy children.
- ★ Raise the self-esteem of the children through academic success.

- ★ Build positive social and life skills to help youth achieve their goals.

Long-Term Goals and Objectives:

- ★ Add more activities, volunteers, and youth.
- ★ Increase parent involvement.
- ★ Add adult education classes in English as a Second Language and computer training.

Results:

- ★ Students who had consistently failed spelling tests are now receiving "A"s. Their reading abilities have improved entire grade levels, and weaker students have caught up with their classmates.
- ★ Sixty children attended EOP at Brown Elementary in 1996-97, with a waiting list for others who want to participate.
- ★ EOP was able to increase the number of children served by 100 percent with AmeriCorps® NCCC members' assistance.
- ★ The AmeriCorps® NCCC members individually tutored Brown Elementary students 986 hours.
- ★ The program director says that children not only enjoy the program, but have benefited immensely in terms of academic improvement and growth. Teachers at Brown Elementary say many youth would not be doing their homework if it were not for the encouragement and assistance from the after-school program staff.

GRANDMA PLEASE—RSVP OF GREATER CLEVELAND

Established in 1995, Grandma Please is an RSVP (Retired and Senior Volunteer Program) activity coordinated through the intergenerational resource center, an RSVP volunteer station in Greater Cleveland. Senior volunteers speak via telephone with children who are alone at home during after-school hours. Grandma Please serves fourth- to sixth-grade students, mostly African Americans, from twenty-two urban schools in Cleveland.

Immediate Goals and Objectives:

- ✱ The main purpose of Grandma Please is to serve lonely children home alone who want someone to talk to about problems, concerns, and events that happened during the day, and to help with homework.
- ✱ Although the "Grandparents" are trained to deal with crises, Grandma Please is not a crisis hotline.

Long-Term Goals and Objectives:

- ✱ Grandma Please's goal is to expand the program into the summers and into more schools in the area.
- ✱ RSVP would like to recruit more volunteers of ethnic diversity, particularly African Americans.

Results:

- ✱ In 1996-97, eighteen volunteers received approximately 2,700 calls from children home alone.
- ✱ Although it is unlawful in Ohio to leave children under fourth grade alone at home, calls were

received from younger children who were home alone.

- ✱ Many youth trust their "Grandparent" as a reliable adult they can speak to in confidence.
- ✱ The RSVP executive director says the best thing about Grandma Please is that it meets a significant community need, and volunteers are happy to know they are making a difference in the lives of these children.

Why It Works:

- ✱ Service Members/Volunteers: The unique nature of a phone program allows seniors who cannot leave their homes to contribute to their community. Grandma Please gives seniors an opportunity to remain productive, contributing members of their community while sharing their wisdom, skills, and experience with younger generations—and in the process, alleviate their own loneliness. Volunteers are thoroughly screened and receive extensive training before becoming official "Grandparents." The training is key to the success of the program. "Grandparents" learn how to initiate conversations with youth, improve their listening skills, and deal with crises. A part-time social worker is on staff at the Intergenerational Resource Center in case a volunteer needs additional assistance.
- ✱ Evaluation: Extensive research of the community and publicity for the program were done before Grandma Please set up its phone lines. The program was modeled after a successful Grandma

Please program in Chicago, which provided important technical assistance and guidance.

- ✱ Partnership: Grandma Please has been a successful collaboration with the Intergenerational Resource Center of Fairhill Center for the Aging—a respected and well-known organization in the community. Grandma Please received a grant from a Cleveland phone company (Ameritech), which provided funds for the first three years, a central switchboard, a volunteer switchboard operator, and a large initial publicity campaign. The local schools also invited volunteers to come in, talk about the program, and organize parent information meetings.
 - ✱ Funding: Ameritech continues to provide a switchboard and volunteer operator for the Grandma Please program. Grandma Please is a station of RSVP, 40 percent of which is funded as a Senior Corps program by the Corporation for National Service.
- ### **Advice from Grandma Please:**
- ✱ Be aware of the potential effects of welfare reform on increasing numbers of children who need programs like Grandma Please. Children who once had a parent at home may now be home alone because their parents are working or doing community service.
 - ✱ Many older adults work well with children. Both generations can benefit emotionally and socially from the relationship.
 - ✱ Extensive research is important before starting a program to understand the needs of the commu-

Why It Works:

- ✪ **Service Members/Volunteers:** The four AmeriCorps*VISTA members at the central facility in Sante Fe spend the majority of their time expanding the Boys and Girls Club into a community center. Service members focus on the logistics of setting up and finding staff and participants for GED and parent classes. They also recruit community volunteers for service in the Boys and Girls Club and in the neighborhood. The program director says that the Boys and Girls Club would never be able to run the community programs without the AmeriCorps*VISTA members. The Boys and Girls Club now requires that parents give four hours of community service per month to allow their child(ren) to attend the programs at the Club.
- ✪ **Evaluation:** AmeriCorps*VISTA members complete ongoing membership needs assessments in the community. They also have weekly meetings with staff and write quarterly reports. At the end of their service, they administer an extensive evaluation. The Boys and Girls Club is working on a more advanced system of evaluation to document progress toward goals as well as future needs.
- ✪ **Partnership:** The Boys and Girls Club has an excellent relationship with the schools. Occasionally, when schools have discipline problems, they ask the Boys and Girls Club to come in to present conflict management and other programming. When the Boys and Girls Club had to relocate during renovation of the facility, the public school welcomed the program into the schools. The Boys

and Girls Club also provides meals for other youth programs in the area, serving 2,000 to 3,000 meals per day. A school provides its cafeteria and kitchen for free.

- ✪ **Funding:** The budget of Boys and Girls Club has increased every year, and in 1997-98 it topped at \$1 million. The majority of funding is federal, from the Office of Juvenile Justice and Delinquency Prevention and the remainder is from state, county, and city governments and private grants. Members who come to the Boys and Girls Club pay according to a sliding fee scale—the lowest-income families pay \$30 per week. However, the program never turns anyone away for not being able to afford the fee.

Advice from the Boys and Girls Club Director:

- ✪ Running a program like the Boys and Girls Club takes a lot of time and dedication.
- ✪ Community involvement is essential.
- ✪ People in the community are the best resources for assessing community needs.

For more information, contact:

Al Padilla, Executive Director
Boys and Girls Club of Santa Fe
P.O. Box 2403
730 Alto Street
Santa Fe, NM 87504
(505) 983-6632

PlusTime[®] NEW HAMPSHIRE

PlusTime NH was formed in 1990 to help communities build coalitions to start school-age child care programs and support existing programs. In September 1997, the PlusTime NH program incorporated the Corporation for National Service's AmeriCorps, VISTA, RSVP, and Learn and Serve America programs with PlusTime NH to enhance a statewide organization that directly serves almost 2,000 first- through eighth-grade low-income youth in after-school programs. The program's focus is on conflict resolution, environmental education, and establishment of new after-school programs.

Goals and Objectives:

- ✪ Encourage and support development of accessible, affordable, and enjoyable programs for school-age youth throughout New Hampshire.
- ✪ Increase the capacity and/or number of after-school programs. A significant number of children throughout the United States have been identified as having no access to licensed after-school programs. The project will provide the needed technical assistance to allow communities to open successful programs for youth.
- ✪ Improve the quality of care in day care settings. Based on three areas of concern (space, human relationships, and use of time), many programs are determined to be inadequate. This project will address these quality indicators, mobilizing a volunteer network trained to implement research-based curriculum.
- ✪ Prevent morbidity and mortality due to vehicular

SERVICE-LEARNING ACTIVITIES FOR CHILDREN AND YOUTH IN OUT-OF-SCHOOL TIME

This chapter defines service-learning and examines ways that service-learning can contribute to out-of-school time activities.

Service to the community is a lifelong obligation of citizenship. It is an ethic that is learned early in life and spans the educational, employment, and social institutions that form the basic building blocks of American society. Teaching and learning through service are fundamental to the educational process and the development of good citizens. Integrating service-learning into the curriculum of schools and out-of-school time programs can strengthen communities, enrich the lives of individuals who perform service, and help solve the nation's most critical problems.

WHAT IS SERVICE-LEARNING?

Service-learning is a method by which students improve academic learning and develop personal skills through structured service projects that meet community needs. Service-learning builds upon students' service activities by providing them with the opportunity to learn by preparing, leading, and reflecting upon their service experiences. For an activity to be considered service-learning, it must be organized, meet real community needs, have carefully stated learning objectives, and provide for reflection. Additionally, service-learning projects in schools and colleges should be integrated into the school curriculum and be coordinated with the community.

SERVICE-LEARNING TAKES PLACE IN SCHOOL AND IN OUT-OF-SCHOOL TIME

In service-learning programs based in schools and colleges, service-learning is integrated directly into the academic curriculum. Students in kindergarten through graduate school apply their academic skills, knowl-

edge, and abilities to projects that meet community needs. Educators facilitate learning by creating opportunities for students to understand and analyze their service experiences in the context of their coursework. Often, service projects are integrated into all facets of the school curriculum. Service-learning facilitates the linkage of theoretical and practical knowledge in order to improve both schooling and communities.

In other service-learning programs, youth work through local organizations to design and implement community service projects. Community-based programs offer youth the opportunity to learn by doing. By playing a significant role in planning and developing their service projects, youth gain practical skills, self-esteem, and a sense of civic responsibility as they work to support important community activities.

SERVICE-LEARNING BENEFITS OUT-OF-SCHOOL TIME PROGRAMS IN TWO PRIMARY WAYS

❶ Out-of-school time programs can build their capacity to meet community needs by utilizing students from schools and colleges who are engaged in service-learning projects. Graduate and undergraduate students in over 1,000 colleges and universities are involved in service-learning programs. Many high school students are also engaged in service-learning projects. These students have time and skills that may be available to out-of-school time programs. Programs who want to identify these students can contact their local college or university community service or service-learning office. That office may be searching for programs to create partnerships with.

existing service-learning programs, or provide training and development of staff, faculty, students, and community partners. Specific programs address local needs in at least one of the following areas—education, public safety, the environment, and other human needs. Learn and Serve America provides opportunities for more than a million young people, and their teachers and other adult partners, to connect meaningful community service experiences with academic learning, personal growth, and civic responsibility.

SERVICE-LEARNING WORKS

A 1997 study by Brandeis University and Abt Associates shows that students who participate in effective service-learning programs:

- ✱ improve their academic grades;
- ✱ are more committed to service;
- ✱ are more aware of community needs;
- ✱ are more socially responsible;
- ✱ are more accepting of cultural diversity;
- ✱ are more positive about their school experience; and
- ✱ are more likely to want to attend four-year colleges.

IDEAS FOR SERVICE-LEARNING PROJECTS

The possibilities for service-learning activities are endless. During school and in out-of-school time, young people in service-learning programs:

- ✱ preserve native plants;
- ✱ design neighborhood playgrounds;
- ✱ teach younger children to read;
- ✱ teach conflict resolution skills to others;
- ✱ provide peer education on AIDS;
- ✱ test local water quality;
- ✱ create wheelchair-accessible ramps to their schools;
- ✱ install smoke detectors;
- ✱ prepare food for the homeless;
- ✱ develop urban community gardens;
- ✱ construct community murals;
- ✱ start school and neighborhood recycling programs; and
- ✱ much more.

One key to good service-learning programs is the creation and development of long-term relationships among the partners in the project. Great service can be provided when the partners in the project are able to communicate well and trust one another. If a senior citizens' home is uncomfortable with neighborhood youth—perhaps because of a prior experience or ethnic prejudice—steps need to be taken to strengthen the bonds between youth and seniors. What is important is to determine what the community needs by working with community residents and

officials to determine those needs—and then to work with them to determine how to address those needs together.

Another key is to engage young people in the process of critical thinking and problemsolving that accompanies the creation and maintenance of a complex initiative. While an eleven-year-old may not be ready to understand all of the problems that cause high levels of illiteracy in his or her neighborhood, he or she can understand that first-graders are having trouble learning to read and help to devise a solution to that problem. Then the young person can act to solve the problem. The eleven-year-old can become a peer tutor by creating books, taking younger children to the library, reading to and with younger children, and writing with younger children.

For more information about service-learning and Learn and Serve America, contact:

Learn and Serve America
Corporation for National Service
1201 New York Avenue, N.W.
Washington, D.C. 20525
(202) 606-5000
www.learnandserve.org

Appendix A

NATIONAL SERVICE PROGRAMS AND APPLICATION REQUIREMENTS

The Corporation for National Service, created by the National and Community Service Trust Act of 1993, engages Americans of all ages and backgrounds in service to their communities. Through its main three programs—AmeriCorps, Learn and Serve America, and the National Senior Service Corps—the Corporation provides a broad range of opportunities for Americans to serve our communities and our nation. The efforts supported by the Corporation address the nation's challenges in the areas of education, public safety, human needs, and the environment—with a strong emphasis on achieving direct and demonstrable results.

