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THE TASK FORCE CALLS AMERICANS TO ACTION

All Americans have a vital stake in the healthy development of today's young adolescents, who will become tomorrow's parents, workers, and citizens. The nation cannot afford to raise another generation of young adolescents without the supervision, guidance, and preparation for life that caring adults and strong community organizations once provided and again can provide.

But community organizations cannot do the job alone. The Task Force on Youth Development and Community Programs urges key partners to join forces to release their combined potential for reviving the experience of belonging to communities where all can thrive. Young adolescents, working with these partners committed to their development, can turn their out-of-school hours into the time of their lives.

1. Richardson, J.L., Dwyer, K., Hansen, W.B., Dent, C., Johnson, C.A., Susman, S.Y., Brannon, B., & Flag, B. (1989). Substance use among eighth-grade students who take care of themselves after school. *Pediatrics*, 84 (3), 556-566.

2. Zelnik, M., & Kantner, J.F. (1977). Sexual and contraceptive experience of young unmarried women in the United States, 1976 and 1971. *Family Planning Perspectives*, 9, 55-71.

3. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics (1990). *National education longitudinal survey of 1988: A profile of the American eighth grader*. Washington, DC: U.S. Government Printing Office.

4. Allen, J.P., & Philliber, S. (1991). *Process evaluation of the Teen Outreach Program: Characteristics related to program success in preventing school dropout and teen pregnancy in year 5 (1988-1989 school year)*. New York: Association of Junior Leagues International; Girls Incorporated (1991). *Truth, trust and technology: New research on preventing adolescent pregnancy*. New York: Author; WAVE, Inc. (1991). *Summary of the first year of WAVE*. Washington, DC: Author; Boys and Girls Clubs of America (1991, March). *The effects of Boys and Girls Clubs on alcohol and other drug use and related problems in public housing projects. A demonstration study sponsored by the Office of Substance Abuse Prevention*. New York: Author.

RECOMMENDATIONS FOR**KEY PARTNERS****SCHOOLS**

Construct alliances with community organizations that recognize common goals, combine strengths for maximum effectiveness, and respect inherent differences.

Enable community groups to use school facilities.

PARENTS AND FAMILIES

Help young adolescents make wise choices about the constructive use of their free time.

Direct energies to youth organizations as program leaders, advisers, board members, or fund-raisers.

YOUNG ADOLESCENTS

Become engaged in designing and implementing youth programs.

Serve their communities as volunteers.

HEALTH AGENCIES

Increase adolescents' access to health services and information about disease prevention and health promotion by designing joint programs with youth organizations and schools.

HIGHER EDUCATION INSTITUTIONS, RESEARCHERS, AND EVALUATORS

Form partnerships with community youth organizations to identify what works in youth programs, improve capacities for evaluation, strengthen professional development of youthworkers, and develop and conduct programs for youth.

LOCAL, STATE, AND FEDERAL GOVERNMENTS

Integrate policies for young adolescents at all governmental levels by enabling communities to take a comprehensive versus categorical approach to health and social services.

Give priority to locally generated solutions.

Target programs to youth in low-income urban and rural areas.

YOUTH

Support innovative programs that form partnerships among schools, families, and community organizations.

PUBLIC AND PRIVATE FUNDERS

Strengthen and stabilize the funding of youth development programs by moving from categorical to core support of youth agencies.

Combine public with private funds to facilitate collaboration among fragmented youth and community organizations and the schools.

MEDIA

Expand coverage of constructive youth activities and success stories by increasing publication and broadcasts of material created by young people.

Encourage high-quality programs that feature youth in key roles.

Publicize available youth activities to adolescents and their families.

ing adults and peers as a foundation for developing personal and work-related skills, perseverance, and values. Community programs provide mentors, adults who have time to talk, to listen, and to provide mature guidance.

Young adolescents want safe and attractive places to play, practice their athletic skills, and be with their friends. Community organizations have facilities that provide safe havens for youth.

Young adolescents benefit from learning critical skills such as goal setting, problem solving, decision making, and resisting negative peer influences. Community programs offer approaches that foster adolescents' competence and life skills. These programs are often focused on the challenges of sexuality, alternatives to violence, and prevention of alcohol, tobacco, and other drug use.

Young adolescents want to learn about and serve their communities. Community programs offer opportunities for youth to be involved in community service, to address local problems, and to participate in the decisions of youth organizations.

Young adolescents seek to be competent individuals, to be members of valued groups, and to be recognized for their accomplishments. Community programs can offer opportunities for public performances, rites and symbols of recognition, and reflection with others on personal and group accomplishments.

The potential of community organizations to promote youth development is great, but they have been largely neglected in public debate and policy formation. Instead, attention has focused primarily on the reform of the American education system and on the roles of families in the lives of children and youth. The time has come to recognize community organizations committed to youth. They constitute resources that can contribute to neighborhood revitalization through partnerships with schools and families toward supporting the education and healthy development of young adolescents.

RECOMMENDATIONS FOR COMMUNITY

BASED PROGRAMS FOR YOUTH

NATIONAL YOUTH ORGANIZATIONS, INDEPENDENT YOUTH AGENCIES, ADULT SERVICE CLUBS, SENIOR CITIZEN GROUPS, RELIGIOUS INSTITUTIONS, SPORTS ORGANIZATIONS, MUSEUMS, LIBRARIES, PARKS AND RECREATION DEPARTMENTS

1. Appeal and respond to the diverse needs and interests of young adolescents, particularly their gender, race, ethnicity, and culture. The content and methods of these programs should engage young people by addressing adolescents' needs for safety, fun, friendships, and the learning of skills for employment and adult roles.

2. Create strong board leadership committed to generate policies to reach underserved young adolescents from low-income urban neighborhoods and rural areas that are least likely to have youth programs.

3. Strengthen the diversity and quality of adult leadership to reflect the racial and ethnic composition of the neighborhood. Adults, paid and volunteer, must be prepared to work with young adolescents through staff training programs that address and adapt to the developmental characteristics of young adolescents.

4. Enhance the role of young adolescents as resources to their own communities through adolescents' participation in community service and in the design and governance of youth programs.

5. Reach out to families, schools, health centers, and a wide range of community partners committed to youth development, creating mutually reinforcing spheres of influence on youth.

6. Engage in vigorous advocacy for and with youth in their own communities and at the local, state, and national levels of government.

7. Specify and evaluate their programs' outcomes.

8. Diversify and stabilize their funding base.

LOST OPPORTUNITIES DURING THE OUT-OF-SCHOOL HOURS

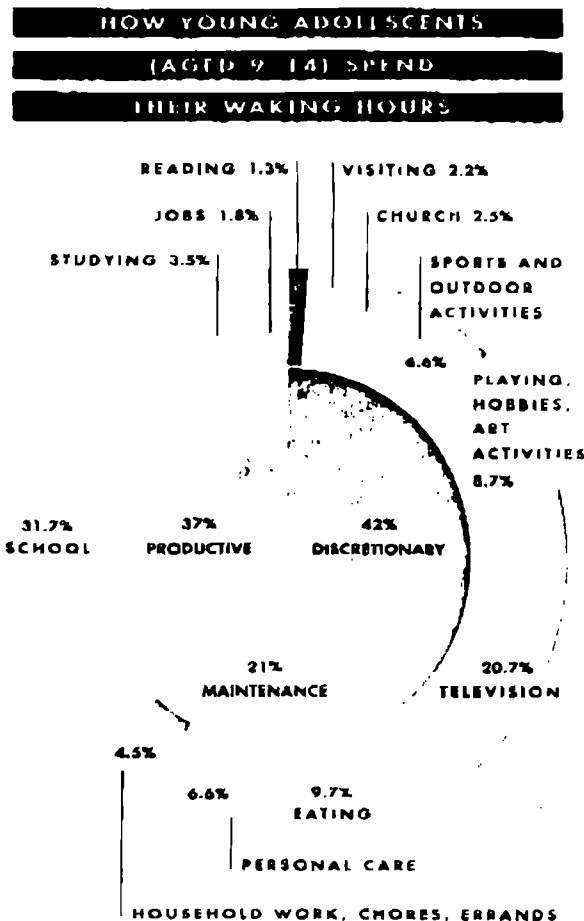
Each school day, America's 20 million young adolescents decide how they will spend at least five (40 percent) of their waking hours when they are not in school. For many, these hours harbor both risk and opportunity. On weekends and during the summer months, American youth have even greater amounts of discretionary time.

For those teenagers without adult supervision, the out-of-school hours constitute high-risk time for high-risk behavior. Young people left on their own or with peers stand a significantly greater chance of becoming involved in substance abuse,¹ sexual activity leading to unwanted pregnancy and sexually transmitted diseases,² crime, and violence than their peers who are engaged in constructive activities. For low-income adolescents, economic disadvantage and the stresses of life in their neighborhoods are exacerbated by the lack of places that provide safe havens, attractive opportunities, and trustworthy adults.³

Time spent alone is not the crucial contributor to high risk. Rather it is what young adolescents do during that time, where they do it, and with whom that leads to positive or negative consequences.

TAPPING THE POTENTIAL OF COMMUNITY PROGRAMS FOR YOUTH

Community programs represent an untapped potential for meeting needs so clearly articulated by young adolescents themselves. Effective programs already exist, but they reach all-too-few adolescents.⁴ More than 17,000 national and local youth organizations now operate in the United States. Religious youth groups, sports organizations, adult service organizations, museums, public libraries, and parks and recreation departments also offer community-based programs for youth. These community-based organizations can do much more to reach young adolescents, particularly those in under-



Source: "How Children Use Time" by S. G. Timmer, J. Eccles, and L. O'Brien (1985). In E. T. Juster and F. R. Stafford (Eds.), *Time, Goods and Well-Being*. Ann Arbor: University of Michigan, Institute for Social Research. Adapted by permission of the Institute for Social Research.

Note: This chart represents 92 percent of hours during a week. Young adolescents spend 37 percent sleeping and 11 percent in miscellaneous activities.

served rural and urban areas of poverty, who are likely to benefit greatly from these programs. As sources of mutual aid, security, and belonging, community-based programs can be a powerful alternative to the appeal of youth gangs.

The critical developmental requirements of young adolescents can be met by what community programs can offer:

➤ Young adolescents require opportunities to form secure and stable relationships with car-

ADOLESCENTS TODAY

FACE GREATER RISKS

FAMILY LIFE FOR ADOLESCENTS HAS CHANGED

Adolescents are more likely to live in diverse family structures than in the past. One in five white adolescents (ages 10-17) grows up in a one-parent family. Fifty percent of black and 30 percent of Latino adolescents live in one-parent families.¹

Adolescents are more likely to live in poverty. About 27 percent (8.27 million) lived in poor or near poor families in 1988. Certain racial and ethnic minority adolescents are far more likely than white adolescents to be living in poverty: Half of African-American, Latino, American Indian and Alaska Native, and one-third of Asian-American adolescents lived in poor or near poor families in 1988.²

ADOLESCENTS FACE GREATER RISKS TO THEIR HEALTH

Fifteen percent of adolescents ages 10-18 have no health insurance coverage. One out of three poor adolescents is not covered by Medicaid.³

More adolescents are experimenting with drugs at younger ages, especially before age 15. Seventy-seven percent of eighth graders (most of them fourteen and fifteen) report having used alcohol, and 27 percent report that they have had five or more drinks on at least one occasion within the previous two weeks. Estimates indicate that in the 1950s, less than half of all adolescents used alcohol before entering high school.⁴

¹ U.S. Bureau of the Census. (1991). *Current population reports, series P-20, no. 450: Marital status and living arrangements: March 1990*. Washington, DC: U.S. Government Printing Office.

² U.S. Congress, Office of Technology Assessment. (1991). *Adolescent health, volume III: Crosscutting issues in the delivery of health and related services, OTA-H-367*. Washington, DC: U.S. Government Printing Office.

³ (Jans, J. E. (1990). *America's adolescents: How healthy are they?* Volume I. AMA Profiles of Adolescent Health Series. Chicago: American Medical Association.