The Corporation for National Service combines the best aspects of local control with national support. The Corporation operates with a bipartisan board of directors and an entrepreneurial management team and workforce. Programs are selected through a highly competitive process and are held to rigorous quality standards designed to measure impact. The Corporation's programs are public-private partnerships with national and community-based organizations.

Corporation for National Service
1201 New York Avenue, N.W.
Washington, DC 20525
www.nationalservice.org

<i>Eligible Applicants Total FY96 Budget</i>	<i>Application Deadline</i>	<i>Range of Awards &</i>	<i>Match Requirements</i>	<i>Administering Agency/Contact</i>
States, District of Columbia, Puerto Rico, nonprofit organizations, and professional corps.	Application deadlines are established by the state commissions. Generally, state commission deadlines are between January and February.	Approximately \$11,000 per full-time member and education award. Average cost per member cannot exceed \$11,250.	Applicants must provide a cash match of 15 percent of members' living allowances and cash or in-kind of 33 percent of the over all operating costs.	State Commissions.
Multi-state organizations, national nonprofits, and tribes and territories.	Application deadline is April 15, 1998.	Approximately \$11,000 per full-time member and education award. Average cost per member cannot exceed \$11,250.	Applicants must provide a cash match of 15 percent of members' living allowances and cash or in-kind of 33 percent of the over all operating costs.	Corporation for National Service.
State or local government agencies, nonprofit organizations, and institutions of higher education.	Application deadlines will be set at the state and national level by State Commissions and the Corporation for National Service respectively.	Approximately \$500 per full-time equivalent and education award.	All program support costs (except \$500 per full-time equivalent) and all member stipends.	State Commissions (for state level submissions) and Corporation for National Service (for national competition).
Federal, state or local government agencies and private nonprofit organizations.	Organizations may apply for funding year-round based on the availability of funding.	N/A (Total FY96 est. \$41,235,000, plus \$5,024,000 for Literacy Corps activities)	No match requirements.	Corporation for National Service
Federal, state or local government agencies and private nonprofit organizations.	Organizations may apply year round based on the availability of teams. Note, teams are generally available for projects between November and July.	N/A	Organizations are expected to cover the cost associated with or provide materials, tools, and technical training, and on-site supervision as needed to complete the project.	Corporation for National Service and its five AmeriCorps*National Community Civilian Corps campuses.
State/local govt. agencies or private nonprofit organizations.	N/A	\$2,500-\$667,480 (Total FY96 est. \$34,949,000)	10 percent for Year 1 20 percent for Year 2 30 percent for Year 3	Corporation for National Service
State/local govt. agencies or private nonprofit organizations.	N/A	\$20,732-\$402,673 (Total FY96 est. \$31,155,000)	10 percent of total budget	Corporation for National Service
State/local govt. agencies or private nonprofit organizations.	N/A	\$12,200-\$1,634,993 (Total FY96 est. \$62,237,000)	10 percent of total budget	Corporation for National Service
States, territories, Indian tribes, and nonprofit organizations.	N/A	\$44,629-\$2,283,492 (Total FY96 est. \$32,250,000)	10 percent for Year 1 20 percent for Year 2 30 percent for Year 3	State Commissions (community-based programs) and State Education Agencies (school-based programs)
Institutions of higher education or public/nonprofit agencies working in partnership with a higher education.	N/A	\$30,000-\$300,000 (Total FY96 est. \$10,750,000)	50 percent or greater	Corporation for National Service

NATIONAL SERVICE STATE OFFICES

The Corporation for National Service's State Offices are the main points of contact for many national service programs and activities within each state. State offices develop programs, provide oversight, and provide funding and technical assistance to AmeriCorps*VISTA and National Senior Service Corps programs. For information on AmeriCorps*VISTA or Senior Corps programs in your state, contact your state office listed below.

Alabama

Mr. John Timmons
Corporation for National Service
950 22nd Street, Suite 428
Birmingham, AL 35203
Phone: 205-731-0027 Fax: 205-731-0031

Alaska

Mr. Billy Joe Caldwell
Corporation for National Service
915 Second Ave.
Suite 3190
Seattle, WA 98103
Phone: 206-220-7736 Fax: 206-553-4415

Arizona

Mr. Richard Persely
Corporation for National Service
522 North Central, Room 205A
Phoenix, AZ 85004-2190
Phone: 602-379-4825 Fax: 602-379-4030

Arkansas

Mr. Robert Torvestad
Corporation for National Service
Federal Building, Room 2506
700 West Capitol Street
Little Rock, AR 72201
Phone: 501-324-5234 Fax: 501-324-6949

California

Ms. Gayle Hawkins
Corporation for National Service
Federal Building Room 11221
11000 Wilshire Boulevard
Los Angeles, CA 90024-3671
Phone: 310-235-7421 Fax: 310-235-7422

Colorado

Ms. Gayle Schladale
Corporation for National Service
One Sherman Place
140 E. 19th Avenue, Suite 120
Denver, CO 80203-1167
Phone: 303-866-1070 Fax: 303-866-1081

Connecticut

Mr. Romero A. Cherry
Corporation for National Service
1 Commercial Plaza, 21st Floor
Hartford, CT 06103-3510
Phone: 860-240-3237 Fax: 860-240-3238

Mississippi

Mr. Roktabija Abdul-Azeez
Corporation for National Service
100 West Capitol Street, Room 1005A
Jackson, MS 39269-1092
Phone: 601-965-5664 Fax: 601-334-4617

Missouri

Mr. John J. McDonald
Corporation for National Service
801 Walnut Street
Suite 504
Kansas City, MO 64106-2009
Phone: 816-374-6300 Fax: 816-374-6305

Montana

Mr. Joe R. Lovelady
Corporation for National Service
208 North Montana Avenue
Suite 206
Helena, MT 596013837
Phone: 406-449-5404 Fax: 406-449-5412

Nebraska

Ms. Anne C. Johnson
Corporation for National Service
Federal Building, Room 156
100 Centennial Mall North
Lincoln, NE 68508-3896
Phone: 402-437-5493 Fax: 402-437-5495

Nevada

Mr. Craig Warner
Corporation for National Service
4600 Keitzke Lane, Suite E-141
Reno, NV 89502-5033
Phone: 702-784-5314 Fax: 702-784-5026

New Jersey

Mr. Stanley Gorland
Corporation for National Service
44 South Clinton Avenue
Room 702
Trenton, NJ 08609-1507
Phone: 609-989-2243 Fax: 609-989-2304

New Mexico

Mr. Ernesto Ramos
Corporation for National Service
120 S. Federal Place
Room 315
Santa Fe, NM 87501-2026
Phone: 505-988-6577 Fax: 505-988-6661

New York

Mr. Bernard A Conte
Corporation for National Service
6 World Trade Center
Room 758
New York, NY 10048-0206
Phone: 212-466-4471 Fax: 212-466-4195

North Carolina

Mr. Robert L. Winston
Corporation for National Service
300 Fayetteville Street Mall
Room 131
Raleigh, NC 27601-1739
Phone: 919-856-4731 Fax: 919-856-4738

Ohio

Mr. Paul Schrader
Corporation for National Service
51 North High Street, Suite 451
Columbus, OH 43215
Phone: 614-469-7441 Fax: 614-469-2125

Oklahoma

Mr. H. Zeke Rodriguez
Corporation for National Service
215 Dean A McGee
Suite 324
Oklahoma City, OK 73102
Phone: 405-231-5201 Fax: 405-231-4329

Oregon

Ms. Robin Sutherland
Corporation for National Service
2010 Lloyd Center
Portland, OR 97232
Phone: 503-231-2103 Fax: 503-231-2106

STATE COMMISSIONS ON NATIONAL & COMMUNITY SERVICE

State Commissions on National and Community Service have a front-line responsibility for selecting and supporting AmeriCorps® State programs and Learn and Serve America Community-Based programs within their state. In addition, the commissions work closely with the Corporation for National Service to strengthen service and volunteerism at the state level. State Commissions on National and Community Service are directed by bipartisan state boards appointed by the governor. Most often, the commission offices are housed in the governor's office. For more information on AmeriCorps® State or Learn and Serve America Community-Based programs in your state, contact your state commission office listed below.

Alabama

Ms. Elaine Wiggins
Alabama National & Community Service State
Commission
Governor's Office
The State House, Suite 224
Montgomery, AL 36104
Phone: 334-242-7110 Fax: 334-242-2885

Alaska

Ms. Michelle Anderson
Alaska State Community Service Commission
333 West 4th Avenue, Suite 220
Anchorage, AK 99501
Phone: 907-269-4659 Fax: 907-269-4635

Arizona

Ms. Michelle Lyons-Mayer
Arizona National & Community Service Commission
1700 West Washington St., Suite 101C
Phoenix, AZ 85007
Phone: 602-542-3461 Fax: 602-542-3520

Arkansas

Ms. Betty Hicks
Arkansas Commission on National & Community
Service
Donaghey Plaza South, 7th & Main, Suite 1300
Little Rock, AR 72201
Phone: 501-682-6717 Fax: 501-682-1623

California

Dr. Linda Forsyth
Calif. Commission on Improving Life Through Service
1121 L St., Suite 600
Sacramento, CA 95814
Phone: 916-323-7646 Fax: 916-323-3227

Colorado

Mr. Greg Geissler
Colorado State Commission
1313 Sherman, Suite 500
Denver, CO 80203
Phone: 303-866-4900 Fax: 303-866-4992

Maine

Ms. Maryalice Crofton
Maine Commission on National & Community Service
Maine State Planning Office/State House
184 State Street—Station #38
Augusta, ME 04333
Phone: 207-287-5300 Fax: 207-287-6489

Maryland

Ms. Kathryn Shulman
Governor's Commission on Service
300 West Preston St., 6th Floor
State Office Building
Baltimore, MD 21201
Phone: 410-767-1216 Fax: 410-333-5957

Massachusetts

Ms. Kate Mehr
Massachusetts National & Community Service
Commission
87 Summer St., 4th Floor
Boston, MA 02110
Phone: 617-542-2544 Fax: 617-542-0240

Michigan

Mr. Terry Pruitt, Acting Director
Michigan Community Service Commission
111 South Capitol Ave.—Olds Plaza Building
4th Floor
Lansing, MI 48909
Phone: 517-335-4295 Fax: 517-373-4977

Minnesota

Ms. Mary Jo Richardson
Minnesota Commission on National & Community
Service
683 Capitol Square Bldg.
Saint Paul, MN 55101
Phone: 612-296-1435 Fax: 612-296-3348

Mississippi

Ms. Marsha Meeks Kelly
Mississippi Commission for National & Community
Service
3825 Ridgewood Rd.
Jackson, MS 39211-6453
Phone: 601-982-6738 Fax: 601-982-6790

Missouri

Mr. Curtis Hendricks
Missouri Community Service Commission
c/o Lt. Governor's Office, Capitol Bldg.
3225 West Truman Boulevard, Suite 101
Jefferson City, MO 65109
Phone: 573-751-7488 Fax: 573-526-0463

Montana

Mr. Charles W. Briggs
Montana Community Services Advisory Council
State Capitol, Room 219
Helena, MT 59620
Phone: 406-444-5547 Fax: 406-444-4418

Nebraska

Mr. Thomas Miller
Nebraska Commission for National & Community
Service
State Capitol—6th Floor
P.O. Box 98927
Lincoln, NE 68509
Phone: 402-471-6225 Fax: 402-471-6286

Nevada

Ms. Kathalie Kohle
Nevada Commission for National & Community Service
200 South Third Street
Suite 448
Las Vegas, NV 89155
Phone: 702-486-2730 Fax: 702-486-2733

New Hampshire

Mr. Tim Dupre
New Hampshire Commission on National &
Community Service
64 Old Suncook Rd.
Concord, NH 03301
Phone: 603-229-3406 Fax: 603-229-3408

New Jersey

Ms. Rowena Madden
New Jersey Commission on National & Community
Service
c/o New Jersey Dept. of Ed.—Office of Innovative
Programs
100 Riverview Plaza, CN 500
Trenton, NJ 08625
Phone: 609-633-9629 Fax: 609-633-9825

Utah

Mr. Michael Call
Utah Commission on Volunteerism
1530 North Technology Way
Suite D-03
Orem, UT 84097
Phone: 801-222-2911 Fax: 801-222-2917

Vermont

Ms. Jane Williams
Vermont Commission on National & Community
Service
133 State Street
Montpelier, VT 05633-4801
Phone: 802-828-4982 Fax: 802-828-4988

Virginia

Ms. B.J. Northington
Virginia Commission on National & Community
Service
Governor's Office of Volunteerism
730 East Broad St., 9th Floor
Richmond, VA 23219
Phone: 804-692-1952 Fax: 804-692-1999

Washington

Mr. Bill Basl
Washington Commission on National & Community
Service
515 15th Avenue, SE
Olympia, WA 98504-3134
Phone: 360-902-0663 Fax: 360-902-0414

West Virginia

Ms. Jean Ambrose
WV Commission for National & Community Service
1 United Way Square
Charleston, WV 25301
Phone: 304-340-3627 Fax: 304-340-3629

Wisconsin

Ms. Martha Kerner
Wisconsin Division of Energy & Intergovernmental
Relations
101 East Wilson Street, 6th Floor
P.O. Box 7868
Madison, WI 53707-7868
Phone: 608-266-2125 Fax: 608-267-6931

Wyoming

Ms. Beverly Morrow
Wyoming Commission for National & Community
Service
Herschler Bldg., 1st Floor West
122 West 25th Street, Room 1608
Cheyenne, WY 82002
Phone: 307-777-5396 Fax: 307-638-8967

STATE EDUCATION AGENCIES

State Education Agencies administer funds for Learn and Serve America's School-Based programs. School-Based programs integrate service-learning directly into the academic curriculum for elementary and secondary school students. Students apply their academic skills, knowledge, and abilities to service projects that meet community needs. Educators facilitate learning by creating opportunities for students to understand and analyze their service experiences in the context of their coursework. Schools and school districts interested in applying for funding should contact their state education agency contact listed below.

NOTE: Local programs and nonprofits should contact their state commission office to inquire about Learn & Serve America's Community-Based program funds.

Alabama State Department of Education

Ms. Barbara Boland or Dr. Ed Richardson
P.O. Box 302101
Gordon Persons Building
Montgomery, AL 36130-2101
Phone number: 334-242-8199
Fax number: 334-242-0496
bboland@sdenet.alsde.edu

Arizona Department of Education

Ms. Trudy Rogers
1535 West Jefferson Bin #39
Phoenix, AZ 85007
Phone number: 602-542-2037
Fax number: 602-542-3359

California Department of Education

Mr. Wade Brynelson
P.O. Box 944272
Sacramento, CA 94244-2720
Phone number: 916-653-3314
Fax number: 916-657-4611

Colorado Department of Education

Ms. Elaine Andrus
201 E. Colfax Avenue
Denver, CO 80203
Phone number: 303-866-6897
Fax number: 303-830-0793

Connecticut State Department of Education

Ms. Betty Schmitt
P.O. Box 2219, Rm. #227
Hartford, CT 06145
Phone number: 860-566-1961
Fax number: 860-566-2957
(860) alternate area code

Delaware Department of Public Instruction

Dr. Peggy Dee
John G. Townsend Building
P.O. Box 1402
Dover, DE 19903-1402
Phone number: 302-739-4667
Fax number: 302-739-2388

Maine Department of Education

Mr. Ed Maroon
Station #23
Augusta, ME 04333
Phone number: 207-287-5854
Fax number: 207-287-5894
edmaroon@state.me.us

Maryland State Department of Education

Mr. Luke Frazier
200 West Baltimore Street
Baltimore, MD 21201
Phone number: 410-767-0356 or 0358
Fax number: 410-333-2183
lfrazier@msde.state.md.us

Massachusetts Department of Education

Ms. Debbie Scire
350 Main Street
Malden, MA 02148-5023
Phone number: 617-388-3300 ext. 272
Fax number: 617-388-3396
dscire@doe.mass.edu

Michigan Department of Education

Ms. Angelia Salas (Interim)
Olds Plaza Building
111 S. Capitol Avenue
Lansing, MI 48913
Phone number: 517-335-4295
Fax number: 517-373-4977
mjl.victori.salasa@state.mi.us

Minnesota Department of Children,

Families and Learning
Dr. Marlys J. Bucher
652 Capitol Square Building
550 Cedar St., Rm. #682
St. Paul, MN 55101-2273
Phone number: 612-297-2481
Fax number: 612-296-3348
marlys.bucher@state.mn.us

Mississippi Department of Education

Mr. Clarence Lovelady
P.O. Box 771
Jackson, MS 39205
Phone number: 601-359-3602
Fax number: 601-359-3708

*Missouri Department of Elementary
and Secondary Education*

Mr. Ron Jewell
400 Dix Road
Jefferson City, MO 65109
Phone number: 573-526-4894
Fax number: 573-526-3897

Montana Office of Public Instruction

Ms. Linda V. Peterson
P.O. Box 202501
Helena, MT 59620-2501
Phone number: 406-444-5726
Fax number: 406-444-3924
lpeterson@opi.mt.gov

Nebraska Department of Education

Mr. Merle Rudebusch
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
Phone number: 402-471-4812
Fax number: 402-471-0117
merle_r@nde4.nde.state.ne.us

Nevada Department of Education

Ms. Janet Wright
700 East 5th St.
Carson City, NV 89710
Phone number: 702-687-9197
Fax number: 702-687-9101

New Hampshire Department of Education

Ms. Judy Averbach
101 Pleasant Street
Concord, NH 03301
Phone number: 603-271-3719
Fax number: 603-271-1953

New Jersey Department of Education

Ms. Maria Rosado
CN 500
Trenton, NJ 08625-0500
Phone number: 609-633-8014
Fax number: 609-633-9825

New Mexico Department of Education

Ms. Carmen Endlich
300 Don Gaspar
Santa Fe, NM 87501-2786
Phone number: 505-827-6664
Fax number: 505-827-4041

Vermont Department of Education

Ms. Sheila B. Bailey
120 State Street
Montpelier, VT 05620-2501
Phone number: 802-828-5405
Fax number: 802-828-3140
sbailey@doe.state.vt.us

Virginia State Department of Education

Dr. Neils Brooks
P.O. Box 2120
Richmond, VA 23218
Phone number: 804-225-2847
Fax number: 804-371-2456
kjohnson@edunet.soe.vcu.edu

Office of Superintendent of Public Instruction

Ms. Melinda Dyer
Old Capitol Bldg.
P.O. Box 47200
Olympia, WA 98504-7200
Phone number: 360-753-3302
Fax number: 360-664-3575
mdyer@ospi.wednet.edu

West Virginia Department of Education

Mr. W. Jack Newhouse
1900 Kanawha Boulevard
Building 6—Rm. #221
East Charleston, WV 25305-0330
Phone number: 304-558-2348
Fax number: 304-558-3946

Wisconsin Department of Public Instruction

Mr. Stanley J. Potts
P.O. Box 7841
Madison, WI 53707-7841
Phone number: 608-266-3569 or 715-425-3759
Fax number: 608-267-1052 or 715-425-4479
pottssj@mail.state.wi.us

Wyoming Department of Education

Mr. Roger Hammer
Hathaway Bldg., 2nd Fl.
2300 Capitol Ave.
Cheyenne, WY 82002-0050
Phone number: 307-777-6198
Fax number: 307-777-6234

SCHOOL- AGE CARE INFORMATION AND RESOURCE SHARING VIA THE INTERNET

Lillian Coltin

Project Associate

MOST Initiative

INTRODUCTION

Technology and telecommunication is changing the way the world communicates. But change can be difficult. For some, the acceptance of computers into their lives has been slow. Others label themselves "computerphobic" and maintain a safe distance at all times. As professionals who work with school-age children, however, it is important to become comfortable with technology. While computer software and the Internet can provide an important learning activity for children and youth in your program, technology also offers professional growth opportunities for you and your staff. This paper aims to increase your understanding of how technology is entering the field of school-age care.

Technology is beginning to be used more and more in the field of school-age care (SAC). But before we discuss these SAC technology developments, let's review some of the basic components of this new communication method: the Internet, World Wide Web, E-mail and electronic discussion groups.

The Internet

Join the National Institute on Out-of-School Time (NIOST) on a journey along the Information Super Highway.

Get anywhere from HERE:

Our URL is:

<http://www.wellesley.edu/WCW/CRW/SAC/>
(type exactly as shown, including all capital letters)

Stop at the NIOST home page to learn about our current projects, publications and trainings and to explore the Center for Research on Women and

Wellesley College where we are located. Here you will find many avenues to travel. Click on the words highlighted in color to link to documents, calendar of events, and resource lists on NIOST's computer system or go around the world to other hot web sites with information about the school-age care field.

Where can you go?

One exciting trip to take is to the MOST Initiative. The MOST Initiative was designed in partnership with the NIOST, which is serving as national manager for the project. Here you can learn about the national goals for this community based project. Next visit the 3 MOST cities: Boston, Chicago and Seattle. Each site is committed to improving the experiences of school-age children in their communities. Children, youth and parents can search for out-of-school time activities, while program staff can find out about training opportunities.

OTHER PATHS to take from the NIOST home page...

- ✪ International- gain new and exciting multicultural perspectives and information by traveling the globe. Click on ENSAC and see what an international coalition between Sweden, the Netherlands, England and Belgium is doing to improve the quality of children's and young people's lives.
- ✪ Links to CyferNet (Children, Youth, and Family Education and Research Network) and its networks. This site includes child care and child development information in Spanish and English, and it provides help to Cooperative Extensions in

the list and can now post messages to everyone on the list at the sac-l@postoffice.cso.uiuc.edu address.

To unsubscribe from SAC-L:

1. Send a one-line E-mail message to:
listserv@postoffice.cso.uiuc.edu
2. Type: signoff SAC-L

You should receive a note confirming your signoff within a few minutes (although sometimes it can take an hour or two).

Netiquette:

- ➊ Provide your audience with adequate context:
Use meaningful subject lines,
Quote the E-mail to which you are responding,
Avoid pronouns.
- ➋ Be aware of page layout issues:
Have short paragraphs,
Have lines under seventy-five characters,
Have the entire E-mail under twenty-five lines.
- ➌ Find replacements for gestures and intonation:
Smileys :-) •P ;-),
Asterisks,
Capital letters,
Typed-out vocalizations,
White space,
Lower-case letters,
Creative punctuation.

Archive Feature:

There is this nifty feature in SAC-L, which archives all of the messages, and allows you to access them at any time.

Books and Articles:

Internet for Kids: A Beginner's Guide to Surfing the Net, by Ted Pedersen and Francis Moss, Price Stern Sloan, Inc. 1995

A to Z: The Early Childhood Educator's Guide to the Internet, by the ERIC/EECE staff with an introduction by Bonnie Blagojevic, 1995. ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897. Tel. (217) 333-1386.

NCCIC Internet Guide: How to Access Child Care Information on the Internet, compiled by staff of the National Child Care Information Center, the Guide will be available on NCCIC's Home Page on Internet (<http://www.ericps.crc.uiuc.edu/nccic/nccichome.htm>), Print version published August 1996, Electronic version prepared February 1997.

Child Care Bulletin, Child Care Bureau, May/June 1996 (Issue 9).

TECHNOLOGY IN THE SCHOOL-AGE CARE FIELD

The following are examples of how technology is being used to support the school-age field.

1. Making the Most of Out-of-School Time (MOST Initiative)

<http://www.wellesley.edu/WCW/CRW/SAC/> (case sensitive)

Contact: MOST Project Director—Joyce Shortt
617-283-2526

National Institute on Out-of-School Time
Center for Research on Women

Wellesley College, Wellesley, MA 02181
e-mail: jshortt@wellesley.edu

In 1994, the DeWitt Wallace-Reader's Digest Fund made an unprecedented commitment to school-age child care by launching the MOST Initiative, a \$6.5 million project aimed at systematic community-based change to improve the quality and availability of out-of-school care for children. MOST was designed in partnership with the National Institute on Out-of-School Time (NIOST) at the Wellesley College Center for Research on Women. The SACCPProject, with over 15 years of action research and expertise in the field of school-age care, provides the national scope and vision to oversee the effort. This initiative will enable communities to utilize collaborative strategies to address the needs of youth, especially those from low-income families, during the hours they are not in school and most often at risk.

After a one-year planning process, three cities—Boston, Chicago, and Seattle—were selected in May, 1995, to receive grants of up to \$1.2 million for implementation of a three-year Action Plan. Action Plans were developed through an intensive collaborative process that allowed for providers, parents, foundations, community leaders, educators, children, and other concerned individuals to assess needs, develop strategies, and generate substantial matching funds. Although each plan is unique to the needs of its particular communities, they all focus on achieving the following national MOST Initiative goals for school-age care:

- ➊ increased public awareness of the need for out-of-school care

- ④ Provide direct access for parents and youth to information such as where to have a child immunized and what out-of-school activities are available in a particular community.
- ④ Reduce the isolation of workers, parents, and other caregivers that each day counsel, challenge and care for children and youth.

It is anticipated that this database will receive widespread direct use by parents, youth, and professionals through access on the Internet via public schools, public libraries, park district programs, and in-home computers. Other locations for access are also being explored, such as day care centers, corporations, and building lobby directories. In addition to developing their own database, once the collaborators and other stakeholders get on-line, they will be able to access a variety of other local, regional and national databases related to children and youth.