Adolescents are sexually active at younger ages. About 80 percent of young adolescents (27 percent of girls and 83 percent of boys) report having had sexual intercourse by age fifteen. Sixty percent reported that they did not use any contraception at first intercourse.⁴

From 1973 to 1987, the pregnancy rate for young adolescents increased 23 percent.⁵

Sexually transmitted diseases (STDs) are at epidemic proportions. Between 1960-1988, gonorrhea increased four times among 10- to 14-year-olds.⁶

Suicide rates almost tripled among 10- to 14-year-olds between 1968 and 1985.⁷

ADOLESCENTS FACE GREATER RISKS OF BEING POORLY EDUCATED FOR THE 21ST CENTURY

U.S. students are not being prepared with the knowledge, skills, and motivation to compete for high wages in a global economy. In comparison with students in other industrialized nations, U.S. students rank at or near the bottom on science and mathematics achievement.⁸

While high school completion rates are rising for all American adolescents, the school dropout rate is among the highest of all industrialized nations. It is especially acute among African-American, American Indian, and Latino adolescents living in poverty.⁹

⁴ American Medical Association (1990). *Healthy youth 2000: National health promotion and disease prevention objectives for adolescents*. Chicago: Author.

⁵ Moore, K. (January 1992). *Facts at a glance*. Washington, DC: Child Trends, Inc.

⁶ National Center for Education in Maternal and Child Health (1990).

⁷ *The health of America's youth*. Washington, DC: Author.

⁸ Children's Safety Network (1991). *A data book of child and adolescent injury*. Washington, DC: National Center for Education in Maternal and Child Health.

⁹ The Center for Strategic and International Studies (1992). *The CSIS strengthening of America commission: First report*. Washington, DC: Author.

Carnegie Corporation of New York is a philanthropic foundation created by Andrew Carnegie in 1911 to promote the advancement and diffusion of knowledge and understanding. In June 1986, it established the Carnegie Council on Adolescent Development to place the challenges of the adolescent years higher on the nation's agenda. An operating program of the foundation, the Council builds on the work of many organizations and individuals to stimulate sustained public attention to the risks and opportunities of the adolescent years and generates public and private support for measures that facilitate the critical transition into adulthood.

A Matter of Time: Risk and Opportunity In the Nonschool Hours is the report of the Council's Task Force on Youth Development and Community Programs. Early in 1990 the Council convened a twenty-six member task force to conduct an examination of community programs for youth. The study included an extensive review of existing research and programmatic experience, focus group discussions with young adolescents in the metropolitan District of Columbia area, interviews with youth development leaders from national organizations, an exploratory study of independent youth agencies, twelve commissioned papers, and site visits to programs. The views expressed and recommendations offered are those of the task force and do not necessarily represent the position of the officers or trustees of Carnegie Corporation.

This pamphlet presents a brief summary of the main themes and recommendations of the report. The full report is available for \$13.00 (or at bulk rates) from the Carnegie Council on Adolescent Development, P.O. Box 7363, Waldorf, Maryland 20604, (302) 229-7949.

THE CHALLENGE

Young adolescents' experiences of growing up in all the towns and cities of America have changed dramatically. Families, schools, and community organizations, the three pivotal institutions that once met the crucial requirements for adolescents' transition to productive adulthood, have been slow to adapt to new social circumstances.

Fundamental changes in the structure of American families have strained the capacity of parents and kin to provide young people the care and guidance they need to cope with the challenges of daily life. Educational institutions are overwhelmed by societal needs to prepare students for the demands of a high-skilled, information-rich, competitive global marketplace. Community organizations are attempting with diminished resources to renew their commitment to youth. All these changes are most troubling in our nation's neighborhoods of concentrated poverty.

For most young adolescents aged ten to fifteen, the experience of belonging to a community, whether it is found in their families and schools, neighborhoods, houses of worship, or youth organizations, has been compromised. Opportunities to prepare themselves for adult life in the company of trusted adults and supportive peers are wasted. Opportunities for them to belong to a valued group that provides mutual aid and instills a sense of common purpose are lost.

Within a worn fabric of community supports, young adolescents face greater risks to their futures than ever—risks which were unknown to their parents only a generation ago.

A MATTER OF TIME

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RISK AND OPPORTUNITY IN THE NONSCHOOL HOURS

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EXECUTIVE SUMMARY

MARCH 1993

CARNEGIE CORPORATION OF THE ADVANCEMENT OF DEVELOPMENT

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Center for Research
on Women

School-Age Child Care Project

June 29, 1997

Ms. Julie Mikuta
Domestic Policy Council
Old Executive Office Building, Room 213
Washington, DC 20501

Dear Ms. Mikuta:

Enclosed, please find some materials you may find helpful. Ms. Seligson believes the citation for which you are looking is in either *No Time To Waste* or the policy report. I have also enclosed a packet of material introducing you to our organization, and a few other papers which may be relevant.

If you ~~need~~ further assistance, please do not hesitate to call me.

Kind regards,

Erica Plunkett
Publications Coordinator (acting)

Encl.

WHAT IS SCHOOL AGE CARE?

"A school age child is considered to be a child attending kindergarten or above in public or private school."

A school age care center means a program operating in a facility other than a private residence, accountable for school age children when school is not in session. Quality programs meet state license requirements, provide adult-supervised care, and a variety of developmentally appropriate activities.



Judith A. Billings
Old Capitol Building
PO BOX 47200, OLYMPIA WA
98504-7200



WHO BENEFITS FROM SCHOOL AGE CARE?



CHILDREN

- PROMOTES positive and independent living skills
- EXPLORES and EXPANDS social, physical, emotional and academic growth
- RECOGNIZES the uniqueness and individuality of each child
- EXPLORES problem-solving, goal-setting, and decision-making skills
- OFFERS opportunity to develop talents and skills, enhancing a child's self-worth

IF YOU WOULD LIKE TO KNOW MORE

about School Age Care in your area, please contact:

~ School's Out Consortium
206-461-3602

~ Washington School Age Care Association
206-461-3602

~ Child Care Resource Referral Network
Call the State Office for the Resource & Referral Office nearest you
206-246-4225

~ Your local Department of Social Health Services office

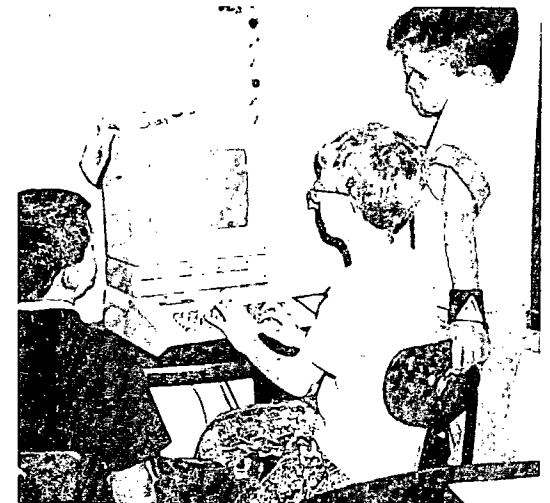
PARENTS

- OFFERS a safe environment
- PROVIDES supervision for children in their parents' absence
- OFFERS a choice of activities where school age children want to participate
- ENCOURAGES building important peer relationships

COMMUNITY

- WELCOMES all school age children
- PROVIDES a healthy environment for the community's future adults
- OFFERS employment opportunities for the community
- OFFERS constructive adult supervision in contrast to being left alone

~ Office of Superintendent of Public Instruction
206-586-2263



ORDER FORM

The School-Age Child Care Project

Books and Reports

- S1. **School-Age Child Care: An Action Manual for the 90s and Beyond**
by Michelle Seligson, Michael Allenson; 313 pp. © 1993
In this new edition the authors explore the challenges which child care providers will encounter as the 21st century approaches.
- S2. **Standards for Quality School-Age Child Care**
NAESP/SACCP*Project*, 60 pp. © 1993
Establish or improve before- and after-school programs with this guide that gives step-by-step details on the school's role in start-up, space considerations, staffing, programming.
- S3. **National Study of Before and After School Programs, Executive Summary.**
SACC *Project*/U.S. Dept. of Ed. © 1993
- S4. **A Resource Guide for School-Age Child Care.**
by Kathryn A. Wheeler, SACC*Project* 34 pp. © 1996
A listing of books, videos and organizations.
- S5. **"Fact Sheet on School-Age Children"**
SACC*Project*. Revised September, 1996.
Demographics of how children use their out-of-school time.
- S6. **Conference Proceedings: International Perspectives on Children's Out-of-School Time,**
edited by Michelle Seligson, Lillian Coltin, Geiza Vargas-Vargas, SACC*Project* 89 pp. © 1995

- S7. **No Time To Waste: An Action Agenda for School-Age Child Care**
by Michelle Seligson, Dale Fink, 84 pp. © 1989
This book is about the problem of the lack of adequate care for school-age children during their hours and days outside school. It is also about the creation of greater and more appropriate options than self-care for them.

- S8. **School-Age Children With Special Needs: What Do They Do When School Is Out?**
by Dale B. Fink, 149 pp. © 1988
The book describes a diversity of approaches to funding, staffing, administration and training in programs which are able to meet the child care needs of school-agers and adolescents with handicapping conditions.

- S9. **An Intergenerational Adventure.**
SACC*Project*, 21 pp. © 1985
Curriculum for training older people to work with school-agers.

Action Research Papers

- S10. **#2 Afterschool Arrangements in Middle Childhood: A Review of the Literature.**
by Beth Miller, Fern Marx, SACC*Project*, 38 pp. © 1990
This paper reviews the literature on the effects on children of how they spend their time out of school, and the impact of various care arrangements.
- S11. **#4 Out-of-School Time: Effects on Learning in the Primary Grades.**
by B. Miller, SACC*Project*, 42 pp. © 1995
This paper describes some of the major issues raised by research on the effects of out-of-school time on children's learning and discusses possible responses to the issues raised by the literature.

Videotapes and Other Materials

- S12a. **"Between School-Time and Home-Time: A Look at Quality SACC Programs"**
18 minutes, © 1988 1/2" tape
Produced in cooperation with the New York State Council on Children and Families, this video vividly illustrates the components of quality school-age child care.
- S12b. **Training Manual**
58 pp. © 1990
The manual is designed to accompany item #12a.
- S12c. **"Between School-Time and Home-Time: Planning Quality Activities for SACC Programs"**
28 minutes, © 1990 1/2" tape
Produced in cooperation with the New York State Council on Children and Families. The second video focuses on three separate activities in school-age child care programs and explores what makes them work. Observe how program space, scheduling, and positive staff relationships support each activity.
- S13. **ASQ Manual - First Edition**
A self-guided resource that outlines the elements of quality, provides instruments to assess quality, and offers a process to improve programs.
Developed by Susan O'Connor, SACC*Project*, 147 pp. © 1991
- S14. **ASQ Manual - Second Edition**
The new ASQ kit includes one leader's notebook, five team members' manuals, a resource guide, and two videos. The ASQ self-assessment instruments are parallel to NSACA pilot accreditation standards.
Developed by Susan O'Connor, SACC*Project*, © 1995

(Bulk price available if ordering more than one kit.)
continued on back page →

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ASQ videos available separately:

S14a. "Learning How to Use the ASQ Program Observation Tool"
Learn to use the ASQ Program Observation Instrument and rating scale by viewing scenes from actual programs.

S14b. "Learning to Work as a Team"
This interactive video and worksheet can help your team learn how to function more effectively and manage conflict which can be a normal part of making changes.

NEW LISTING!!

S15a. "I Wish the Kids Didn't Watch So Much TV: Out of School Time in Three Low Income Communities"
Full Report
by Beth Miller, Susan O'Connor, Sylvia W. Sirignano, and Pamela Joshi, *SACCPProject*, © 1997
This report describes the findings of a study of children's out-of-school time. Randomly selected families (n=180) in three communities were interviewed about their current out-of-school activities and aspirations for children who were enrolled in Head Start, kindergarten, or first grade.

S15b. "I Wish the Kids Didn't Watch So Much TV: Out of School Time in Three Low Income Communities"
Executive Summary

School-Age Child Care Project



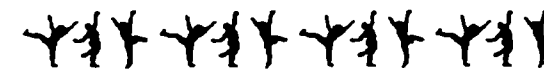
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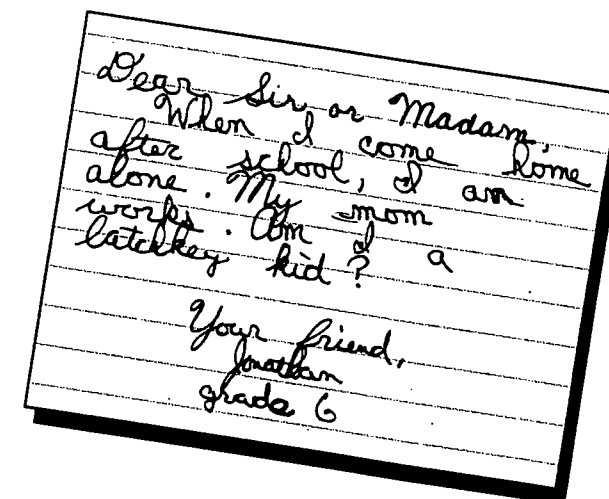
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THE SCHOOL-AGE CHILD CARE PROJECT

Center for Research on Women
Wellesley College

"A national force dedicated to improving the quality of life of school-age children, their parents, and their care givers."-- Marian Wright Edelman

The School-Age Child Care Project, founded in 1979 by Michelle Seligson and co-director Jim Levine, is located at the Wellesley College Center for Research on Women and is one of the Center's best-known projects. The Center for Research on Women, established in 1975, conducts policy-oriented and basic research on issues that affect the lives of women, children, families and society. The Center reaches a wide range of audiences, including: federal, state, and local government; colleges and universities, educational agencies; corporations, and private individuals.