Seattle MOST

Contact: Seattle MOST Project Manager: Adrienne Bloom

School's Out Consortium/YWCA

1118 5th Avenue

Seattle, WA 98101

phone: 206-461-3602

fax: 206-461-4860

e-mail: 103155.3335@compuserve.com

<http://www.pan.ci.seattle.wa.us/seattle/dhhs/most/index.htm>

Technology and Access to School-Age Care

Seattle MOST created a free database for parents and youth to access information about 300 out-of-school time programs in Seattle. The database is available via the internet and is also available on-line and in hard copy directories at all Seattle Public Libraries, Public School Libraries and community-based agencies serving low-income families, families of color and families with children with special needs. The database features a simple search form which asks users to specify in which neighborhood or school area they are searching for a program; and what type of activities interest them. The result is a list of programs tailored to individual needs, which can be displayed and/or printed. Additionally, printed neighborhood directories of programs will be published to give parents a resource guide.

Community outreach continues to play an important role in ensuring that this service is widely utilized.

2. National School-Age Care Alliance (NSACA)

The North Carolina School-Age Care Coalition is leading the nation in the first pilot of a statewide system for school-age care accreditation. The system will be based on the National Improvement and Accreditation System (NIAS), developed by the National School-Age Care Alliance (NSACA) and the National Institute on Out-of-School Time at Wellesley College (NIOST). This pilot project is funded by a grant from the American Business Collaboration for Quality Dependent Care.

Besides promoting community awareness of accreditation, the recruitment and training of endorers,

and ASQ Advisor and First Steps Training, the North Carolina School-Age Care Coalition will also have a database which can be used to track inquiries about accreditation, responses to individual inquiries, and dissemination of materials. Through Internet access and a home page, school-age programs can review information about the accreditation process, standards and strategies for program development. The home page will include information of interest to parents, potential funders and the public at large. In addition to accreditation information via computer, anyone in North Carolina will also be able to obtain accreditation information through a toll-free telephone number. Contact: Linda Sisson, NSACA, c/o School-Age Child Care Project, Center for Research on Women, Wellesley College, Wellesley, MA 02181, Tel: (617) 283-3460, E-mail: TILSISSON.

3. The Early Childhood & School-Age Forum in the Children, Youth & Families area on HandsNet.

<http://www.handsnet.org/handsnet/>

Founded in 1987, HandsNet links some 5,000 public interest and human service organizations across the United States. Network members include national clearinghouses and research centers, community-based service providers, foundations, government agencies, public policy advocates, legal services programs and grassroots coalitions.

From the NIOST home page you can click on HandsNet and visit HandsNet on the web. HandsNet on the web offers daily news from HandsNet on CONNECT: information about services, forums and members, the latest Action Alerts and The Weekly

administrators, organizations, and parents regularly to discuss child care issues.

7. Center for Career Development in Early Care and Education at Wheelock College:

<http://ericps.crc.uiuc.edu/ccdece/ccdece.html>

The Center for Career Development in Early Care and Education at Wheelock College is devoted to improve the quality of early care and education for children by promoting the definition of early care and education as a professional field and a field of study. Through their technical assistance, research and information about conferences happening around country, they are able to bring about change that meets the needs of families, children and the child care field.

The Center offers week-long intensive seminars for child care professionals that focus on practical, up-to-date information that can be put to use immediately. The Advanced Seminars in Child Care Administration, administered in partnership with the Wheelock College Graduate School, offer exceptional opportunities for networking and sharing with other practitioners, administrators, and policy-makers. For information about the Advanced Seminars in Child Care Administration contact: Advanced Seminars in Child Care Administration, The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215. Ph. (617) 738-5200 ext. 279. Fax: (617) 738-0643.

Links:

- ✪ ECCAREER-L--ECCAREER-L@postoffice.cso.uiuc.edu
ECCAREER-L is a private electronic discussion list available only to members of the National Career Development Network for the Early Childhood and School-Age Fields. ECCAREER-L provides a forum for Network members to discuss the progress and challenges of their work on early childhood and school-age career development issues, to ask questions of one another, to share successes, and to solve problems.

8. Concordia College

http://www.csp.edu/Dept_Pages/sac/sac.html

The Concordia College in St. Paul, Minnesota provides a number of services and information via their Web page. They offer information about workshops that they offer, access to their library catalog of school-age care materials, descriptions of their publications and links to many other home pages that discuss issues around school-age child care. One of the many features that Concordia College offers is the Studying by Distance Learning (BA or MA Program), which allows people through Internet communication, discussion groups and video and audio tapes to earn their degree without attending traditional on-campus classes.

LINKS TO INFORMATION ON SERVICE

The following internet links will provide information about service at the federal, state and local level.

National Service on the World Wide Web

- ✪ Corporation for National Service
<http://www.nationalservice.org>

General Service sites

- ✪ AmeriCorps Network Northwest
<http://www.nwrel.org/edwork/direct.html>
- ✪ AmeriCorps Resources
<http://ksu.edu/jeffreyj/acorps.index.html>
- ✪ Bay Area Volunteer Information Center
<http://www.meer.net/taylor/index.htm>
- ✪ Campus Outreach Opportunity League (COOL)
<http://www.cool2serve.org/cool/home.html>
- ✪ C.O.R.E. Susquehanna AmeriCorps
<http://home.ptd.net/coresusc/>
- ✪ Habitat For Humanity Internet Resources
<http://www.cwru.edu/CWRU/Org/habhum/wwwhab.htm>
- ✪ Hands On Atlanta
<http://www.handsonatl.org>
- ✪ Impact Online
<http://www.impactonline.org/info/index.html>
- ✪ Institute for Global Communications
<http://www.igc.org>
- ✪ Invisible College at Portland State Univ.
<http://www-adm.pdx.edu/user/invcol/ic.htm>
- ✪ LibertyNet
<http://www.libertynet.org>

★ University of Pennsylvania Program for Student-Community Involvement
<http://dolphin.upenn.edu/pscl>

★ US Department of Education
<http://www.ed.gov>

★ Virginia Tech Service Learning Center
<http://ccserver.phil.vt.edu/www/SL/index.html>

State Commissions on National Service:

★ California Commission on Improving Life Through Service
<http://www.impactonline.org/caameric>

★ Florida Commission on Community Service
<http://www.fccs.org>

★ The Kentucky Community Service Commission
<http://www.occ.uky.edu/kcsc.html>

★ The Maine Commission For Community Service
http://www.state.me.us/spo/mccs/mc_home.htm

★ The Maryland Governor's Commission on Service
<http://www.mgc.state.md.us/mgc>

★ The Missouri Community Service Commission
<http://services.state.mo.us/litgov/homepg.htm>

★ The New Hampshire Commission on National and Community Service
<http://www.americorps.nh.com/>

★ The North Carolina Commission on National and Community Service
<http://www.nccu.edu/tbaker/welcome.html>

★ The Texas Commission on Volunteerism and Community Service
<http://www.txcnsc.state.tx.us/>

★ Utah Commission on Volunteers
<http://www.volunteers.state.ut.us/commission.htm>

We want to hear from you...

The National Institute on Out-of-School Time's (NIOST's) mission is to improve the quantity and quality of school-age child care programs nationally through collaborative work with communities, individuals, and organizations, and to raise the level of public awareness about the importance of children's out-of-school time. NIOST concentrates its efforts in four primary areas-research, education and training, consultation, and program development.

Do you have a MOST-like initiative in your community? Interested in starting one up? Please talk to us about it-let's share ideas and collaborate!

Lillian Coltin, Project Associate
NIOST, MOST Initiative
Center for Research on Women
106 Central Street
Wellesley, MA 02181-8259
(617) 283-2539 Fax: (617) 283-3657
e-mail: lcoltin@wellesley.edu

OTHER OUT-OF- SCHOOL TIME RESOURCES

NATIONAL RESOURCES ON OST

National Institute on Out-of-School Time (NIOST)

Center for Research on Women

Wellesley College

106 Central Street

Wellesley, MA 02181

Tel.(781)283-2547

Fax (781)283-3657

<http://www.wellesley.edu/WCW/CRW/SAC>

Resources include The School-Age Fact Sheet, Spotlight on MOST, and ASQ Resource Manual. The Institute provides training, technical assistance, consultation, and resource materials.

School-Age Notes

P.O. Box 40205

Nashville, TN 37204

Tel.(615)242-8464

Fax (615)242-8260

School-Age Notes is a newsletter for the field, and distributes many other publications.

Search Institute

Thresher Square West

700 South Third Street, Suite 210

Minneapolis, MN 55415

Tel.(612)376-8955

Fax (612)376-8956

Resources on developing programs for youth based on developmental assets.

National Child Care Information Center

301 Maple Avenue West, Suite 602

Vienna, VA 22180

Tel.(800) 616-2242

Fax (800) 716-2242

<http://ericps.ed.uiuc.edu/nccic/nccichome.html>

NCCIC provides linkages to school-age care resources and published The Child Care Bulletin.

National 4-H Council

Southern Region

Alcorn State Cooperative Extension

P.O. Box 479

Lorman, MS 39096-9402

Tel.(601) 877-6556

Fax (601) 877-6219

e-mail: nnccsr@mes.umn.edu

Western Region

University of Idaho Cooperative Extension

103 Morrill Hall

University of Idaho

Moscow, ID 83844

Tel.(208) 885-6321

Fax (208) 885-6198

e-mail: nnccwr@mes.umn.edu

Northeast Region

University of Connecticut Cooperative Extension

1376 Storrs Road

Storrs, CT 06269-4036

Tel. (860) 486-0101

Fax (860) 486-4128

e-mail: nnccn@mes.umn.edu

YWCA of the USA

726 Broadway
New York, NY 10003
Tel. (212) 614-2805
Fax (212) 290-7362
<http://www.ywca.org/>

U.S. Department of Education

600 Independence Avenue, S.W.
Building FB10, Room 4168
Washington, DC 20202
Tel. (202) 401-3132
Fax (202) 401-3036
e-mail: Adriana.deKanter@ed.gov

U.S. Department of Health and Human Services

Administration on Children, Youth and Families,
Child Care Bureau
200 Independence Avenue, S.W., Third Floor,
Room 320F
Washington, DC 20201
Tel. (202) 401-6947
Fax (202) 690-5600
e-mail: jlombardi@acf.dhhs.gov

Save the Children

54 Wilton Road
P.O. Box 950
Westport, CT 06880
Tel. (203) 221-4006
Fax (203) 221-4082
e-mail: cmilton@savechildren.org

Forum of Educational Organization Leaders

1001 Connecticut Avenue, N.W., Suite 310
Washington, DC 20036
Tel. (202) 822-8405
Fax (202) 872-4050
e-mail: sawas@iel.org

National Association of Child Care Reference and Referral Agencies (NACCRRRA)

1319 F Street, N.W., Suite 810
Washington, DC 20004
Tel. (202) 393-5501
Fax (202) 393-1109
e-mail: HN5017@handsnet.org

RESEARCH AND STATISTICS ON OUT-OF- SCHOOL TIME

HIGHLIGHTS OF RESEARCH FINDINGS

National Institute on Out-of-School Time

February 1997

Child Outcomes

What children do during out-of-school time will have a major influence on their academic achievement and life success. The kinds of relationships they develop with adults and peers are also important factors in their development. Research has shown that children who spend many hours without adult supervision are at risk for a number of negative outcomes.

The three desired outcomes for children in out-of-school time are:

- ✧ Developing emotionally supportive relationships with adults and other children.
- ✧ Developing skills and interests.
- ✧ Having access to a place that supports development of positive relationships and enriching experiences.

Highlights of the research on how out-of-school time affects children's development include:

- ✧ Out-of-school time activities provide opportunities for children to build on what they have experienced in school, develop areas of skills and interest, and develop relationships with caring adults. Research on resiliency has found that these factors are related to adult success (Miller, 1995).
- ✧ Television is the most frequent activity during children's out-of-school time: one in four nine-

year-olds watches television five or more hours a day (Carnegie Corporation of New York, 1996). Research indicates that watching more than three hours per day or watching violent programming places children at risk for a number of negative outcomes.

- ✧ Several studies have found that children who are heavy television viewers perform poorly on literacy-related skills compared to their peers.
- ✧ Watching television may increase aggressive behavior and have other negative consequences, including desensitization to violence and the belief that the world is a more violent place.
- ✧ Watching educational television may increase prosocial skills.
- ✧ Out-of-school time is an opportunity for children to develop their social competence and make lasting friendships. Children who spend more time with friends may have more opportunities to develop social skills, which have been related to higher levels of both self-esteem and academic skills (Miller, 1995). In addition, research indicates that children who have the opportunity for social connections in the after-school hours are more well-adjusted and happier than those who do not (Belle & Burr, 1989).
- ✧ Research repeatedly demonstrates that the intellectual growth of young children depends greatly on the interactions they have with their parents or caregivers, particularly the verbal interplay that takes place in the context of affectionate relationships (Carnegie Corp. of New York, 1996).