The School-Age Child Care Project's mission is to improve the quantity and quality of school-age 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. The ***SACCP*** concentrates its efforts in four primary areas: **research, education and training, consultation, and program development**. For over seventeen years, ***SACCP*** staff have served children, parents, child care program staff, school principals and supervisors, community leaders and government officials.

Current & Ongoing Projects

The MOST Initiative-- Making the Most of Out-of-School Time-- a five-year, \$6.5 million initiative funded by DeWitt Wallace-Reader's Digest Fund to improve the quality and availability of school-age care in selected communities throughout the nation, especially for low-income families. In 1995, **Boston, Chicago and Seattle** received grants of up to \$1.2 million for implementation of a three-year Action Plan. The project was designed in partnership with the ***SACCP***, which serves as national manager of the effort.

Assessing School-Age Child Care Quality (ASQ) is a self-study process that focuses on a team approach to incremental, ongoing change. Staff, family members, children, and community partners work together to share their varied perspectives about quality; collect and analyze information from program participants; and develop and implement a program improvement plan. ASQ was first introduced to the field in 1990 with funding from the Ford Foundation.

The National School-Age Care Alliance (NSACA) joins the *SACCP*roject in the development of a **National Improvement and Accreditation System** for school-age care programs based on the quality standards outlined in *Assessing School-Age Child Care Quality (ASQ)*. The goal of the system is to improve the level of quality for school-age programs at all developmental levels. A phased-in implementation of the system is planned for 1998.

Save the Children, in partnership with nine rural communities located in Appalachia, the Southwestern, and the Southeastern regions of the United States, the *SACCP*roject and Aguirre International, has launched an initiative to test ways to maximize the quantity and quality of out-of-school experiences for sponsored and other disadvantaged children and youth. The goal of this initiative is to explore the most effective ways of ensuring that children served by community partners have safe places to go, adults who care, and opportunities to contribute, learn, and grow.

MSAC - The *School-Age Child Care Project*, with funding from the Schott Family Foundation, is involved in building a new organization for school-age care providers and allied professionals. The project is a partnership with Parents United for Child Care and the Massachusetts School-Age Care Committee of BAEYC. The goals of the group include: increasing the quality of out-of-school time services; increasing public awareness; developing state policies that support families with school-age children, and increasing the supply and affordability of out-of-school time activities and programs for school-age children in Massachusetts.

A report entitled, "**I Wish the Kids Didn't Watch So Much TV: Out of School Time in Three Low Income Communities**" by Beth M. Miller, Susan O'Connor, Sylvia W. Sirignano, and Pamela Joshi, has just been published. This report describes the findings of a study of children's out-of-school time. Randomly selected families (n=180) in three communities were interviewed about their current out-of-school activities and aspirations for children who were enrolled in Head Start, kindergarten, or first grade. The findings underscore the lack of resources available to families in these neighborhoods, the overwhelming presence of television, and parents' struggles to find more enriching experiences for their children. Recommendations include supporting parents in their efforts to make the best use of out-of-school time, expanding affordable quality child care options for low income families, and creating community collaborations to increase the options available to all families.

The *SACCP*roject offers **training** workshops for individuals and groups interested in starting or improving school and community based school-age care programs. Launched in 1987, the training workshops are based on an interactive model that incorporate formal presentations and small group discussions. The target audience is directors and staff of school-age programs. College credit is available. Trainings include: *First Steps on the Path of Continuous Quality Improvement*; *Effective Management for Program Directors*; *TeamsWork!*; *Public School Partnerships*, and *ASQ Advisor Training*, which prepares local consultants to offer ongoing technical assistance in their communities. American Business Collaboration for Quality Dependent Care, administered by Work/Family Directions, Inc., and state governmental agencies provide financial support for many workshops and training.

The *SACCP*Project also develops **Technical Assistance Papers**, easily accessible guides on program start-up and operation for states and national organizations. In addition, **staff training and public awareness videos** for client states, including New York and New Mexico, are produced and available through the *SACCP*Project Publications department.

***SACCP*Project Highlights From the Past**

1980-1986

Design of a **demonstration project** to help eight communities initiate public education, build the supply of services, and innovate staff training at the local level.

Publication of the first *School-Age Child Care: An Action Manual*, and two companion volumes, *School-Age Child Care: A Policy Report*, and *A Legal Manual for Public School Administrators and Officials*.

Collaboration with The National Committee for Prevention of Child Abuse results in “**The First National Conference on Latchkey Children.**”

Assistance to Senators Riegle (D), MI, and Pell (D), RI, in writing federal legislation which establishes the “School Facilities Child Care Act” (**Dependent Care Block Grant**), the first federal funding for school-age child care program start-up.

No Time To Waste: An Action Agenda for School-Age Child Care is published and distributed to a diverse group of private corporations and public groups to build awareness of the issue of out-of-school time.

Partnership with the **Council of Chief State School Officers** brings together **interagency teams** from several states to plan a more coherent approach to the provision of school-age care.

1987-1995

Delivery of the **National Training for Public Schools** in partnership with the **American Academy of School Administrators**.

Exploratory national study of 130 school-age care programs and a state-by-state survey of licensing agencies, Departments of Education, and other state agencies to create a picture of the supply and quality of programs.

The National Elementary School Principals Association (NAESP) collaborates on a two-year **20-state educational initiative** aimed at bringing principals and community members together to learn about school-age care.

Survey of the supply of school-age child care in the Greater Boston area results in the launch of a follow-up project, **The Boston Coordination Project**, which addresses the need for agencies and groups to coordinate approaches to school-age care. Boston's Parents United for Child Care (PUCC) takes the lead in building a grassroots constituency of support. A survey of 5,000 Boston parents follows.

Program evaluations for the City of Chicago, the State of Hawaii, the City of New York, and the State of Florida.

Collaboration with the **National League of Women Voters** in a volunteer-driven, **community development project** in multiple sites.

Collaboration with RMC Research Corporation and Mathematica Policy Research, *SACCPProject* yields *A National Study of Before- and After-School Programs* for the U. S. Department of Education. This nationally representative study of 1,300 school-age care programs examines the prevalence and nature of programs across the country during 1991, and represents the first large scale supply study in the field of school-age care.

Celebration of *SACCPProject's* 15th anniversary in October 1994 at the **International Perspectives on Children's Out-of-School Time Conference**. Past work with other countries continues to bring international visitors to the *SACCPProject* and promises future cross-cultural research projects.

"Changing Policy for Parents and Schools: Opportunities for Children's Out-of-School Time," funded by the Danforth Foundation, a project to influence change strategies in public schools. The *SACCPProject* collaborated with Danforth staff to promote public schools' involvement in improving the lives of children both in the classroom and out of school.



Our **training calendar** and **publications list** are regularly updated and posted on **SAC-L listserv**. To subscribe, send a message (without your e-mail signature, if you have one) to listserv@postoffice.cso.uiuc.edu with the content of "subscribe SAC-L [Your Full Name Here]" (substituting your own name, for [Your Full Name Here]).

Our **World Wide Web Home Page** is: <http://www.wellesley.edu/WCW/CRW/SAC/>



Making the Most of Out-of-School Time (MOST) Initiative 1995-1998 Implementation Phase

Contact: Michelle Seligson, Executive Director (617) 283-2547
Joyce Shortt, MOST Project Director (617) 283-2526

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 School Age Child Care Project (*SACCP*) at the Wellesley College Center for Research on Women. The *SACCP*, with over 15 years of action research and expertise in the field of school-age care, will provide the national scope and vision to oversee the effort. This initiative will enable communities to utilize collaborative strategies to address the needs of young people, especially those from low-income families, during the hours they are not in school and most often at risk.

After an arduous 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:

- increased public awareness of the need for out-of-school care
- increased numbers of children served
- program start-up and improvement
- participation in a national accreditation project
- increased professional development and in-service training opportunities for providers
- development of a college-based academic program culminating in a degree or certificate
- implementation of financial assistance programs for families in need of school-age care and practitioners interested in career development
- information and resource sharing via the Internet
- development of a local school-age conference to be held annually
- local fund raising to sustain the project's goals

The Wellesley *SACCP* staff will work closely with each community to provide technical assistance and comprehensive training support. In addition, the *SACCP* will facilitate communication between sites and other interested parties at national conferences and annual retreats to do problem solving and to share lessons learned. DeWitt Wallace has also hired an independent research company, CSR, Inc., to conduct a multi-year evaluation of the MOST Initiative. At the conclusion of the Implementation Phase, the *SACCP* will synthesize and disseminate a wide range of technical assistance materials for application in other communities, with the goal of initiating systematic changes at a national level to better serve the needs of children and youth in their out-of-school time.



Center for Research
on Women

School-Age Child Care Project



NATIONAL SCHOOL-AGE CARE ALLIANCE

Project Summary

DEVELOPING A NATIONAL IMPROVEMENT AND ACCREDITATION SYSTEM FOR SCHOOL-AGE CARE

The National School-Age Care Alliance (NSACA) and the School-Age Child Care Project at Wellesley College (*SACCPProject*) have joined in partnership to develop a National Improvement and Accreditation System for school-age child care programs. The goal of the system is to improve the level of quality for school-age programs at all developmental levels:

- => By setting professional standards.
- => By supporting ongoing program improvement.
- => By providing recognition through accreditation to programs meeting the standards.

The national system of program improvement will be based on *ASQ (Assessing School-Age Child Care Quality)*, a self-study process that focuses on a team approach to incremental, ongoing change. Staff, family members, children, and community members work together to share their varied perspectives about quality, collect and analyze information from program participants, and develop and implement a program improvement plan.

The school-age field faces many challenges to high quality programming. There is a lack of public awareness about the importance of out-of-school time for children and their families, inadequate financial support, high staff turnover, and limited career development opportunities. Many programs are not ready to do comprehensive self-study, nor are they ready to meet the high standards of accreditation. But with support, all programs can make continuous, gradual improvements that can lead to accreditation. With this design, resources will be available for all programs seeking to improve and to be more responsive to the children and the families they serve.

In the system, programs will use ASQ and the standards to determine what is working well in their programs and what still needs to be improved. Whenever possible, the system will link programs to peer support networks and technical assistance from ASQ Advisors who have been trained in the use of ASQ and how to implement change.

Between 1995-97, NSACA and the *SACCPProject* will continue to work together to:

1. Build public awareness about the importance of high quality school-age child care among related professionals, family members, policy makers, and the general public.
2. Pilot the system in over 70 programs through support from the DeWitt Wallace-Reader's Digest Fund, American Business Collaborative for Quality Dependent Care, the U.S. Army, and the U.S. Air Force.
3. Build organizational support and capacity of NSACA.

A phased-in implementation of the system is planned for 1997 as a major step toward the goal of improving the level of quality of school-age care.



Center for Research
on Women

School-Age Child Care Project

Project Summary

CHILDREN IN HEAD START AND TRANSITION PROGRAMS: EXPERIENCES DURING OUT-OF-SCHOOL TIME

Project Co-Directors: Beth M. Miller, Ph.D. and Susan O'Connor, M.S.W.
Co-Principal Investigator: Sylvia W. Sirignano, Ph.D.

This study by the School-Age Child Care Project (*SACCCProject*) is examining the experiences of a group of children for the hours when they are not in school or Head Start, including after school, summers, vacations, as well as evenings, weekends, and before school hours. The study population consists of children who are attending Head Start or Transition Programs in three urban, low income communities, located in Massachusetts, Minnesota, and California. Through personal interviews, focus groups, and observations, the researchers obtained information on where children are during out-of-school time, what activities they are involved in, what parents want for children and the barriers to meeting their needs, and what community resources exist in each neighborhood. The study also examines the perspectives and level of involvement of staff members in both Head Start and Transition programs in out-of-school time issues.

The current research project builds on a body of research drawn from a number of fields, suggesting that what children do when they are not in school or other formal educational programs has a critical impact on both school achievement and life success. During 1995, the *SACCCProject* will be utilizing the study's findings to both inform policy discussions and develop community initiatives. A final report will place the results in the larger community context and discuss implications for a number of programs and policies, including Head Start, Transition, Title I, welfare reform, and child care.

The *SACCCProject* also plans to be working in a number of communities to pilot a model for enhancing children's out-of-school time. A package of curriculum materials will be developed on a range of topics to help parents make the best use of their children's out-of-school time. In addition, the *SACCCProject* staff will work with staff of programs and school personnel to enable them to increase their capacity to support parents efforts to make the most of out-of-school time.

The Experiences of Children Study has received funding from the Ford Foundation and another national foundation that prefers to remain anonymous. Research Assistants on the project include Liany Arroyo, Alexandra Bermudez, Juliet Bromer, Pam Joshi, Molly Kaplowitz, and Tracey Thomas.

I Wish The Kids Didn't Watch So Much TV: Out-of-School Time in Three Low-Income Communities

by Beth M. Miller, Susan O'Connor, Sylvia W. Sirignano, and Pamela Joshi
School-Age Child Care Project, Center for Research on Women, Wellesley College

This report describes the findings of a study of children's out-of-school time. Randomly selected families (n=180) in three communities were interviewed about their current out-of-school activities and aspirations for children who were enrolled in Head Start, kindergarten, or first grade.

The findings underscore the lack of resources available to families in these neighborhoods, the overwhelming presence of television, and parents' struggles to find more enriching experiences for their children. In addition, the report explores the ways in which child care needs relate to decisions about employment, and the types of child care arrangements used by working families in the study.

Recommendations include supporting parents in their efforts to make the best use of out-of-school time, expanding affordable quality child care options for low income families, and creating community collaborations to increase the options available to all families.

Full Report (\$12.00 plus \$3.00 shipping and handling; \$15.00 total) \$ _____

Executive Summary (\$3.00 including shipping and handling) \$ _____

Total Amount Enclosed (orders must be prepaid) \$ _____

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Wellesley, MA 02181

For more information contact: **Steffi Peck**, publications coordinator (617) 283-2525

Early Years

Young children in low-income neighborhoods are spending many of their after-school hours in front of televisions, a study from the School-Age Child Care Project says.

Research shows that how children spend time out of school can either enhance or compromise their academic performance and social development. Economically disadvantaged children, who are less likely than other youngsters to attend formal after-school programs, may have the most critical need for the activities those programs provide, says the study from the advocacy and information project at Wellesley College in Massachusetts.

"I Wish the Kids Didn't Watch so Much TV" focuses on 180 4- to 7-year-olds in Head Start programs, kindergarten, and 1st grade in St. Paul, Minn.; San Jose, Calif.; and Worcester, Mass. The researchers used several methods, including interviews, observation, and focus groups.

Almost two-thirds of the children were home with their mothers during the out-of-school hours, but frequently watched cartoons or played video games for the entire two-hour observation period, the report says.

The researchers also found that while most parents said they were satisfied with their children's after-school-care arrangements, many wanted their children to spend more time reading, working on school assignments, or engaged in recreation or community activities.

To order the report, call (617) 283-2547 or write to the School-Age Child Care Project, Center for Research on Women, Wellesley College, 106 Central St., Wellesley, Mass. 02181-8259. The cost is \$12.

The School-Age Child Care Project

Wellesley College Center for Research on Women

TRAINING FOR SCHOOL-AGE CHILD CARE PROGRAMS
During 1997, Training is scheduled in the following cities:

Worcester, Massachusetts
July 17
Invitation to Program Start - Up

Wheelock College
Boston, Massachusetts
July 19 - 24
Advanced Leadership Institute

Minnesota
August 15 - 16
TeamsWork

New York City, New York
August
Directors' Training

Greensboro, North Carolina
September 4 - 5
Quality Enhancement Initiative

Raleigh, North Carolina
September 12 - 13
Quality Enhancement
Initiative

Charlotte, North Carolina
September 19 - 20
Quality Enhancement Initiative

Dallas, Texas
September 25 - 27
First Steps

Charlotte, North Carolina
September 25 - 27
NSACA Older Kids
Conference

Minnesota
September
TeamsWork

Washington, DC
September
First Steps

Michigan
September
Program Improvement
Training

New Jersey
September
First Steps

Dallas, Texas
October 3 - 4
TeamsWork

Massachusetts
October 18
MSAC Conference

Since 1979, the School-Age Child Care Project has conducted research, designed educational programs and conferences, and provided consultation and technical assistance. Recognizing the need for concise, affordable, quality training, the School-Age Child Care Project developed the nation's first one-week leadership seminar on school-age child care in 1987 at Wheelock College's Advanced Child Care Seminars. Since then, *SACCP* staff have trained more than 4000 participants in 42.

Contact Ellen Gannett at (617) 283-2544 for dates and further information.

✧✧✧ OUR *NEW AND IMPROVED* ✧✧✧ SAC TRAINING MENU!

All *SACCP* Project Trainings are based on an interactive learning model, where participants maintain an active and involved role. Through brainstorming, facilitated discussions, and individual and small group work, trainers build on the strengths and knowledge of the participants. In addition, trainings will share theoretical and practical approaches of their own and inform the group about existing models.

First Steps ~ A 3-day training for program teams consisting of one Director and one Staff member. This training will provide an opportunity for SAC providers to become familiar with the NSACA Standards for Quality School-Age Child Care and to begin a process of making improvement in their own programs which reflect those standards. Participants will be introduced to the six elements of quality which are contained in the NSACA Standards. These elements include: Human Relationships, Indoor Environment, Outdoor Environment, Activities, Safety/Health/Nutrition, and Administration. Follow-up technical assistance is provided. Credit is available.

Effective Management for Program Directors ~ A 3-day Training designed to support Program Directors with topics that include: staff development, fiscal resources and management, managing for quality improvement, building a family responsive program, and leading program change. Participants will address the issue of high staff turnover and will develop targeted program improvement goals that will be addressed after the training through follow-up support by a trained ASQ Advisor. Credit is available.

TeamsWork! ~ A 2-day Training for program stakeholders who have prior experience in making targeted quality improvements in their programs. Training will provide a comprehensive review of all the elements of program quality and teach the ASQ (*Assessing School-Age Care Quality*) process of self-evaluation. The ultimate goal of TeamsWork! is for the participating programs to be prepared to achieve national accreditation.

ASQ Advisor Training ~ A 2-day workshop which prepares participants to provide technical assistance to programs working on program improvement. Potential ASQ Advisors are required to have extensive experience as school-age child care practitioners, staff supervisors, and/or consultants. ASQ Advisors will be trained to be effective consultants on program assessment and program improvement, to promote group process, to guide the five-step process, to complete the program observation, questionnaires, and to develop a program improvement plan.

Comments From Former Participants

"I am so excited and re-energized and amazed. I am flooded with information and ideas. This was a wonderful conference."

"The presenters knew their subject well. They had the ability to communicate info to the group so all could understand."

"The Leadership Institute training was extremely valuable, sophisticated and very well received by all the attendees. The trainers were especially a real delight to work with and very responsive to the attendees' training needs."

"The trainers did a fabulous job! I liked the games that were done to relax us."

"It makes such a difference when you are able to attend an inservice such as these. You are able to go back to your job refreshed- be changed as a WHOLISTIC PERSON WHO DOES DO a good job."

—◆— SAC is On-Line! —◆—

If you have access to the World Wide Web, you can find information about school-age care by going to the *SACCPProject's* page (note: type exactly as shown, including capitalization) at

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

If you have access to HandsNet, you can find the school-age care folder under Children, Youth & Families/Early Childhood/Early Childhood Programs & Services.

If you have access to Internet electronic mail (Email), you can access mail lists (or "listservs"), including one for those interested in school-age care. The SAC-L Listserv is for anybody interested in SAC planning, resources, activities, funding, staff development, and related subjects.

Co-owned by the School-Age Child Care Project (*SACCPProject*) at the Center for Research on Women at Wellesley College and the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois at Urbana-Champaign, SAC-L is where administrators, caregivers/teachers, policymakers, parents, and others interested in school-age care can come together over the Internet to share ideas, resources, problems, and solutions--24 hours a day, 7 days a week.

To subscribe, send a message (without your Email signature, if you have one) to:

listserv@postoffice.cso.uiuc.edu

Leave the subject line blank. Just type

subscribe SAC-L<Your Full Name Here>

(substituting your own name, without brackets, for <Your Full Name Here> above) in the first line of the message area (for example, **subscribe sac-l Jane E. Doe**) and send the message.

Once the list manager has added your Email address to those who can use SAC-L, you will receive a welcome message about the list and can now post messages to everyone on the list at the **sac-l@postoffice.cso.uiuc.edu** address. It's a good idea to wait until you've read a few messages before posting your own, and it's nice to post a message introducing yourself to the folks on the list, indicating your interest in SAC.

Questions?

SAC-L or *SACCPProject* web page or Handsnet:
Michelle Seligson or Lillian Coltin
617/283-2547
lcoltin@wellesley.edu

SAC List:
Dianne Rothenberg
800/583-4135
rothenbe@uiuc.edu



Center for Research
on Women

School-Age Child Care Project

The *School-Age Child Care Project* is pleased to announce
the publication of our most recent

ACTION RESEARCH PAPER #4

OUT-OF-SCHOOL TIME EFFECTS ON LEARNING IN THE PRIMARY GRADES

by

Beth M. Miller, Ph.D.

- This paper was based on a report by Dr. Miller to the Carnegie Corporation Task Force on Learning in the Primary Grades. It describes some of the major issues raised by research on the effects of out-of-school time on children's learning and discusses possible responses to the issues raised by the literature. The suggested actions reflect the thinking of staff at the School-Age Child Care Project, a national policy, research and training center located at Wellesley College in Massachusetts. The following findings are of major importance:
- What parents and other caregivers do with children during out-of-school time makes a difference.
- Children spend most of their out-of-school time watching television.
- Children who spend a large proportion of out-of-school time on their own may face greater risks.
- Low income children have fewer opportunities to engage in enrichment activities and other positive experiences.

* * * * *

For your copy of the new *Action Research Paper #4*, please see our publications order form.

THE ONLY BOOK ABOUT SERVING CHILDREN WITH SPECIAL NEEDS
IN SCHOOL-AGE CHILD CARE

School-Age Children With Special Needs: What Do They Do When School Is Out?

Published by the Greenwood Press, this 149 page book is the first ever written about the child care needs and options of families with disabled, school-age children. *School-Age Children With Special Needs: What Do They Do When School Is Out?* is the result of an extensive national study conducted by the author, Dale Borman Fink. The book describes a diversity of approaches to funding, staffing, administration and training in programs which are able to meet the child care needs of school-agers and adolescents with handicapping conditions.

TO ORDER: Please make check payable to School-Age Child Care Project in the amount of \$ 17.95 (\$14.95 + \$3.00 postage and handling) and mail to: SACC Publications, Center for Research on Women, Wellesley College, Wellesley, MA 02181.

"Bravo! It's informative, comprehensive, and enjoyable to read..."

Catherine Cuddeback, Minnesota Department of Education

"...a hands-on book that every provider and policymaker who works with school-age children should have...an outstanding job of exploring the issues in caring for these children...a concise, readable work..."

John Bancroft, *Young Children*

"The book moves quickly from describing the problems and frustrations to a discussion of solutions that work...Practitioners, parents, and other interested in generating more opportunities for school-age children with special needs will be able to use the book as a resource guide and to contact any number of the programs described..."

Common Ground, Newspaper of the New England Association of Child Welfare Commissioners and Directors

"An excellent review of current models of after school programming for special needs children, including creative funding sources..."

OSACCA News, newsletter of the Oregon School Age Child Care Alliance

AVAILABLE NOW

Conference Proceedings: International Perspectives on Children's Out-of-School Time, edited by Michelle Seligson, Lillian Coltin & Geiza Vargas-Vargas, School-Age Child Care Project, Wellesley, MA, 1995.

Held on Friday, October 28, 1994, this conference brought together presenters knowledgeable about children's out-of-school time in Europe, Canada, Brazil and Columbia, Asia and the United States. Over 125 colleagues including program directors and staff, researchers, corporate funders and policy makers attended.

Keynote speaker Jane Roland Martin, author of *The Schoolhome: Rethinking Schools for Changing Families*, shared her model for nurturing and caring for children which is based on the work of Maria Montessori and John Dewey. Her ideas focus on the three C's: care, concern and connectedness.