Barriers

- ✱ Despite the potential benefits of school-age programs, only a small percentage of school-age children—an estimated 11 percent of all children ages five-to-twelve in 1990—are currently enrolled (Hofferth et al., 1991). Many barriers exist, from lack of awareness of the benefits of programs to affordability and transportation issues.
- ✱ The overwhelming dependence of programs on income from parent tuition fees places school-age programs out of reach for many families (Seppanen et al., 1993).
- ✱ Children may not be able to attend school-age programs because parents do not feel trusting of the staff and program (Gravett et al., 1987; Miller et al., 1996).
- ✱ Children may not participate in school-age programs because they are needed at home where they serve as caregivers for younger siblings (Miller et al., 1996).
- ✱ Children who attend schools outside their neighborhoods may not be able to participate in school-age programs because of transportation problems.
- ✱ School-age programming is often not available for older school-age children, and what is available is not always well designed to meet the needs of older children.

Policy and Community Recommendations

- ✱ Community action is the key to expanding and improving opportunities for children during their

out-of-school time, yet communities cannot meet their goals for children without adequate resources. At the state level, administrators need to work across agencies to create an optimal environment for communities and children, including funding, access to information, and incentives for collaboration.

- ✱ Create structures for inter-agency collaboration at the state level between agencies working on issues related to recreation, youth development, parent education, family support, child care, and related areas.
- ✱ Increase funding of community out-of-school time resources to increase quality of existing services, expand services as necessary, and increase access for low-income children.
- ✱ Improve the quality of existing services, where such improvement is needed, and through systematic methods of assessing and improving quality of out-of-school time for children in formal settings (Miller, 1995).
- ✱ Expand and improve out-of-school time programs, so that program activities are linked to what children are learning in school (Carnegie Corporation of New York, 1996). Promulgate licensing standards designed to ensure that at least a minimal quality of care is provided to children, and adequately fund enforcement to ensure timely monitoring. In addition, use public funds as an incentive for programs to increase quality.

- ✱ Support and create collaborations at the community level. Areas for collaboration include: 1) informal resources for leisure time, including parks, playgrounds, museums, libraries, and community festivals; 2) child care programs; 3) lessons and recreational activities, including drop-in and community center programs, and 4) summer programs (Miller, 1995).
- ✱ Promote high-quality educational television and access to other electronic media for improving instruction (Carnegie Corporation of New York, 1996).
- ✱ Promote parent involvement and parenting skills through parent support and educational programs.
- ✱ Encourage continuity of relationships with staff and other adults that will facilitate relationships that result in supportive learning communities (Carnegie Corporation of New York, 1996).
- ✱ Develop and disseminate materials to help parents with their children's out-of-school time (Miller, 1995).

REFERENCES

- Belle, D. & Burr, R., 1989. Alone and with others: The context of children's after-school experiences. Unpublished paper, Department of Psychology; Boston University.
- Carnegie Corporation of New York, 1996. Years of Promise; A Comprehensive Learning Strategy for America's Children. New York, NY: Carnegie

FACT SHEET ON SCHOOL-AGE CHILDREN'S OUT OF SCHOOL TIME

Children spend less than 20 percent of their waking hours in school.

Schools are typically open less than half the days of the year, and when open provide care only until mid-afternoon. What happens during the other 80 percent is critical to children's development.

What children do during non-school hours has a critical impact on school achievement and long-term success.

Whether or not their mother is employed, research indicates that the activities children engage in, as well as the quality of adult supervision they receive, are as important as family income and parents' education in determining academic success.

Children spend more of their out-of-school time watching television than in any other single activity.

Children's television viewing has been associated with lower reading achievement, behavior problems, and increased aggression. Television is not necessarily harmful to all children, but when they watch more than three hours a day and/or watch programs with violent content, negative outcomes are increasingly likely.

School-Age Children with Employed Parents

Approximately 24 million school-age children require child care.

According to the Bureau of the Census, in 1991 there were 36.7 million children between the ages of 5 and 14

years living in the U.S. Of these children, 21.2 million lived with a mother who was employed, and an additional 953,000 lived with an unemployed mother (currently seeking employment) and 999,000 lived with a mother enrolled in school. An estimated 912,000 children in this age range lived with a single father who was employed, 61,000 with an unemployed father, and 9,000 with a single father enrolled in school.

An estimated 17 million parents need care for their school-age children during their hours of work.

In 1991, the Census Bureau found that 14.9 million employed mothers had children between the ages of 5 and 14. An additional 681,000 mothers were unemployed and 642,000 were enrolled in school. An estimated 728,000 employed single fathers lived with school-age children, in addition to 50,000 unemployed fathers who were seeking employment and 9,000 fathers who were attending school.

Child Care Arrangements of School-Age Children

Unlike preschool children, school-age children are likely to spend time in many different care arrangements.

According to the National Child Care Survey 1990 (NCCS), 76 percent of school-age children with an employed mother spend time in at least two child care arrangements during a typical week, in addition to their time in school. Based on a nationally representative sample of parents of children under the age of 13, the NCCS examined both primary and secondary care arrangements for school-age children, in addition to the hours they spend in school (see Hofferth et. al., 1991 in references).

School-age children of employed mothers are most likely to be cared for by a parent (33%), followed by care by a relative (23%), lessons (15%), center-based after-school program or day care center (14%), family day care (7%), self-care (4%), and in-home provider (3%), according to the NCCS.

These percentages reflect the primary care arrangement—the one where the child spends most of his or her non-school hours during a typical week.

Secondary care arrangements are as follows: care by a parent (55%), lessons (19%), relative (14%), self-care (4%), family day care (3%), center care (3%), in-home provider (1%) and other (1%).

Experts estimate that nearly 5 million school-age children spend time without adult supervision during a typical week.

Exact figures are not available, due to parents' reluctance to report that they leave children alone. Older children are much more likely to spend time on their own than younger children. Data from the NCCS suggest that less than 5% of children under age 8 are regularly in self-care at any time during the week during the week compared to nearly 35% of twelve-year-olds.

Approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before-and/or-after-school programs in 1991, according to the National Study of Before and After School Programs.

The study found that 83 percent of those enrolled in after-school programs are in the pre-kindergarten through third grade age range.

APWA

The American Public Welfare Association

**Statewide
Automated Child
Welfare Information
Systems**

*Survey of State
Progress*

July 1997

Acknowledgments

This report and the survey were developed and written by Margaret Trostel, senior analyst in the Family and Child Welfare department of the American Public Welfare Association (APWA), with the support of many partners. Project managers for Statewide Child Welfare Information Systems (SACWIS) (Julia Brady, Division of Family Services FACTS liaison, Delaware Department of Children, Youth, and Their Families; Dave Schneider, FACS project manager, Iowa Department of Human Services; Jean Kendall, Project Manager, Kentucky Cabinet for Families and Children; and Debby Wattman, CAPS project manager, Texas Department of Protective and Regulatory Services) reviewed and commented on an outline for the survey instrument. These individuals, along with other SACWIS project managers (Gene Thompson, KIDS project director, Oklahoma Department of Human Services; and Sheldon Elman, project director, Division of Child and Family Services, Utah Department of Human Services) and APWA policy associate Bob Reeg provided helpful comments on the survey instrument draft. Tom Pomonis, project manager, North Dakota Department of Human Services, and Carrie Friedman, chief of management information systems, Rhode Island Department of Children, Youth, and Families, reviewed a draft of the report. Betsey Rosenbaum, director of APWA's Family and Child Welfare Department, and APWA associate executive director Beverly Yanich provided feedback and guidance all along the way. Theresa Finchio, the Family and Child Welfare department's administrative assistant, tabulated data, designed, created, and proofread the report tables, and formatted the final report.

APWA Family and Child Welfare staff would like to extend their thanks to the 51 SACWIS project managers who responded to this survey.

APWA's work tracking information technology in child welfare is funded by the Annie E. Casey Foundation and the Edna McConnell Clark Foundation. APWA continues its long-standing partnership with these foundations to promote innovation and local and community-based approaches.



Table of Contents

Highlights of Results	vii
Introduction and Background	1
Purpose and Background of the Survey	1
SACWIS History	2
Survey Results	5
Status of Automation Before SACWIS	5
Current Status of SACWIS Projects	7
System Components	11
System Interfaces	15
System Integration	18
System Architecture	18
SACWIS Contracting Activity	19
Networks	21
User Access and Security	22
Conclusions and Outlook.....	25
Appendices	27
Appendix A: Reference Tables	29
Appendix B: Survey Instrument	61

List of Tables

Table 1: Extent of Automation Before October 1, 1993	5
Table 2: Current Status of SACWIS Projects	7
Table 3: Progress of SACWIS Projects Relative to 1996 Funding Extension	9
Table 4: Statewide Implementation Dates	10
Table 5: System Components	12
Table 6: Out-of-Scope Components	14
Table 7: Risk Assessment	15
Table 8: Interfaces	17
Table 9: Stand-Alone vs. Integrated Systems	18
Table 10: System Architecture	19
Table 11: Use of Contractors	20
Table 12: LANs and WANs	22
Table 13: Internet Connections	22
Table 14: Remote Access	23

Highlights of Results

This report documents progress made by states since Congress authorized enhanced funding for Statewide Automated Child Welfare Information Systems (SACWIS) in 1993. Following are the highlights of the survey results.

- ◆ In 1993, state child welfare agencies had a long way to go to automate fully child welfare programs and practice. While only two states had no child welfare automation when Congress created the enhanced funding, no state had a statewide system. Moreover, the automation that did exist supported high-level administrative functions rather than frontline casework and planning.
- ◆ The enhanced funding has provided a significant stimulus for development of statewide systems. Forty-eight states and the District of Columbia plan to develop a SACWIS. At the time of the survey, nine states had implemented statewide child welfare information systems. By the year 2001, three-quarters of the states (37 states) will have implemented statewide systems.
- ◆ The addition of a fourth year of enhanced funding in the 1996 welfare reform bill has contributed to states' progress. The number of states with implemented statewide systems will double in fiscal year 1997 (the additional year) to 16 states, while the remaining two-thirds of the states that plan to build a system will have moved closer to their implementation dates.
- ◆ States are building comprehensive systems that support frontline casework as well as administration and policymaking. Nearly every SACWIS includes child welfare service components such as child protection (e.g., intake and investigation), out-of-home care, preventive services, and independent living. A significant majority of SACWIS also streamline administrative functions by handling licensing, as well as financial and staffing functions. Nearly three-quarters of SACWIS include a risk assessment component.
- ◆ To the extent they improve agency or program operations, services such as mental health, substance abuse, domestic violence, and juvenile justice are included in a third to one-half of the SACWIS. A smaller number of SACWIS include such services as adult protection and child care. These services were not explicitly outlined in the HHS final rule on SACWIS, and

Introduction and Background

In 1993, Congress provided enhanced funding to states to build comprehensive information systems for child welfare programs and services. Congress recognized the critical importance of automation to improve the efficiency and productivity of casework and program management for the nation's vulnerable families and children. With an eye to modernizing the way public child welfare staff do their work, Congress created a generous financial incentive for statewide automation, even extending it for one year beyond the original three-year window. The U.S. Department of Health and Human Services (HHS) subsequently launched a unique partnership with states to plan, design, and build these systems.

As the fourth and final year of this enhanced funding for statewide automated child welfare information systems (SACWIS) nears its close, it is time to take stock of the progress states have made. Frontline workers in nearly half of the states—who had little or no information technology in field offices—now see a computer on every desk. Program managers are beginning to see accurate and timely data that will inform their decision-making. But not all states have completed systems, and those that have them now face the challenges of fine tuning, ongoing maintenance and upgrading, and managing the organizational and cultural implications of technology. Information that can help SACWIS project managers with effective planning and problem solving continues to be vital.

Purpose and Background of the Survey

This report is the fifth in a series that has tracked SACWIS implementation since enhanced federal funding became available in 1993. In July of 1994, APWA released *Child Welfare Information Systems: Some Concepts and Their Implications*. This publication provided a framework for child welfare and other human service administrators to think about the role of technology in their agencies. In April 1995, APWA published a report on the results of a survey on the status of Adoption and Foster Care Analysis and Reporting

This increased funding level is significant: not only does it supplement state spending, it also applies to systems that state staff use in their work with all children and families in the child-welfare system, including those funded with state-only dollars. It also is the first time that such an incentive—which had been used in other human service programs to stimulate information systems development—has been available for child welfare programs.

To qualify for the enhanced funding, a state's SACWIS must:

- ◆ meet AFCARS requirements;
- ◆ be capable of interface, to the extent practicable, with the state data collection system on child abuse and neglect and with the state's eligibility system for Title IV-A of the Social Security Act (cash assistance, now called Temporary Assistance for Needy Families or TANF); and
- ◆ be likely to provide more efficient, economical, and effective administration of the programs carried out under Titles IV-B or IV-E.

To enable states to access these funds quickly, HHS dispensed with a notice of proposed rulemaking (NPRM), and published an interim final rule on December 22, 1993. On the same day, HHS published its long-awaited final rule for AFCARS.² The timing of the publication of these two rules underscored the importance of information systems to child welfare data collection and decision-making.