The conference has special meaning for the staff of the School-Age Child Care Project (*SACCPProject*) because it marked the celebration of our 15th Anniversary. For your copy of the proceedings which summarizes presenters comments, provides additional resources and highlights the history of the School-Age Child Care Project (*SACCPProject*), please complete the form below.

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Wellesley College Center for Research on Women
Wellesley, MA 02181

About the first edition:

“A tremendously valuable resource for everyone involved with the pressing issue of school-age child care in today’s society.”

—*Day Care and Early Education*

SCHOOL-AGE CHILD CARE

An Action Manual for the 90's and Beyond
Second Edition

by Michelle Seligson and Michael Allenson

About the previous edition:

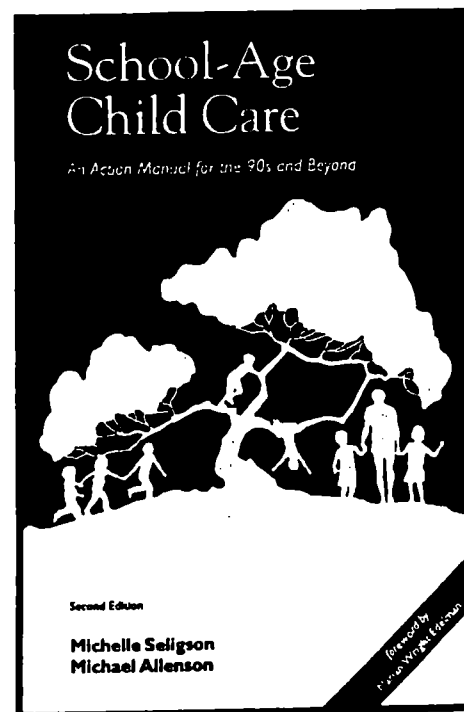
“The book could survive on its subtitle—An Action Manual—alone: Although the authors deal specifically with starting and running a center, their advice, explanations, and models apply to most school program-building situations, from starting a fund-raising plan to establishing an alternative school.”

—*The American School Board Journal*

In this new edition of a pioneering work, Seligson and Allenson explore the challenges which child care providers will encounter as the 21st century approaches. The manual guides the student through the process of designing, implementing, and managing caring programs for children aged 5 to 12. Supported by work done at the School-Age Child Care Project of the Wellesley College Center for Research on Women, the present volume focuses on the needs of children, and provides examples of model programs as well as appropriate responses and recommendations for child care situations. By balancing this practical business operations text with an investigation into the meaning of social obligations, the authors have produced a fascinating blend of how-to and philosophy. This is an authoritative and indispensable resource.

MICHELLE SELIGSON is Director of the School-Age Child Care Project at the Wellesley College Center for Research on Women. She is a nationally recognized authority on child care.

MICHAEL ALLENSON is an independent writer and educator.



AUBURN HOUSE

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OUT-OF-SCHOOL TIME WHAT THE NATIONAL MEDIA IS SAYING

"With kids around the country heading back to school, many working parents face the challenge of caring for them after class. Impediments to care include cost, transportation, and availability of services.... The mayor of Boston, Thomas Menino, promises to use his office as a bully pulpit on the subject, After-school care is not a luxury, he says, but the heart and soul of what kids need today."

-- *All Things Considered* , National Public Radio, August 30, 1996, David Molpus reporting.

"Research shows that the out-of-school hours can be spent either productively or in activities that put children at risk for failure....Child advocates predict that the demand for after-school programs will increase because of the new federal welfare law, which requires mothers to work if they want to continue public assistance."

--"Standards for After-School Pilot" *Education Week*, October 23, 1996, page 1.

"Studies conducted at the School-Age Child Care Project at Wellesley College indicate that children need to make productive use of the hours spent out of school, primarily, because they amount to such a big chunk of a kid's life...Learning is not just academics. Learning can be hobbies, pursuing special interests."

--*Good Morning America*, August 23, 1996, Steve Fox reporting.

"First of all, we know that the situation that we're dealing with tonight is one that causes many, many parents a lot of pain. For one reason or another, usually because they have to work, they are the parents of kids who go home alone and let themselves into an empty house or apartment after school. The number of latch-key children is hard to pin down. But we are probably talking about the several million kids who are alone after school."

--"World News Tonight with Peter Jennings", October 31, 1996.

"Lollipops to the DeWitt Wallace-Reader's Digest fund for it's generous support of after-school programs. The fund contributed \$6.5 million to launch a new initiative called Making the Most of Out-of-School Time (MOST). Designed in partnership with the *School-Age Child Care Project* at Wellesley College. MOST has the goal of improving school-age care and getting more children involved. Boston, Chicago, and Seattle were identified as cities with both great needs and great potential, and each site received \$1.2 million to develop programs and serve as a model for other cities."

--*Working Mother*, February, 1996.

**WHAT'S NEW, WHAT'S HOT IN SCHOOL-AGE CARE:
MOST: MAKING THE MOST OF OUT OF SCHOOL TIME**
NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)
1996 ANNUAL CONFERENCE
Dallas, TX - Thursday, November 21, 1996 - 1:30 - 3:30

Facilitators

Joyce Shortt, Michelle Seligson, Ellen Gannett & Lillian Coltin: *SACCPProject*, Wellesley, MA
Leonette Coates: Day Care Action Council of Illinois, Chicago, IL
Natalie Thomson: Child Development Unit City of Seattle, Seattle, WA
Liz Nilsen: Child Care Careers Institute, Boston, MA

During this interactive session, participants reported on the following HOT topics:

FUNDING

- Owners of apartment complexes in CA provide SAC programs on the premises, free of charge. SAC is seen as an amenity, a good business investment.
- Municipal government in Reno, NV offered City, Parks & Rec. monies from hotel rooms and casino taxes to middle school programs opened until 9 PM.

PROFESSIONAL DEVELOPMENT

- APEX: Achieving Program Excellence—A six course certificate program designed to train working school-age professionals in areas of program development, curriculum, supervision and family/community relations. This affordable and supportive program is part of the Boston MOST Initiative.
- Bridging SAC and Youth work through training and course work in Boston (APEX) and Chicago.
- Benefits to part-time employees—One program offers pension fund for 20 hours of work; another offers health and pension for 20-30.

TECHNOLOGY

The Internet

- Discussion lists such as SAC-L
- Homepages such as SACCPProject and MOST cities
- Accessibility—National Library Association aims at all libraries offering internet access by year 2000.

PARENT/SCHOOL PROGRAM PARTNERSHIPS

- The Y in town north of Austin, TX provides enrichment based programs on 2 campuses under umbrella of school system. Parent fees and scholarships used. Program runs from 6:30AM to 6:30 PM. All enrichment based. Offers kids participation in 4-H and Boy Scouts.

QUALITY

- Identified differences between licensed and unlicensed programs.
- Wheelock publication about licensing resources across states. Contact the Center for Career Development (617) 734-5200 ext. 211
- National Improvement and Accreditation System available in 1998
- Monitoring quality, making it consistent
- Variances in NAEYC accreditation and NSACA accreditation

MIDDLE SCHOOL

- Programs conceptually need to be directed at 10-13 yr. olds. Important to follow what they want including opportunities to make money and “distance” from adults
- Seattle— Youth led/youth planned entrepreneurial program
- Seattle Mariners— Celebrities will come to talk to kids but you must be persistent, keep asking the “big” names until they say ‘yes’
- Work Family Directions— National project on older kids programming. Plan to publish book in 1-2 yrs.
- New Haven, CT— Sound studio available to kids to put together music
- Durham, NH— In program there is a committee of kids who plan and shop with staff for snacks and plan field trip
- Durham, NH— Counselors in Training (CIT)—kids trained as program facilitators and work together with the program coordinator
- Youth Leadership Institute for teens— Focus on job skill building
- MTV Real World— Filming in Boston; cast will work in after-school program. The show has a shelf life of 10 yrs./ repeat episodes. SACCProject will train program staff, cast and film crew so that no scene will compromise a child. Parent involvement. PUCC managing RFP process. So, it is great exposure for SAC

ACTIVITIES

- The environment
- Learning different languages (Spanish, American Sign)
- Multi-cultural activities
- Arts/theatre
- Computers

WHAT’S NOT HOT

- Training
- Facilities and space
- Transportation
- Income/professional development
- Welfare Reform
- The phrase ‘SAC’ does not describe/represent what’s involved in children’s out of school time
- TV & video games
- Too much structure/teacher led activities

WHAT WE WANT ON HOT LIST NEXT YEAR

- Community collaborations
- Staff credentialling
- Increase public awareness of out of school care
- Importance of parent involvement
- Benefits for providers
- Anti-bias- cultural diversity

WHAT WILL BE HOT IN 5 YEARS

- Parent involvement
- Teacher training
- Worthy wages
- Appropriate facilities
- Collaborative funding

Do you have any “HOT” SAC initiatives in your community?

**Contact Lillian Coltin, School-Age Child Care Project, Wellesley College at
lcoltin@wellesley.edu.**

Terna Nesoff

A B R I D G E D V E R S I O N

A MATTER OF TIME



R I S K A N D O P P O R T U N I T Y I N
T H E O U T - O F - S C H O O L H O U R S

R E C O M M E N D A T I O N S F O R
S T R E N G T H E N I N G C O M M U N I T Y
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From the abridged version of *A Matter of Time: Risk and Opportunity in the Nonschool Hours*, a report prepared by Carnegie Council on Adolescent Development's Task Force on Youth Development and Community Programs. Carnegie Council is an operating program of Carnegie Corporation of New York.

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THE CHALLENGE



ALL OVER AMERICA

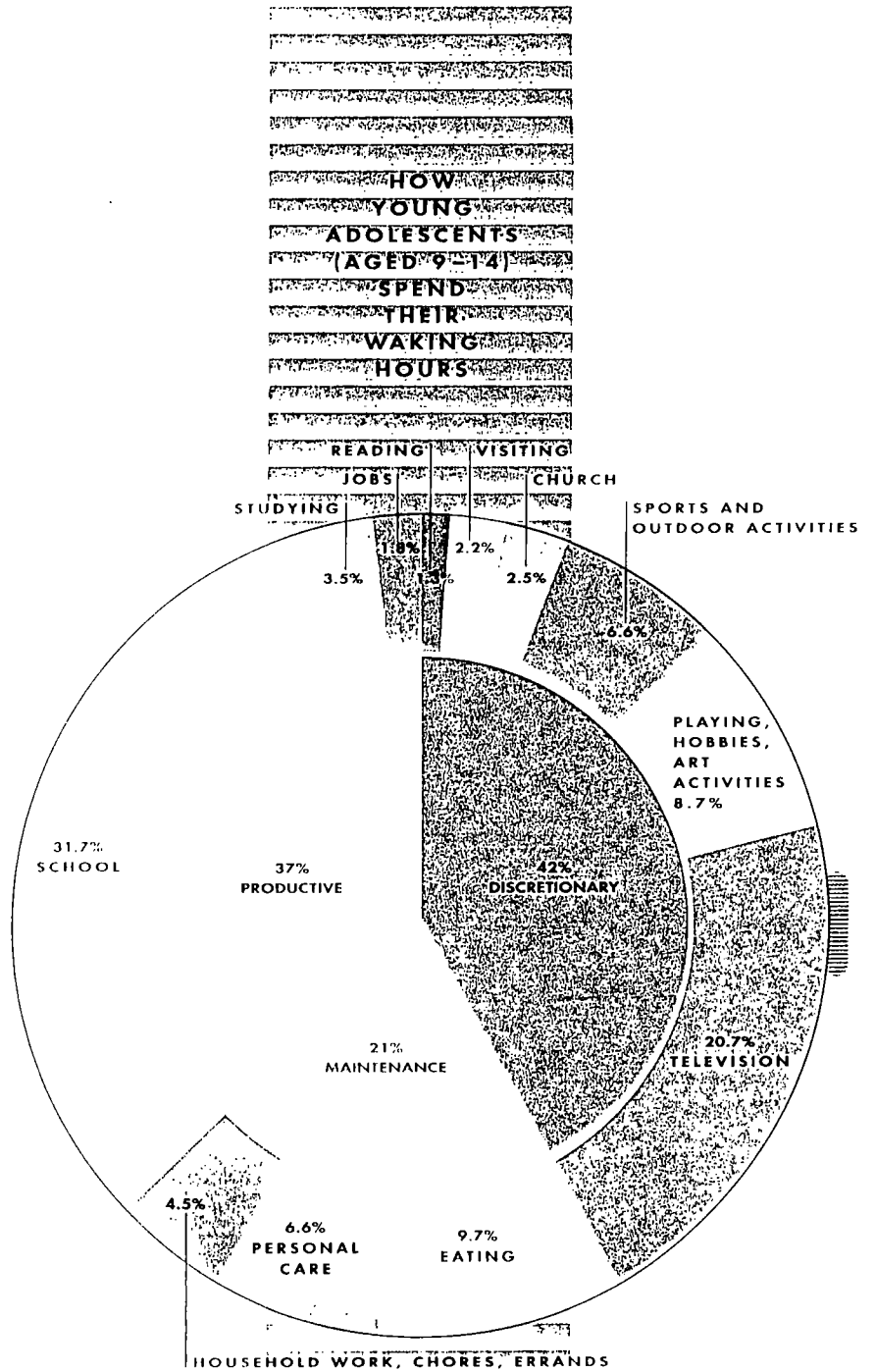
YOUNG ADOLESCENTS' EXPERIENCES OF GROWING UP HAVE CHANGED DRAMATICALLY IN THE PAST TWO DECADES. FAMILIES, SCHOOLS, AND COMMUNITY ORGANIZATIONS, THE THREE PIVOTAL INSTITUTIONS THAT ONCE MET THE CRUCIAL REQUIREMENTS OF ADOLESCENTS TO BECOME PRODUCTIVE ADULTS, HAVE BEEN SLOW TO ADAPT TO NEW SOCIAL REALITIES.

Fundamental changes in American families have strained the capacity of parents and kin to provide the care and guidance young adolescents need to tackle everyday challenges. Schools are overwhelmed by the societal demand to prepare students for a highly skilled and fiercely competitive global marketplace. Community organizations lack sufficient staff and financial resources to adapt their programs to the needs of today's youth. These challenges are most acute in our nation's neighborhoods of concentrated poverty.

The passage through early adolescence (ages 10 to 15) should result in positive outcomes. For increasing numbers of young adolescents, that is not their experience. Instead of safety in their neighborhoods, they face chronic physical danger; instead of economic security, they face uncertainty; instead of intellectual stimulation, they face boredom and stagnation; in place of respect, they are neglected; lacking clear and consistent adult expectations for them, many youth feel deeply alienated from mainstream American society.

The damage to individual young lives is staggering. American society pays heavily for such outcomes. We pay in the diminished economic productivity of future generations. We pay the increasing bills for crime, welfare, and health care. We pay the immense social cost of living with millions of alienated people. And we pay the moral cost of knowing that we are producing millions of young adolescents who face predictably bleak and unfulfilling lives.

Each day America's 20 million young adolescents decide how they will spend at least five (40 percent) of their waking hours when not in school. For many, these hours harbor both risk and opportunity. For some, particularly those supervised by adults, the out-of-school hours offer opportunities to be with friends, play sports, pursue interests, and engage in challenging activities. But for many home alone, the out-of-school hours present serious risks for substance abuse, crime, violence, and sexual activity leading to unwanted pregnancy and sexually transmitted diseases, including AIDS. Time spent alone is not the crucial contributor to high risk. Rather it is *what* young people do during that time, *where* they do it, and *with whom* that leads to positive or negative consequences.



Source: "How Children Use Time" by S. G. Timmer, J. Eccles, and L. O'Brien (1985). In F. T. Juster and F. B. Stafford (Eds.), *Time, Goods and Well-Being*. Ann Arbor: University of Michigan, Institute for Social Research. Adapted by permission of the Institute for Social Research.

Note: This chart represents 52 percent of hours during a week. Young adolescents spend 37 percent sleeping and 11 percent in miscellaneous activities.

FAMILY LIFE FOR ADOLESCENTS HAS CHANGED

- ▶ Adolescents are more likely to live in diverse family structures than in the past. One in five white adolescents (ages 10-17) grows up in a one-parent family. Fifty percent of African American and 30 percent of Latino adolescents live in one-parent families.
- ▶ In 1992, one in five (14.6 million) young people lived in poverty—5 million more than in 1973.²
- ▶ Certain racial and ethnic minority adolescents are far more likely than white adolescents to be living in poverty. Half of African American, Latino, and one-third of Asian American adolescents lived in poor or near-poor families in 1988.³

ADOLESCENTS FACE GREATER RISKS TO THEIR HEALTH

- ▶ Fifteen percent of adolescents ages 10-18 have no health insurance coverage. One out of three poor adolescents is not covered by Medicaid.⁴
- ▶ More adolescents are experimenting with drugs at younger ages, especially before age 15. Seventy-seven percent of eighth graders (most of them fourteen and fifteen) report having used alcohol, and 27 percent report that they have had five or more drinks on at least one occasion within the previous two weeks. Estimates indicate that in the 1950s, less than half of all adolescents used alcohol before entering high school.⁵
- ▶ Adolescents are sexually active at younger ages. About 30 percent of young adolescents (27 percent of girls and 33 percent of boys) report having had sexual intercourse by age fifteen. Sixty percent reported that they did not use any contraception at first intercourse.⁶
- ▶ Between 1940 and 1991, the percentage of births to unmarried adolescent girls rose from 14 percent to 69 percent.⁷
- ▶ Between 1979 and 1988, suicide rates increased 75 percent among 10-14-year-olds and 34.5 percent among 15-19-year-olds.⁸

U.S. students are not being prepared with the knowledge, skills, and motivation to compete for high wages in a global economy. In comparison with students in other industrialized nations, U.S. students rank at or near the bottom on science and mathematics achievement.⁹

While high school completion rates are rising for all American adolescents, the school dropout rate is among the highest of all industrialized nations. It is especially acute among African American, American Indian, and Latino adolescents living in poverty.¹⁰

⁹ U.S. Bureau of the Census. (1991). *Current population reports series P-20, no. 450: Marital status and living arrangements*. March 1990. Washington, DC: U.S. Government Printing Office.

¹⁰ Children's Defense Fund. (1994). *The state of America's children 1994*. Washington, DC: Author.

¹¹ U.S. Congress, Office of Technology Assessment. (1991). *Adolescent health, volume III: Crosscutting issues in the delivery of health and related services*. OTA-H-467. Washington, DC: U.S. Government Printing Office.

¹² See note 3.

¹³ Gans, J. E. (1990). *America's adolescents: How healthy are they?* Volume I. AMA Profiles of Adolescent Health Series. Chicago: American Medical Association.

¹⁴ American Medical Association. (1990). *Healthy youth 2000: National health promotion and disease prevention objectives for adolescents*. Chicago: Author.

¹⁵ See note 2.

¹⁶ Centers for Disease Control and Prevention. (1993). *Mortality trends, causes of death, and related risk behaviors among U.S. adolescents*. Atlanta: Author.

¹⁷ The Center for Strategic and International Studies. (1992). *The CSIS strengthening of America commission: First report*. Washington, DC: Author.

¹⁸ See note 9.

THE POTENTIAL OF COMMUNITY ORGANIZATIONS TO SUPPORT YOUTH DEVELOPMENT

COMMUNITY PROGRAMS ARE A VASTLY UNTAPPED RESOURCE FOR MEETING NEEDS ARTICULATED BY YOUNG ADOLESCENTS. TEENAGERS KNOW WHAT THEY LIKE AND WHAT THEY WANT. THEY VOICE A DESIRE FOR REGULAR CONTACT WITH TRUSTED ADULTS WHO LISTEN TO AND RESPECT THEM. MORE OPPORTUNITIES TO SERVE THEIR COMMUNITIES. SAFE PLACES THAT PROTECT THEM FROM THE SCOURGE OF DRUGS AND VIOLENCE. AND ATTRACTIVE ALTERNATIVES TO GANGS AND THE LONELINESS MANY NOW EXPERIENCE.

Through community-based youth programs, adolescents learn to set and achieve goals, compete fairly, cope with victory and defeat, and resolve disputes peaceably. They acquire life skills: the ability to communicate, make decisions, and solve problems. They can put school-learned knowledge to use, for example, by working as interns in museums, aiding the elderly, or tutoring young children. Their visible contributions provide them with a powerful sense of identity, respected accomplishment, and belonging to a valued group.

Community organizations play a vital role in fostering healthy youth development. Despite evidence that youth programs can promote constructive behavior and reduce high-risk behavior, few American communities now seize the opportunity to create or strengthen these programs. More than 17,000 national and local youth organizations operate in the United States. Religious youth groups, sports organizations, adult service organizations, museums, public libraries, and recreation departments also offer community-based youth programs. All these organizations can do much more to meet the needs of young adolescents than they now do.

Community-based youth programs possess many assets, including tradition, commitment, diversity, widespread support, and facilities. Many programs, however, are not responding to the interests of young adolescents, and thus fail to attract them after the age of eleven or twelve. These programs tend to serve young people from economically advantaged families and do not reach millions of young adolescents who live in low-income urban and rural communities. Almost thirty percent of young adolescents are not reached by these programs at all.

Many community programs are chronically underfinanced and suffer from the low morale of dedicated staff forced to limit vital services. Recruiting and preparing committed adult leaders—both paid and pro bono—is a constant challenge for these organizations.

The time has come to change these conditions dramatically. Youth-serving agencies, government, and all sec-

tors concerned about youth must join in an effort to expand opportunities for young adolescents when they are out of school and to improve the quality and relevance of out of school activities.

The time has come to recognize community organizations committed to youth. While the potential of community organizations to promote youth development is enormous, they have been largely neglected in public debate and policy formation. Community organizations and their programs constitute invaluable resources that can revitalize neighborhoods through partnerships with schools and families to support the education and healthy development of young adolescents.

HOW COMMUNITY ORGANIZATIONS CONTRIBUTE TO YOUTH DEVELOPMENT

YOUNG ADOLESCENTS SEEK

- ▶ Opportunities to form secure and stable relationships with caring peers and adults.
- ▶ Safe and attractive places to relax and be with their friends.
- ▶ Opportunities to develop relevant life skills.
- ▶ Opportunities to contribute to their communities.
- ▶ Opportunities to feel competent.

COMMUNITY ORGANIZATIONS OFFER

- ▶ Group programs, reliable mentoring and coaching relationships, drop-in activities, structured programs that focus on the development of social skills, constructive alternatives to gang involvement.
- ▶ Places that provide safe havens for youth.
- ▶ Programs that teach such skills as goal setting, decision making, communicating, problem solving and negotiating conflicts.
- ▶ Community service programs, design and implementation of solutions to community problems, participation in decisions of the organization.
- ▶ Programs that nurture interests and talents, practice of new skills, public performance, and recognition and reflection on personal and group accomplishments.

Many young adolescents are now growing up lacking some essential ingredients of healthy emotional and physical development. Youth organizations and community-based youth development programs can provide young adolescents with social support and guidance, life-skills training, positive and constructive alternatives to hazards, and opportunities for meaningful contributions to the community.

David A. Hamburg
President, Carnegie Corporation of New York
Chair, Carnegie Council
on Adolescent Development

^ ^ ^

I am more convinced than ever of the importance of reinventing community, both within our schools and within our neighborhoods. This sense of place, of belonging, is a crucial building block for the healthy development of children and adolescents. And it is especially crucial for young people who are growing up in disadvantaged circumstances—the young people who face the most serious obstacles on the pathway to adulthood.

James P. Comer
Co-Chair, Task Force on Youth Development
and Community Programs

^ ^ ^

We can, and must, build on the extraordinary resources already in place: resources that are flourishing in some few instances, but that are usually underfunded, undervalued, and largely unknown; resources that are almost always run by underpaid staff and dedicated individuals and groups of volunteers. We must do everything that is within our power to do, so that all of today's adolescents enjoy equal opportunity to become the workers, parents, and leaders of tomorrow.

Wilma S. Tisch
Co-Chair, Task Force on Youth Development
and Community Programs

^ ^ ^

The following six programs attest to the variety of programs supporting the healthy development of young adolescents.



"The main ingredient of our success is that we've stayed close to the community, even as we've grown older and larger," notes Chris Baca, executive director of Albuquerque's Youth Development, Inc. (YDI). Founded in 1968 and incorporated in 1971, YDI has evolved from a single program site to thirteen neighborhood locations and from an initial annual budget of \$150,000 to one of \$3.6 million in 1991. The organization's current services, which range from after-school recreation to residential treatment, can truly be described as comprehensive, reaching nearly 18,000 young people with some twenty programs last year.

According to Baca, the founders of YDI had a clear vision of "tapping the roots of family tradition" by supporting families and building on their strengths and by responding to the needs of local neighborhoods with caring and compassion.