Comprehensive child welfare information systems, according to the regulations published by HHS, would "to the extent feasible and appropriate, introduce, monitor and account for all the factors of child welfare services, foster care and adoption assistance, family preservation and support services, and independent living services." The SACWIS regulation required that each state's system collect, maintain, manage, and report information on children in foster care, on intake and assessment, and on foster care and adoption assistance eligibility. The rule made clear that these information systems were to be designed as tools for caseworkers as well as for managers and policymakers. It stressed the automation of case and client needs assessment as well as the support of case plan development, review, and management. SACWIS designs were to ensure confidentiality and security and to include quality assurance functions for review of case files.

² APWA published an analysis of the two rules in the January-February 1994 issue of *W-Memo*.

Survey Results

Status of Automation Before SACWIS

APWA's July 1994 report on the concepts and implications of child welfare systems noted that there is a difference between the operations level and the administrative level in the context of information systems. Systems that focus on the operations level are designed with the frontline worker in mind. They facilitate casework functions such as intake, case management, and service planning. Administrative functions, on the other hand, require information for management decision-making, policy development, and research. Policy staff and administrators use the data collected at the operations level for these administrative tasks.

The first survey question addressed the extent of information technology in child welfare agencies before October 1, 1993, the day that the enhanced funding became available to states. Forty-six states (90 percent) had some automation (see Table 1). Only two states (four percent) had no automation at all. The majority of the states with some information technology had automated administrative-level functions; the most frequently cited examples include data tracking and reporting, CPS central registries, some financial transactions, and licensing. A few SACWIS project managers commented that their systems did not support case management, that frontline workers had no

Table 1: Extent of Automation Before October 1, 1993

Extent of Automation in Child Welfare	Number	Percent
No Automation	2	4
Certain Functions Automated	46	90

N=51

(Percentages do not equal 100.)

Current Status of SACWIS Projects

Title IV-E administrative funding for system development and data reporting is not new. The 1993 legislation simply changed the federal matching rate from 50 to 75 percent. The effect of this stimulus, however, has been dramatic. Forty-nine project managers reported plans to build a SACWIS.⁴ These states are in various stages of progress on their systems. As evident from Table 2, eight states (16 percent) had fully implemented, statewide systems at the time of this survey (April 4, 1997).⁵ Thirteen state systems (27 percent) were partially implemented or were in the pilot stage. Many states indicated plans to roll out

Table 2: Current Status of SACWIS Projects

Stage	Number	Percent
Planning (Preparing APD/Awaiting PAPD Approval)	4	8
Awaiting IAPD Approval	3	6
Released RFP/Awaiting Bids	2	4
Contract Negotiations	3	6
Designing System	4	8
Installing Equipment	4	8
Partial Implementation/Pilot	13	27
Already Implemented Statewide	8	16
Other	8	16

N=49

(Percentages do not equal 100 because of rounding.)

⁴ It is important to remember that these survey results are based on self reports. HHS' Administration for Children and Families (ACF), Office of State Systems Approvals, tracks SACWIS implementation based on extracts from state Advanced Planning Documents (APDs), which states submit for approval to receive the 75 percent federal matching funds. Not all states that reported SACWIS activity in the APWA survey actually used the enhanced match for their system development.

⁵ From this point on, percentages will be based on a total of the 49 states that plan to implement a SACWIS.

Table 3: Progress of SACWIS Projects Relative to 1996 Funding Extension

Stage	As of 9/31/96		As of 4/4/97		As of 9/31/97	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Planning/PAPD Approval	8	16	6	12	2	4
IAPD Approval	5	10	5	10	3	6
RFP Issued	4	8	3	6	2	4
Contract Awarded	8	16	6	12	4	8
Application Design	3	6	4	8	1	2
Equipment Installed	4	8	8	16	6	12
Partial Implementation/ Pilot	2	4	4	8	11	22
Already Implemented Statewide	8	16	9	18	16	33
Not available or applicable	7	14	4	8	4	8

N = 49

(Percentages do not equal 100 because of rounding.)

As of the end of the initial enhanced funding window in 1996, eight states (16 percent) had completed statewide implementation of their systems, and two states (four percent) had partially implemented or piloted their systems.⁶ By the time of the survey, one additional state (Louisiana) reported it had implemented its system statewide,⁷ and two additional states had completed partial implementation or piloting. The change will be more dramatic by the time the fourth year of enhanced funding expires. By September 30, 1997, 16 states (33

⁶ The question from which this information was taken asked respondents to report the actual or expected completion date of each stage listed. Apparent discrepancies between Table 3 and Table 2 may indicate either that a state did not give the relevant dates, or that it had not actually *completed* a given stage by the date indicated in the top row of Table 3.

⁷ In Table 2, Louisiana reported itself in the "other" category. Louisiana did not claim any of the federal enhanced funding for its child welfare information system, so ACF did not include it on the list of SACWIS projects. The respondent to APWA's survey noted that the Louisiana system is essentially an enhanced version of its existing system.

percent matching funds. To link community-based information systems to create a statewide system poses a particular set of technical challenges and resource demands that may not, in the state's assessment of its relative gains, justify the investment. In this case, the state agency and counties have determined that the individual county systems meet the state's child welfare information technology needs.

The project manager in Vermont, the other state that has no plans to build a SACWIS, cited economies of scale and budget constraints. State officials could not justify the kind of budget a full-fledged SACWIS would require, given the size of the state and its child welfare population. The estimated cost of a SACWIS far exceeded anything ever spent in the state on a single information systems project. The state is able to meet its data-reporting requirements, such as AFCARS and NCANDS, without the SACWIS. Its systems do not, however, interface with other program systems, such as IV-A or health care.

System Components

As noted earlier, the December 22, 1993, regulation outlined a number of functions that a SACWIS would need to perform to qualify for the 75 percent enhanced federal funding, according to ACF's interpretation of the law. An ACF action transmittal issued on February 8, 1995, provided further guidance on expenditures that are eligible for the enhanced reimbursement. As a general rule, enhanced matching funds may be used for activities and system components that serve primarily to improve the operation of programs under Titles IV-B and IV-E. If a given component also supports other programs, the state needs to demonstrate in its APD that the component's primary purpose applies to Title IV-B and IV-E programs. Any modifications necessary to accommodate other programs will make the component ineligible for enhanced funding.

In the current survey, respondents checked off a range of services and functions that are included in their states' SACWIS. These services and functions fell into four categories:

- ◆ *Child welfare services* are core services provided to child welfare clients, as defined in APWA's 1990 *Factbook on Public Child Welfare Services and Staff*. These services include child protection, intensive home-based services, prevention, and other services related to foster care and adoption.

Table 5 summarizes the SACWIS components and functions.⁹ Nearly all of the systems include each of the child welfare services listed. Respondents that reported incorporating other child welfare services in their systems listed courts and legal services, health and education passport (a California program for tracking children's health and education status across counties), family preservation services, risk assessment, home studies, contracted services, juvenile services, and financial services. Fewer than half of the respondents indicated that their states' SACWIS would include any of the mental health, substance abuse, and domestic violence services that are provided to child welfare clients. Other services mentioned include child care (two states) and contracted and non-contracted services (one state).

Juvenile justice services show up in two different categories—other services to child welfare clients and out-of-scope services. A closer look at the structure of human service agencies and at the organization and distribution of program areas sheds some light on this apparent overlap.

- ◆ Juvenile corrections departments often have been located in human services agencies. This kind of organization has emphasized the rehabilitative and service orientation of treatment for young offenders. There is a recent trend, however, toward moving juvenile corrections functions out of human service agencies. Some states are merging them with adult corrections. An APWA study on the human immunodeficiency virus (HIV) and youth bears this trend out. APWA researchers in this study found that in 1994, human service agencies in 29 states housed juvenile corrections departments. In 1996, that number had fallen to 19.
- ◆ Six states currently have departments that provide services for families and children, including child welfare services, independent of the state departments that provide cash and other public assistance and services. Four of these states (Connecticut, Delaware, Rhode Island, and Tennessee) house juvenile justice and related services in these free-standing children and families agencies.
- ◆ All services considered to be related to juvenile justice are not necessarily located within the same agency. For example, non-incarcerated juvenile offenders may fall under the jurisdiction of the human service (or children and families) agency, while a separate agency oversees incarcerated youth.

⁹ Reference Table A-2 in Appendix A gives a state-by-state summary of SACWIS components.

other functions (12 of the SACWIS, or 24 percent). Depending on state laws and policies, agency staff check the criminal histories of prospective foster care providers or adoptive parents, alleged perpetrators, or other individuals involved in cases. The lack of criminal history components (or interfaces, shown in Table 8) may indicate one of a number of possible circumstances. State laws may not allow direct access to this information by staff outside of the criminal or court system. Technical barriers or cost prohibitions may make such a component unfeasible, or the state already may have adequate procedures in place.

A final SACWIS component of interest is risk assessment (see Table 7). Nearly three-quarters of the respondents to the survey (36, or 73 percent) reported that their SACWIS would include a risk assessment tool. Typically, these functions use the information entered by a caseworker and a set of pre-programmed parameters to provide the worker with guidance for determining the appropriate response to a report of child abuse or neglect, including the statutory timelines for CPS response and investigation. As child safety becomes a central focus of debate in Congress, these tools will help frontline workers inform their observations and judgments in individual cases.

Table 7: Risk Assessment

Risk Assessment	Number	Percent
Yes	36	73
No	9	18

N=49

(Percentages do not equal 100. Not all respondents answered.)

System Interfaces

Interfaces allow information systems from different programs to exchange information. The SACWIS regulation listed a number of interfaces that states could develop using the enhanced funding. As noted earlier, the regulation required “to the extent practicable” four interfaces: to programs under Titles

maintain an interface with Title IV-A systems, probably for information shared between the two programs that is not related to eligibility (or perhaps because these interfaces were in place before welfare reform). Most of the systems also will include interfaces with Title IV-D (43 states, or 88 percent) and Title XIX (39 states, or 80 percent). Interfaces with administrative functions, such as accounting (in 32, or 65 percent, of the systems) help streamline an agency's operations. The systems include other interfaces to a lesser degree. Technical difficulties, as noted above, may have outweighed the benefits of creating these connections for some state agencies.

Table 8: Interfaces

Interface	Number	Percent
Title IV-A	43	88
Title IV-D	43	88
Title XIX	39	80
Juvenile Justice	14	29
Accounting	32	65
Licensing	17	35
Vital Statistics	6	12
Education	11	22
Mental Health	6	12
Criminal History Check	5	10
Personnel/Human Resources	10	20
Other	7	14

N=49

(Percentages do not equal 100. Not all respondents answered.)

Some of the functions listed in Table 8 (such as juvenile justice) also appear as actual SACWIS components. Eleven systems with juvenile justice interfaces also include some juvenile justice component (categorized in Table 5 as "other services to child welfare clients," in Table 6 as "out-of-scope services;" four states with juvenile justice interfaces also fall into both of these categories). These interfaces facilitate connections with other parts of the juvenile justice system—such as family courts—that are not included under the child welfare agency's umbrella.

architecture essentially combines some centralized data or processing functions with the capability for local processing and data management (i.e., in local or field offices). With this kind of system, frontline workers, supervisors, and other field staff can work on personal computers (PCs) that collect information and process it for use in case planning and management. This system allows supervisors to use their PCs to review and approve case plans, as well as to oversee their staff's work. At the central state office, staff can access data entered in the field, and provide AFCARS and other management-reporting information. The central office also can use the system to perform other centralized administrative functions (e.g., fiscal, personnel, contracting).

Table 10: System Architecture

Architecture Type	Number	Percent
Mainframe	8	16
Client/Server	27	55
Combination	10	20
N/A	4	8

N=49

(Percentages do not equal 100 because of rounding.)

The client-server structure provides flexibility for system designers to address operations-level needs, introduce the benefits of information technology to field workers, and meet state-agency administrative needs (e.g., data reporting). In April 1995, APWA reported that 20 states were leaning toward using a client-server architecture. In the current survey, project managers in three-quarters of the states (37 states, or 75 percent) reported that they were building either client-server systems or a combination of mainframe and client-server systems (see Table 10 below and Reference Table A-3 in Appendix A).

SACWIS Contracting Activity

State/contractor partnerships have been essential to the success of SACWIS development. These partnerships have enabled state agencies and vendors to pool their respective expertise. Child welfare is the last program area in public human service agencies to be automated. Child welfare agencies brought

systems to the new system (26 states, or 53 percent); or conduct training (28 states, or 57 percent). Anecdotal evidence suggests that states will continue to rely on contracts to ensure that their systems are operating and upgraded properly and to train staff. Staff are on a steep learning curve as they adapt to these new systems, and the ongoing maintenance and upgrading of client-server systems pose a different set of challenges than did the older mainframe systems.