Specific programs for adolescents include summer youth employment, substance abuse prevention and treatment, AIDS education, sports, and recreation, drop-out prevention, a youth theater troupe, other arts programs (including music, dance, and rap), outreach counseling, GED prepa-

ration, scholarship assistance, and several juvenile justice efforts.

Nontraditional staffing patterns contribute to the effectiveness and innovative quality of these programs. Ruben Chavez, director of the Gang Prevention and Intervention Program, now in his mid-thirties, was a gang member when growing up in Los Angeles. "The kids believe me and they trust me," says Chavez. "I can be a bridge between gang members and the community and between rival gangs, because I've been there." Chavez says his work is directed toward preventing initial gang involvement among younger teens and providing constructive, nonviolent activities for current gang members. In a structured, seven-week program, gang members become involved in community service, learn nonviolent conflict-resolution skills, visit adult corrections facilities, obtain employment and legal assistance, and receive counseling with family members.

Baca observes that "the constant struggle for funding, the grants that fall through, and the bureaucracies that fail to validate your efforts are all low points. If it weren't for the kids and the top-notch people who work here, I'd have given up long ago."

**BROOKLYN CHILDREN'S MUSEUM PROVIDES SAFE HARBOR
AND A CAREER LADDER FOR NEIGHBORHOOD YOUTH**

The Brooklyn Children's Museum, one of the first recipients of a Youth ALIVE! Leadership Grant, shows how a museum can successfully attract young adolescents from low-income neighborhoods and offer them useful experiences in healthy development. Founded in 1899, the Brooklyn Children's Museum is believed to be the first museum designed expressly for youth and was one of the first to admit unaccompanied children. It serves about 175,000 young people and their families annually in Crown Heights, New York City's largest minority community, whose 100,000 residents are primarily African American, West Indian, Hispanic, and Hasidim.

Based on ideas drawn from young people themselves, the Museum Team program gives them a chance to become mature and confident adults. Youths aged seven to fifteen who visit the museum on their own can enroll in Kids Crew, which operates afternoons, weekends, holidays and during school vacations. More than 1,500 young people are members, including about 100 who visit one to four times a week. The next step up is Junior Curators, for ages ten to seventeen, who are trained to assist staff in almost all areas of the museum; twenty Junior Curators at a time participate.

Teen Interns, for ages fourteen to eighteen, enter their first jobs that offer pay and meaningful employment, and carry a degree of genuine responsibility. They work part time in the exhibition, education, collection, or administration departments, where they can learn and apply basic and higher-order thinking and problem-solving skills. Fifteen Teen Interns work at the museum, and thirty have graduated from the program.

The museum invites families of youth involved in Museum Team to programs conducted during evenings, weekends, and holidays. Each year, the museum presents more than a hundred public performances, events, or workshops that encourage audience participation in music, dance, theater, puppetry, creative writing, and photography. For many adults and their children who attend, it is their first opportunity to participate in the performing arts.

"It's frustrating for staff to work in an underserved community," notes Director of Youth Programs Troy Browne. "The kids have pressing social and emotional needs that sometimes feel overwhelming. So we've concentrated a lot of energy on developing our staff — on enabling them to address kids' real concerns, to mentor them, to facilitate adult-youth partnerships."



TAKIN' IT TO THE STREETS: TEENS ARE FULL PARTNERS IN PHOENIX RECREATION PROGRAMS

What would it take to coax more than 200 teenagers to come to a meeting at 8:30 on a Saturday morning? City officials in Phoenix, Arizona, found out. They offered young people, aged thirteen to nineteen, an opportunity to advise the city's leaders, including its mayor, on youth issues as part of a day-long Teens in Living Color Conference sponsored by the Phoenix Parks, Recreation, and Library Department. They also offered food (lots of it—breakfast, lunch, and dinner), music, workshops, a fashion show, and several breaks to allow participants time to socialize with one another.

The conference was part of the City Streets Program that was initiated in 1985 by citizens of West and Southwest Phoenix who were concerned that "local teens had too much idle time and not enough constructive things to do," according to Raul Daniels, City Streets teen coordinator. The program's characteristics include:

- ✓ Active youth participation in planning and implementation;
 - ✓ Varied locations;
 - ✓ Interesting, challenging, fun activities;
 - ✓ Extended hours;
 - ✓ Ongoing assessment, including feedback from teens; and
 - ✓ Collaboration between the parks department and other community agencies.
- City Streets, now citywide, sponsors rap sessions on teen issues, teen councils, career fairs, health fairs, drug education, dance troupes, modeling, cooking, Nintendo tournaments, D.J. lessons, talent shows, fashion shows, teen festivals, and custom car and truck shows—in addition to ongoing sports and recreation programs. These events are held at parks and recreation centers, and at other popular teen hang-outs such as shopping malls, civic centers, and area high schools. Many of the recreation department's own centers are open seven days a week, often until 10:00 P.M., and special summer programs for older teens (aged fifteen and up)—called Midnight Madness—run from 10:00 P.M. until 1:00 A.M. at some locations.

A fifteen-member Teen Advisory Board participates in program planning and in facility reviews and advises the adult board and director of the Phoenix parks department. The chair of the Teen Advisory Board serves ex officio on the adult board.

A new experiment works in partnership with the Arizona Cactus Pine Girl Scout Council. A mobile teen center visits its ten Phoenix neighborhoods that have been identified as having high rates of gang violence, substance abuse and truancy. The mobile program currently offers recreation and limited computer skills programs and will eventually offer job training and assessment and bilingual health education.

According to Eddie Villa, City Streets coordinator, active teen involvement is the key to the success of City Streets. "We listen to kids and take their ideas seriously. Teens are full partners in everything we do."



BLACK CHURCHES SUPPORT YOUTH DEVELOPMENT THROUGH PROJECT SPIRIT

Since 1978 the Congress of National Black Churches (CNBC) has worked to build on and strengthen the Black church's ministry by serving as an organizational umbrella for the eight major Black American religious denominations. Headquartered in Washington, D.C., CNBC represents approximately 19 million African Americans in more than 65,000 local churches.

CNBC seeks to harness the historical willingness of Black churches to respond to not only the spiritual, but also the economic and social, needs of the Black community. The organization launched its first major national demonstration effort — Project SPIRIT — in 1986, with funding from Carnegie Corporation of New York and the Lilly Endowment. Project SPIRIT, which stands for Strength, Perseverance, Imagination, Responsibility, Integrity and Talent, aims to instill those very qualities in African American youth. The typical young person enrolled is an underachiever — bored with the traditional school setting, earning low grades, and already experiencing discipline problems. The project focuses on three target populations: young people, parents, and Black pastors.

The youth component revolves around daily after-school programs conducted in church facilities by elder volunteers. Program activities include:

- ▶ Snacks, prayer, and time for meditation;
- ▶ Tutoring in reading, writing, and mathematics;

- ▶ Activities that teach practical life skills through games, skits, songs, and role-playing;

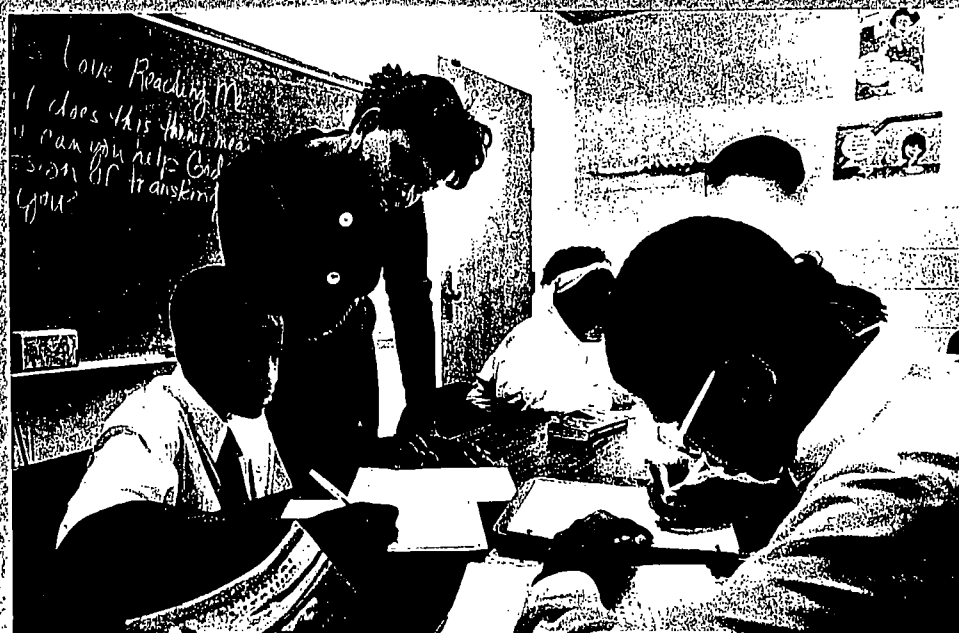
- ▶ Activities aimed at developing Black cultural and ethnic pride; and

- ▶ A weekly rites-of-passage curriculum that culminates in an end-of-the-year ceremony.

Parents participate in weekly education sessions based on *Systematic Training for Effective Parenting* but adapted to be more culturally relevant to Black parents. This Afro-centric approach to parent education aims not only to give information on child development and effective parenting techniques but also to help parents become strong advocates for their children both at school and in the community.

The Pastoral Counseling Training Component of Project SPIRIT provides pastors and clergy of participating churches with a fifteen-session workshop designed to help them become more effective in the care, education, and guidance of African American youth. Because this type of training is missing from most seminaries and in-service education programs for Black ministers, it is a critical component of Project SPIRIT.

Over the lifetime of the demonstration, Project SPIRIT has served more than 2,000 youth and their parents in Atlanta, Oakland, and Indianapolis. Since the demonstration, the project has been replicated in Kokomo, Savannah, Washington, D.C., and several communities in northern California.



PARENTS ARE KEY TO CHALLENGERS' SUCCESS

For twenty-four years parents of children in a low-income South-Central Los Angeles neighborhood have helped shape, staff, and finance a remarkably successful youth service organization — Challengers Boys and Girls Club.

The club serves more than 2,200 young people aged six to seventeen each year. The club operates from 7:00 A.M. to 7:00 P.M. seven days a week and has served more than 25,000 youths since it was founded in 1968 by current Executive Director Lou Dantzier. Alumni have entered Cornell, UCLA, and Yale and include Los Angeles Dodger Eric Davis and *Boyz n the Hood* producer John Singleton.

As one measure of its standing in the community, the large club building was untouched in the April 1992 riots in South-Central Los Angeles, even though facilities surrounding it were extensively damaged.

Dantzier notes that parents are the key to Challengers' success. Parents in the Creative Services Program, which focuses on gang prevention and recruits first-time juvenile offenders aged ten to seventeen, teach photography, arts and crafts, wood shop, sports, and computer literacy.

Programs have evolved over the years as a result of parental involve-

ment, according to Director of Community Programs John Kotick. "The program is all homegrown," he says, "the product of our existing relationship with the parents over twenty-four years. It worked out over a long period."

In Operation Safe Streets (OSS), parents provide after-school transportation and social support services for elementary school-age children. This team effort involves parents, the Los Angeles Police Department, eighteen elementary schools, and the club. OSS daily transports more than 1,600 youth to the club for supervised activities that include instruction in street safety, educational supports to deter dropping out, and health classes on basic physiology, sexually transmitted diseases, and drug and alcohol avoidance.

Parents help according to their talents and interests. They may assist in administration, staff the after-school snack bar, chaperone field trips, run fund-raising events, or help with homework. One knowledgeable parent teaches computer operation on IBM-donated equipment. Parents coach teams or travel to games, pass out refreshments, and wash uniforms.

More than 200 parents are involved in club activities every month, and from thirty-five to forty are at the club on any given day. They wear identification badges so young people know whom to seek out for help. Single parents, grandparents, foster parents, aunts and uncles, and other adult guardians are encouraged to participate.

Parents are required to volunteer for eight hours a month as long as they have a child enrolled in Challengers. When parents enroll their children, staff meets with the parents to explain rules, programs, and the importance of parental involvement. Parents pay an annual fee of \$20 per child and agree to donate time to the club on a regular basis. Parents and their children sign a contract that spells out mutual responsibilities and provides guidelines of dress and conduct. "Once we had to call parents to volunteer," says Club Office Manager Bridget Iserhelm. "Now, the parents call here and ask what they can do."