A significant minority of states used contractor services—either exclusively or in partnership—for the mainframe or server (17 states or 35 percent); computer terminals (22 states or 45 percent); and the general system infrastructure (21 states or 43 percent). This work involves buying and installing much of the tangible hardware (i.e., computers, monitors, cables, and much of the other equipment that one could actually see or touch). Equipment purchases are ongoing and straightforward tasks that don't require the kind of specialized technical expertise that lends itself to short-term contracts, such as for interface development.

Networks

With the advent of SACWIS, state agency and frontline staff have gained the ability to communicate with colleagues and access information on line. State information technology staff have a range of options to facilitate these connections using networks. Local Area Networks (LANs) connect multiple work stations (in the majority of the SACWIS, PCs) to each other and to a central server. Caseworkers use the software applications installed on the server to retrieve information and to enter and store data. The network also lets users communicate with each other via electronic mail. Wide Area Networks (WANs) can connect a network of LANs. An intranet is like a private Internet, with a defined universe of users who have access to it. To the user there may be no apparent difference between a LAN and an intranet, except that he or she may use different software to access information. The technology is different, however, and provides system designers with some flexibility in choosing how to set up statewide networks.

Tables 12 and 13 summarize the use of networks in states that are developing SACWIS.¹⁵ Forty-five SACWIS (92 percent) are on LANs; 42 of those SACWIS (86 percent) also are on WANs. Four states did not answer the question on LANs (it probably was too early in their projects to know). A little more than

¹⁵ Reference Table A-3 in Appendix A summarizes networks by state.

The nature of child welfare work demands that field workers spend a lot of their working hours away from their desks. Many SACWIS plans allow workers and other staff to tap into the system remotely—that is, from someplace other than their desktops. Some states have bought laptop computers that workers can carry out to the field with them. Dial-up access using these laptop computers or computers at home gives workers the flexibility they need to get their work done without having to return to the office every time they need to enter or update a case file.

Table 14 shows that workers in more than half the states (26 states, or 53 percent) will have remote access to the systems in their states. In twenty-three of these states, workers' supervisors also will be able to access the system remotely. In an additional six states (12 percent), clerical staff will have remote access. A total of 32 states (65 percent) will provide mobile access to central office and field staff.

Table 14: Remote Access

Individuals with Access	Number of States	Percent
Clerical	6	12
Workers	26	53
Supervisors	23	47
Management/Admin.	23	47
Other	6	12

N=49

(Percentages do not equal 100.)

In nearly half the states, staff in management or administrative positions also have the flexibility to access the SACWIS system remotely. Among the kinds of staff with remote access that project managers categorized as "other" are state staff, law enforcement, courts, contract employees, system administrators, and hotline workers.

With child welfare workers now able to call up and process information on their clients from the office or from home, it is very important to restrict and monitor access to the information stored in the child welfare information systems. SACWIS makes it easier for staff to find, retrieve, and use

Conclusions and Outlook

The outlook for SACWIS contains a variety of uncertainties. The scope of these projects has proven to be greater than anticipated for many states. Target dates for completion of these systems could change, despite careful planning and diligent effort. States that have implemented or are nearing statewide implementation must consider now the resources—in both staff and money—required to support the systems. State information systems staff are finding their SACWIS to be very resource intensive, unlike the older mainframe systems. In addition, no sooner had SACWIS got underway in most states than Congress introduced dramatic changes to public assistance programs with welfare reform. Staff now must determine how to accommodate some of these changes into SACWIS (such as Title IV-E eligibility), as well as other potential program and data reporting changes anticipated in proposed child welfare reforms.

The survey data demonstrate that states have made a great deal of progress in four years. Child welfare agencies have witnessed the appearance of PCs on caseworkers' desks, where once there were virtually none. Frontline workers now have access to many new tools that can improve the flow of their work. The new systems are making it easier to access data for child welfare program management and policy development and improving data quality.

The implications of these changes are greater than may be evident at a first glance. APWA's November 1995 report on the organizational impact of child welfare information systems in Iowa and Texas outlined many of these implications, including changes in staff roles at all levels; challenged assumptions based on new and more accurate data; the need to update policies and procedures; and the increased ability to monitor and enforce compliance with agency policies.

A unique feature of the SACWIS development process is an approach to system development that has been more flexible and collaborative than in other federal/state information technology projects. HHS has not required for SACWIS the strict and prescriptive certification process associated with other automation projects (e.g., child support). Rather, the federal government has used its regulatory and technical assistance role to outline broadly defined functional requirements and has allowed state agencies the flexibility to

Appendices

Appendix A: Reference Tables*

<i>Reference Table A-1: General Information/Status</i>	<i>29</i>
<i>Reference Table A-2: System Components</i>	<i>35</i>
<i>Reference Table A-3: Technical Elements</i>	<i>45</i>
<i>Reference Table A-4: Software</i>	<i>53</i>
<i>Reference Table A-5: Security</i>	<i>59</i>

Appendix B: Survey Instrument.....61

*States for which there is no information provided in these reference tables requested that the survey responses remain confidential.

Reference Table A-1: General Information/Status

State	# Children in Care	# System Users	Current Status as of 4/4/97*	Expected Statewide Implementation Date	Contractor(s)
AK	1,770	450	Development; equipment installed	9/97	Brainstorm Tech. Inc.
AL	3,942	≈1,500	ConNeg	N/A	TBA
AR	≈2,400	1,200	Pilot	12/97	Memorex/Telex, National Data Source, BDM, Comsys, SCB
AZ	6,000	1,500	Design	10/97	Microage, Unisys
CA	98,862 foster care; 5,590 probation; 104,452 total	≈12,000	Pilot	12/97	ISSC, HWDC, various
CO	≈7,400	1,500	IAPD	8/99	N/A
CT	6,000	2,000	State	7/96	N/A
DC	2,673	650	Pilot	10/97	MCSI Technologies, Knowlogy, some TBD
DE	828	600	Pilot	9/97	Public Systems Inc.
FL	8,970	≈5,500	Imminent release of implementation RFP	12/00	TBD
GA	N/A	2,771	Plan	N/A	N/A
HI	2,600	800	Plan	N/A	Data House, Roses
IA	4,197	4,564	State	4/95	BDM Tech. Inc., IA State Univ.

*A list of abbreviations used in this column appears at the end of the table.

Reference Table A-1: General Information/Status

State	# Children in Care	# System Users	Current Status as of 4/4/97*	Expected Statewide Implementation Date	Contractor(s)
MI	19,176	≈3,700	Pilot	1/98	Unisys
MN					
MO	10,291	2,000	Install	N/A	Computers Plus
MS	3,200	634	ConNeg	9/98	Comsys
MT					
NC					
ND	904	N/A	Pilot	N/A	N/A
NE	3,440	580	Install	2/98	Andersen Consulting
NH	2,800	450	Pilot	6/97	Baystate Comp Gp. Dynamic Research Corp.
NJ	8,307 (4/5/97)	2,500	Plan	N/A	
NM	1,800	1,200	Pilot	7/97	AMS Inc.
NV	N/A	750	RFP	N/A	Dell
NY	52,419	≈14,600	Pilot	9/97	ISSC, Andersen Consulting
OH	N/A	4,500	Approved IAPD; RFP being written	N/A	Hughes Laptop
OK	5,357	1,250	State	6/95	Deloitte Touche
OR		≈1450- 1550	Pilot	1999	N/A

*A list of abbreviations used in this column appears at the end of the table.

Abbreviations in Reference Table A-1: General Information/Status

Column 4, Current Status as of 4/4/97:

ConNeg = Contract negotiations

Design = Designing system

IAPD = Awaiting IAPD approval

Install = Installing equipment

Pilot = Partial implementation/pilot

Plan = Planning (preparing PAPD/awaiting PAPD approval)

RFP = Released RFP; awaiting bids

State = Already implemented statewide

Reference Table A-2: System Components

State	Child Welfare Services*	Administrative Functions*	Other Services to Child Welfare Clients*	Out-of-Scope Services*	Interfaces*	Risk Assessment Component
AK	CPS, OOH, IHB, Adop, Prev, IL, JJ	LicFH, LicFac, Pay, Staff, Con, Crim, CR, Elig	MH, SA, DV, JJ/YR		IV-D, JJ, Acc, Lic, Crim	Y
AL	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, CR	CC	APS	IV-A, IV-D, XIX, Acc	Y
AR	CPS, OOH, IHB, Adop, Prev, IL	Pay, Staff, Con			IV-A, IV-D, XIX, Acc, Lic, Pers	N
AZ	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, CR, Train	MH		IV-D, XIX, Acc, Pers	N/A
CA	CPS, OOH, IHB, Adop, Prev, IL, Courts, H/Ed	LicFH, Pay			IV-A, IV-D, XIX, Lic	N
CO	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con	MH, SA, DV, JJ/YR		IV-A, IV-D, XIX, JJ, Acc, Lic, Vital, Edu, MH, Pers	Y
CT	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, CR	MH, SA, JJ/YR	MH, JJ	JJ, Lic, Edu, MH	Y

*A list of abbreviations used in this column appears at the end of the table.

Reference Table A-2: System Components

State	Child Welfare Services*	Administrative Functions*	Other Services to Child Welfare Clients*	Out-of-Scope Services*	Interfaces*	Risk Assessment Component
IL	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, Crim	MH, SA, DV, JJ/YR		IV-A, IV-D, XIX, JJ, Acc, Lic, Vital, Edu, MH, Crim, Pers, SA, Fin, Admin, Courts	Y
IN	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Staff, Con, CR	JJ/YR		IV-A, IV-D, XIX, Acc, Lic	Y
KS	CPS, OOH, IHB, Prev	Pay, Staff			IV-A, IV-D, XIX, Acc	N/A
KY	CPS, OOH, IHB, Adop, Prev, IL	LicFH, Pay, Staff, Crim	JJ/YR		IV-A, IV-D, Fin	Y
LA	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff	JJ/YR, CC	CC		N
MA	CPS, OOH, IHB, Adop, Prev, IL, Legal	LicFH, Pay, Staff, Con, Crim, CR	SA, DV, JJ/YR	CC	IV-A, IV-D, XIX, Acc, Edu	Y
MD	N/A	N/A	N/A	N/A	N/A	N/A
ME						
MI	CPS, OOH, Adop, IL	LicFH, LicFac, Pay, Staff, Con	MH, SA, DV, JJ/YR	APS	Lic	Y

*A list of abbreviations used in this column appears at the end of the table.

Reference Table A-2: System Components

State	Child Welfare Services*	Administrative Functions*	Other Services to Child Welfare Clients*	Out-of-Scope Services*	Interfaces*	Risk Assessment Component
NV	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, Elig	MH, SA, DV, JJ/YR	JJ	IV-A, IV-D, XIX, JJ, Acc, MH, Pers	Y
NY	CPS, OOH, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, CR	JJ/YR		IV-A, IV-D, XIX, JJ, Acc, Lic, MH	Y
OH	CPS, OOH, IHB, Adop, Prev, IL	Pay, Staff			IV-A, IV-D, Acc, Lic	Y
OK	CPS, OOH, IHB, Adop, Prev, IL	LicFH, Pay, Staff, Con, CR	MH, SA, DV		IV-A, IV-D, XIX, JJ, Acc	Y
OR	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, CR			IV-A, XIX, Acc, Lic	N
PA	No SACWIS					
RI	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, CR	MH, SA, DV, JJ/YR	JJ, CC	IV-A, IV-D, XIX, JJ, Acc, IV-F, Fin	Y
SC	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con		APS	IV-A, IV-D, XIX, Acc	Y
SD	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff	JJ/YR		IV-A, IV-D, XIX	Y

*A list of abbreviations used in this column appears at the end of the table.

Abbreviations in Reference Table A-2: System Components

Column 2, Child Welfare Services:

Adop = Adoption (recruiting, placement, post-adoption services, etc.)

Courts = Services related to court proceedings

CPS = Child protection services (intake, screening, investigation, disposition determination, crisis intervention/family stabilization, discharge)

Fin = Miscellaneous other financial functions (payments, cost allocations, etc.)

FPS = Family preservation services

H/Ed = A California program to track children's health and education status from county to county

HS = Home studies

IHB = Intensive home-based services

IL = Independent living

JJ = Juvenile justice programs

Legal = Legal services

OOH = Out of home care (foster care, group homes residential placement, etc.)

Prev = Preventive services (family support, homemaker services, respite care, etc.)

Column 3, Administrative Functions:

Admin = Miscellaneous administrative or management functions

Con = Contracts

CR = Cost recovery

Crim = Criminal history

Elig = Eligible determination for Title IV-E

Fin = Miscellaneous other financial functions (payments, cost allocations, etc.)

Abbreviations in Reference Table A-2: System Components

Column 5, Out-of-Scope Services (continued):

MH = Mental health

MH/MR = Mental health/mental retardation

YRS = Youth rehabilitative services

Column 6, Interfaces:

Acc = Accounting

Admin = Miscellaneous administrative or management functions

Courts = Services related to court proceedings

Crim = Criminal history check

Edu = Education

Fin = Miscellaneous other financial functions (payments, cost allocations, etc.)

IV-A = Title IV-A

IV-D = Title IV-D

JJ = Juvenile justice programs

Lic = Licensing

MH = Mental health

Pers = Personnel/human resources

SA = Substance abuse

Vital = Vital statistics

XIX = Title XIX

Reference Table A-3: Technical Elements

State	System Architecture*	Networks*	Remote Access	Central Processing Unit	Operating System*‡	Database*
AK	C/S	LAN, WAN	N	P-5	NT 3.51, <i>NT 4.0</i> , NT	D
AL	M	LAN	N	IBM 9121 mainframe	Win 3.11, <i>Net 3.12</i> , <i>Win 3.11</i> , Net 3.12	C
AR	C/S	LAN, WAN, Inter, Intra	N	HP9000	Pb, <i>Ora</i> , Unix , Net 4.1	C
AZ	C/S	LAN, WAN	Y	P75 desktop, DX486-100 laptops	NT, <i>MVS</i> , NT-SNA	C
CA	C/S	LAN, WAN	Y	Pentium 75-133	Win 95, Win Wkgps, <i>OS/2</i> , Lan Server	C
CO	C/S	LAN, WAN, Intra	Y	TBD	TBD	B
CT	C/S	LAN, WAN, Inter	N	IBM 3090	Win 3.1, <i>Ban</i>	C
DC	C/S	LAN, WAN, Inter, Intra	Y	Tricord superserver	Win 95, <i>WinNT</i> , Net 4.X	C
DE	C/S	LAN, WAN, Inter, Intra	Y	Sun Spare 1000 database server	Win 95, <i>Sol</i> , Ban	C
FL	C/S	LAN, WAN, Inter, Intra	N	TBD	TBD	C

*A list of abbreviations used in this column appears at the end of the table.

‡Client operating systems are printed in normal text; *server operating systems are in italics*; **network operating systems are in bold**.

Reference Table A-3: Technical Elements

State	System Architecture*	Networks*	Remote Access	Central Processing Unit	Operating System*†	Database*
MN						
MO	Combo	LAN, WAN, Inter	Y	IBM	OS/2, <i>OS/2</i> , OS/2	C
MS	C/S	LAN, WAN	Y	Enterprise server	Win 3.1, <i>Net 4.11</i> , Net	B
MT						
NC						
ND	M	LAN	N	Mainframe	N/A	C
NE	Combo	LAN, WAN	Y	IBM ES9000-720, MVS	OS/2W, <i>OS/2</i>	C
NH	C/S	LAN, WAN, Inter	Y	HP9000 K420	Win 95, <i>HP-VX</i> , Net 4.0	C
NJ	M	LAN, WAN, Inter, Intra	Y	N/A	N/A	B
NM	C/S	LAN, WAN	N	HP, Intel	Win 95, <i>HP-UX 10.10</i> , Net	B
NV	N/A	LAN	N	TBD	TBD	TBD
NY	Combo	LAN, WAN, Intra	Y	HP9000 T520	MS Win NT	C
OH	C/S	LAN, WAN, Inter, Intra	N/A	N/A	Win 95, <i>Net or HP-UX</i> , Net	B
OK	C/S	LAN, WAN	N	HP9000 T-500	Win 3.11, <i>Unix</i> , Net	C

*A list of abbreviations used in this column appears at the end of the table.

†Client operating systems are printed in normal text; *server operating systems are in italics*; **network operating systems are in bold**.

Reference Table A-3: Technical Elements

State	System Architecture*	Networks*	Remote Access	Central Processing Unit	Operating System*‡	Database*
WV	C/S	LAN, WAN, Inter, Intra	Y	HP9000	Win 95, <i>Win NT</i> , Unix	B
WY	C/S	LAN, WAN, Inter, Intra	N	RS600 model 595	Win, <i>Unix (ALX)</i> 4.2	B

*A list of abbreviations used in this column appears at the end of the table.

‡Client operating systems are printed in normal text; *server operating systems are in italics*; **network operating systems are in bold**.

Abbreviations in Reference Table A-3: Technical Elements

Column 7, Database:

B = Both centralized and distributed

C = Centralized

D = Distributed

Reference Table A-4: Software

State	Application Development	Database	Application	Ad Hoc Reporting	Office	E-Mail
AK	VB 4.0	Access	Access/VB	Crystal Reports	N/A	MS Exchange
AL	N/A	DB2	Powerbuilder	TBD	MS Office	TBD
AR	Powerbuilder/M F Cobol	Oracle	Powerbuilder	Developer 2000	MS Office	TAO for Windows
AZ	Composer 3.0	DB2, SQL 6.5	Cobol	Esperant	MS Office 95	MS Exchange
CA	IEF, CASETool, C++, Visual Basic, Cobol	DB2 host, DB2/2 server	N/A	SAS	MS Word	MS Mail
CO	TBD	TBD	TBD	TBD	TBD	TBD
CT	N/A	DB2	Powerbuilder	Focus, OMF	MS	MS Mail, Intelligent Messaging
DC	Watcom SQL	Oracle 7	Powerbuilder	SQL Reportwriter	MS Office	Groupwise
DE	Centura Team Developer	Oracle	Centura	Crystal Info	MS Office 95	Shark Mail
FL	TBD	Oracle	TBD	TBD	MS Office	cc: Mail
GA	N/A	N/A	N/A	N/A	N/A	N/A
HI	Natural	Adabas	Natural	Natural & SAS	N/A	N/A
IA	N/A	IDMS	N/A	N/A	N/A	MS Exchange
ID	Natural Lightstorm	Adabas	Windows	N/A	N/A	MS Mail
IL	TBD	TBD	TBD	TBD	TBD	TBD

Reference Table A-4: Software

State	Application Development	Database	Application	Ad Hoc Reporting	Office	E-Mail
MS	Natural Lightstorm	Adabas	Natural	Natural	WordPerfect, Lotus 123	Groupwise
MT						
NC						
ND	Natural	Adabas	Natural	Natural	N/A	Displaywrite 370
NE	Composer CASE Tool, Aion DS Expert System, Cobol, C++	DB2	Composer CASE Tool, Aion DS Expert System, Cobol, C++	N/A	MS Office	Lotus, cc:Mail
NH	S-Designer, Powerbuilder 5.0	Oracle 7.2	Powerbuilder 5.0	TBD, possibly MS Access, Crystal R	MS Office 4.3	MS Mail, Lotus Notes
NJ	Cobol	N/A	N/A	QRP & Cobol	MS Word	Banyan Sharkmail
NM	Powerbuilder, Focus, Cobol, PVCS, SQA	Sybase	Powerbuilder, Cobol Help	Focus	Word, WP, Lotus, Excel	Groupwise
NV	TBD	TBD	TBD	TBD	TBD	TBD
NY	Foundation/C+	Oracle 7.3.2.1	Foundation/C+	Foundation, MS Access	MS Office 95	MS Exchange
OH	Delphi	Oracle	N/A	Crystal Reports	Corel Office	Groupwise
OK	Powerbuilder	Oracle	Powerbuilder	FOCUS	MS	Host-based

Reference Table A-4: Software

State	Application Development	Database	Application	Ad Hoc Reporting	Office	E-Mail
WV	Powerbuilder 5	Oracle 7	Powerbuilder 5	Crystal Reports	Corel Perfect Office	Groupwise
WY	Natural	Adabas	Natural	Adabas SQL server, Esperant	N/A	Groupwise

Reference Table A-5: Security

State	Security
AK	Windows NT
AL	Novell LAN security; RACF on mainframe; user sign-ons & passwords; physical security for servers
AR	N/A
AZ	ACF2
CA	RACF (host), built-in security (LAN server)
CO	TBD
CT	N/A
DC	Network security, application security
DE	Password, Firewall, Encryption, secure ID cards
FL	TBD
GA	TBD
HI	RAC-F
IA	RACF-ID
ID	Specified user profiles for LAN, mainframe, application
IL	RACF & TBD based on infrastructure
IN	NT & application using power frame
KS	Top Secret & application
KY	Security at menu levels & also within the application; based upon case level security
LA	IBM mainframe RACF v2.1
MA	Single log on, password, server detection, application, audit fields, log to social worker
MD	N/A
ME	
MI	Password, no modems, individual classification
MN	
MO	RACKF
MS	centralized
MT	
NC	
ND	N/A
NE	RACF
NH	User authentication, screen access by assigned security level

Survey of the Status and Functionality of Statewide Automated Child Welfare Information Systems (SACWIS)

Name of SACWIS Project Manager _____

Title _____ Agency _____

Address _____

Phone _____ Fax _____

E-mail address _____

Name and phone number of person completing survey (if different):

We would like to use the survey data as a resource for all states. May we attribute information gathered in this survey to your state? Information on current contracting activity automatically will be kept confidential. If you are comfortable with releasing the bulk of the information in this survey but would like to keep single items confidential, please check "Yes" below and indicate your exceptions next to the relevant questions.

_____ Yes, may attribute to state.

_____ No, please keep confidential.

I. Background

1. To what extent did your child welfare agency have information technology or automation before October 1, 1993 (check all that apply)?

_____ No automation

_____ Certain functions were automated (please specify: _____)

_____ Already had begun planning an information system

_____ Counties had individual systems

_____ Other (please specify: _____)

2. How many children were in out-of-home care in your state as of January 1, 1997?

Please return this survey by April 4, 1997, to Theresa Finchio, APWA, 810 First Street NE, Suite 500, Washington, DC 20002-4267; FAX: (202) 289-6555; phone: (202) 682-0100, ext. 261.

Please return this survey by April 4, 1997, to Theresa Finchio, APWA, 810 First Street NE, Suite 500, Washington, DC 20002-4267; FAX: (202) 289-6555; phone: (202) 682-0100, ext. 261.

3. What is the status of your SACWIS project?

- _____ Planning (preparing PAPD/awaiting PAPD approval)
- _____ Awaiting IAPD approval
- _____ Released RFP; awaiting bids
- _____ Contract negotiations
- _____ Designing system
- _____ Installing equipment
- _____ Partial implementation/pilot
- _____ Already implemented statewide
- _____ Other (please specify: _____)

4. In the right-hand column of the table below, please indicate the date the activity has been completed or will be completed.

Stage	Actual or Expected Completion Date
Planning/PAPD Approval	
IAPD Approval	
Issue RFP	
Bids Due	
Contract Awarded	
Application Design	
Equipment Installation	
Pilot	
Statewide Implementation	

III. System Functions and Interfaces

1. Which child welfare services does your state's SACWIS support (check all that apply)?

_____ Child protection (intake, screening, investigation, disposition determination, crisis intervention/family stabilization, discharge)

_____ Out-of-home care (foster care, group homes, residential placement, etc.)

_____ Intensive home-based services

_____ Adoption (recruiting, placement, post-adoption services, etc.)

_____ Preventive services (family support, homemaker services, respite care, etc.)

_____ Independent living

_____ Other (please specify: _____)

2. Which administrative functions does your state's SACWIS support?

_____ Licensing/certification of foster family homes

_____ Licensing of facilities (group homes, child care, etc.)

_____ Payments

_____ Staff and workload administration and management

_____ Contracts

_____ Criminal history

_____ Cost recovery

_____ Other (please specify: _____)

Please return this survey by April 4, 1997, to Theresa Finchio, APWA, 810 First Street NE, Suite 500, Washington, DC 20002-4267; FAX: (202) 289-6555; phone: (202) 682-0100, ext. 261.

7a. Is your SACWIS a stand-alone system, or is it integrated with other systems?

_____ Stand-alone

_____ Integrated

7b. If integrated, what other systems are included?

8. Does your SACWIS provide ad hoc or executive reporting?

_____ Yes

_____ No

Comments:

9. For items (a) and (b) below, please indicate whether you are submitting data to the U.S. Department of Health and Human Services from your SACWIS or another system. If another system, please indicate how you are submitting the data:

a. AFCARS: _____ SACWIS _____ Other System: _____
_____ N/A

b. NCANDS: _____ SACWIS _____ Other System: _____
_____ N/A

IV. System Architecture

1. What is the system architecture for your state's SACWIS?

_____ Mainframe (please describe: _____)

_____ Client/server (please describe: _____)

_____ Combination (please describe: _____)

_____ Other (please specify: _____)

Please return this survey by April 4, 1997, to Theresa Finchio, APWA, 810 First Street NE, Suite 500, Washington, DC 20002-4267; FAX: (202) 289-6555; phone: (202) 682-0100, ext. 261.

- 3d. Please place a check mark in the table below under each part of the system to which the users listed at left have remote access.

User	Application	E-Mail	Other (please specify)
Supervisors			
Workers			
Clerical Staff			
Administration			
Other (please specify)			

4. What central processing unit does your state's SACWIS use?

5. What operating system(s) does your SACWIS use?

Client: _____

Server: _____

Network: _____

6. Is your SACWIS database centralized or distributed?

_____ Centralized

_____ Distributed

_____ Both