When the country's largest school system joined forces with one of the nation's oldest and largest human service agencies to launch three new community schools in the Washington Heights-Inwood section of New York City, that event was significant enough to make the front page of *The New York Times*. But the news coverage about the partnership between the New York City schools and the Children's Aid Society (CAS) failed to report the most radical element of its design: the fact that these two New York institutions worked in full partnership on all aspects of the initiative, including planning of the facilities and services, fund raising, public relations, and day-to-day operations. Unlike many school-community partnerships, which see agencies' programs brought into existing schools on a piecemeal basis, the Washington Heights-Inwood experiment offers a new model for both process and outcome. The process is a fully collaborative approach, and the outcome is an innovative, comprehensive youth and family development center.

These new community schools focus on excellence in mathematics, reading, social studies, and science. This content is reinforced through community experiences such as service projects and internships. The core curriculum is orga-

nized around three themes—community service, business/enterprise, and science/technology—and uses interdisciplinary teaching teams, peer tutoring, partnerships with older students and senior citizens, community residents as guest lecturers, parental involvement, and flexible grouping of students.

These community schools offer health services, preschool programs, day care, recreation, mental health counseling, food and nutrition programs, medical referrals, tutorial assistance, leadership development training, drug and teen pregnancy prevention counseling, sports and fitness programs, day camping programs, visual and performing arts, emergency assistance for homeless families, and adult education specifically tailored to residents' needs (English as a second language training, parent education, immigrant rights, and tenant rights). These services are offered twelve months a year, six days a week, from 7:00 A.M. until 9:00 P.M.

In the Washington Heights-Inwood initiative, the society has teamed up with local community groups, such as Alianza Dominicana, in sponsoring after-school programs for young adolescents. Such additional collaborations are critical in tailoring programs to the needs of area residents, most of whom are recent Dominican immigrants.



STRENGTHENING COMMUNITY PROGRAMS FOR YOUTH

C OMMUNITIES MUST BUILD OR RENEW THEIR NETWORKS OF AFFORDABLE, SAFE, AND CHALLENGING YOUTH DEVELOPMENT PROGRAMS. TEN PRINCIPLES ARE VITAL FOR SUCCESSFUL YOUTH PROGRAMS, WHETHER THEY BE NATIONAL ORGANIZATIONS OR GRASS-ROOTS COMMUNITY CENTERS, SPORTS CLUBS, RELIGIOUS YOUTH GROUPS OR PROGRAMS OPERATED BY MUSEUMS, ARTS AND CULTURAL ORGANIZATIONS, ADULT SERVICE CLUBS, LIBRARIES, AND PARKS AND RECREATION DEPARTMENTS.

**COMMUNITY
YOUTH
ORGANIZATIONS
SHOULD:**

TAILOR THEIR
ACTIVITIES TO
INTEGRATE THE
REQUIREMENTS OF
ADOLESCENT
DEVELOPMENT WITH
ADOLESCENTS'
INTERESTS.

Program developers must listen to the views of young adolescents and involve them actively in planning programs. Young people respond with enthusiasm to programs that reflect their input; they may shun programs that adults plan without them. In designing relevant activities, community youth programs should tackle controversial issues when young adolescents want help in dealing with these issues. Many adolescents are seeking accurate information on their sexuality, sexually transmitted diseases including AIDS, coping with racism and violence, and developing skills for the workplace.

Programs should address universal requirements of adolescents in their communities such as:

▶ **HEALTH AND PHYSICAL WELL-BEING:** health promotion, including substance abuse, sexuality and AIDS education; sports and physical fitness.

▶ **PERSONAL AND SOCIAL COMPETENCE:** life and relationship-skills training including conflict resolution, decision making, individual and group counseling, peer education, mentoring, preparation for parenthood, and sexual abuse prevention.

▶ **COGNITIVE AND EDUCATIONAL COMPETENCE:** tutoring, homework clinics, English as a second language, communication and computer skills.

▶ **PREPARATION FOR WORK:** career awareness, technical training, internships, summer job placements, and paid employment within youth organizations themselves.

▶ **LEADERSHIP AND CITIZENSHIP:** community service, leadership-skills development, youth advisory boards, and civics education.

RECOGNITION, VALUE,
AND RESPECT FOR
THE DIVERSE RACIAL,
ETHNIC,
AND EXPERTISE OF
YOUTH
ADOLESCENTS

Young adolescents are exploring and forming their identities. They seek acceptance and encouragement on the basis of who they are—their gender, ethnicity, and culture. For example, many girls frequently express a preference for some separate-gender programs, particularly in sports, sexuality education, and interpersonal relationships. Youth organizations can address gender stereotyping by encouraging the development of community service and arts for boys, and sports and science for girls.

Contemporary American young adolescents represent a rich array of racial and cultural backgrounds. Some youth organizations are experimenting with rites of passage for adolescents that build on values and ceremonies of particular ethnic groups. Community youth organizations should offer programs that respect diversity in culture and seek points of commonality and shared experience. They have a crucial role in helping young adolescents learn about, understand, and cope with the historical and contemporary tensions inherent in a pluralistic and democratic society.

ADDRESSING
UNDERSERVED
ADOLESCENTS,
ESPECIALLY THOSE
FROM LOW-INCOME
NEIGHBORHOODS

Many young adolescents who live in resource-poor neighborhoods are more likely to benefit from strong youth development programs. Yet they are the very youth who have least access to such programs. These adolescents face substantial risks associated with poverty or low-income status.

Program staff can develop effective strategies to assist young people from low-income families to gain access to programs. For example, community organizations can locate programs where youth live or congregate such as public housing, ensure safety to and in programs, provide responsible adult role models and transportation, implement job skills programs, and offer paid employment.

Young people often cite friends and fun as reasons why they are attracted to programs during out-of-school hours. Community youth programs can offer young adolescents ample opportunities to be with and make friends and enjoy themselves. They can provide appealing programs such as organized sports and visual and performing arts, as well as places for privacy and relaxation. They can convey information in ways that involve adolescents as active participants, such as hands-on education, cooperative learning, and peer tutoring. Programs should aim for greater consistency in youth participation, both within a year and across years.

Many programs do not adequately acknowledge the power of youth gangs in meeting adolescents' requirements for a sense of belonging to a valued group, security, and competence. Community youth programs can be real alternatives to gangs by communicating high expectations and clear rules for participants by providing symbols of belonging such as T-shirts or membership cards, and building strong group identity. The accomplishments of young people can be recognized regularly through ceremonies, public performances, and certificates of accomplishment.

Youth organizations report that young people's response to the adults who work with them is the single most critical factor in the success of any program. Yet many programs experience high staff turnover because of low salaries and lack of support for staff working in demanding and difficult situations. Teens consistently express the desire for stable, competent, and caring adults who listen to and respect them, and whom they can trust. Community youth organizations can recruit, supervise, and prepare dedicated high-quality adult leaders from diverse backgrounds—both as paid employees and volunteers—by reaching out to community organizations, businesses, colleges and universities, churches, and senior citizen groups.

COMPETE ACTIVELY
FOR YOUNG
ADOLESCENTS' TIME
AND COMMITMENT.

STRENGTHEN
THE DIVERSITY
OF THEIR ADULT
LEADERSHIP.

ENHANCE THE
ROLE OF YOUNG
PEOPLE AS VALUED
RESOURCES
IN COMMUNITY
PROGRAMS

Youth organizations can offer more young adolescents opportunities to feel valued and effective through community and youth service. Teens report that they feel pride and a sense of accomplishment when they help care for the elderly or disabled, feed the homeless, or improve neighborhood housing and streets. Youth programs can offer opportunities to develop leadership skills through youth advisory boards, involvement in local government, or operation of the organization itself. Through these activities, young adolescents learn that they can affect the course of their own lives and those in their communities.

SERVE AS VIGOROUS
ADVOCATES FOR ADJ
WITH YOUTH

Young adolescents do not vote, cannot be heard in political debate, and command no power that reflects their critical importance to the nation. The youth of a community need the strong commitment of advocates to shape and enact local and national educational and economic policies that foster healthy adolescent development. Every level of government should encourage, coordinate, and finance comprehensive and integrated youth programs.

SPECIFY AND
EVALUATE THEIR
INITIATIVES
ON ADOLESCENTS

Successful programs evolve through testing and changing their approaches to meet new and emerging needs. But good intentions are not enough. Programs that conduct well-designed and careful evaluations are more likely to achieve their goals. To that end, community programs should specify what outcomes to measure, such as changes in knowledge, attitudes, skills, and behaviors among the adults and adolescents involved.

Program developers should construct valid and reliable ways to determine whether activities or interventions produce desired goals. They may find it useful to work with evaluation specialists from other institutions, including universities and nonprofit technical assistance organizations. Every community youth program can incorporate an appropriate level of evaluation into its design and assess the effectiveness of its programs with young adolescents.

Effective programs are usually the product of stable, well-governed, and well-managed organizations. Successful youth organizations employ basic management techniques such as day-to-day and strategic planning, financial control, and staff development. Strong board leadership can generate policies designed to reach out to underserved adolescents and establish partnerships with staff to obtain diversified, flexible, and reliable funding.

ESTABLISH SOLID
ORGANIZATIONAL
STRUCTURES,
INCLUDING
ENERGETIC AND
COMMITTED
BOARD LEADERSHIP.

Americans have witnessed the widespread erosion of supportive communities for their young people. It is now time to rebuild. Many sectors of the society must be involved in a renewed national initiative to turn the out-of-school hours into rich resources for the full educational and healthy development of young adolescents. A broad-based network of partners will be essential to meet the enduring requirements of adolescent development in our transformed communities.

REACH OUT TO
A WIDE RANGE
OF KEY COMMUNITY
PARTNERS TO
FOSTER YOUTH
DEVELOPMENT.

RECOMMENDATIONS FOR KEY PARTNERS

In consultation with young adolescents, parents and families can be constructive influences in helping them make wise choices about how they use their time. For their part, community youth organizations should institute outreach efforts, including appropriate incentives for parents' participation by providing opportunities for informal meals and social events, child care, parenting classes, and transportation.

FAMILIES

Parents can be vital partners with community youth organizations by:

- ▶ Volunteering as leaders, board members, or fund raisers
- ▶ Participating in family and parent programs offered by youth organizations such as workshops with or without adolescents, parent support groups, and fieldtrips
- ▶ Being advocates for their own and their community's youth in local, state, or national forums or organizations.

How young adolescents spend their out-of-school time affects their success in school and their future. Schools and community organizations are forging alliances in response to changed neighborhood and family conditions. Whether they are called community or full-service schools, the result is a strong supportive system for youth in school facilities from early morning into the evening hours.

Schools can be vital partners with youth organizations by:

Recognizing joint opportunities to apply and extend what is learned in schools

Expanding their operating hours and enabling community groups to use school facilities before, during, and after school hours, including weekends and summer

Communicating high expectations for students' use of out-of-school time and assisting them with their families in making constructive choices.

HEALTH SERVICES

Working with community-based organizations, health agencies can address the unmet health needs of many young adolescents. Health and mental health organizations can:

Assist youth organizations in developing or extending their health and fitness programs, including the promotion of health and prevention of diseases

Institute referral systems to increase adolescents' access to appropriate health and preventive mental health services

Provide community-based programs for youth, including peer health counselors, individual and group counseling, and parent education workshops.

Community colleges, four-year colleges, and universities have much to contribute and to gain from partnerships with community programs for youth. These institutions and research and evaluation organizations can improve the effectiveness of youth programs through joint program development and evaluation studies. In turn, youth programs can be valuable laboratories for testing research-based interventions and extending our knowledge about development during the adolescent years.

Higher education and research institutions can collaborate with community youth programs by:

- ▶ Identifying what works in programs through improved approaches to process and outcome evaluations
- ▶ Strengthening the preparation of youth professionals and volunteers
- ▶ Developing and implementing innovative programs responsive to the needs of youth.
- ▶ Conducting joint programs that involve college students in community service in youth organizations.

Business enterprises have a keen interest in their community's quality of life, including good schools, safe neighborhoods, and a skilled workforce. They can contribute to enhancing their communities by working with community youth organizations to:

- ▶ Provide internship and employment programs in areas near corporate plants and other facilities
- ▶ Enlist executives to assist youth organizations in strategic planning and management
- ▶ Encourage business employees to volunteer their time to youth organizations through release or flextime arrangements.

Funding priorities and mechanisms have a powerful influence on the capacities of community organizations to support youth development. Public and private funders, including local United Ways and other federated campaigns, community and national foundations, corporations, and government must continue to find ways to work together at the neighborhood level to:

- Strengthen and stabilize the funding base for youth programs
- Shift from problem-specific funding to support for comprehensive youth development programs that meet the requirements of healthy adolescent development
- Target resources to underserved low-income areas
- Fund professional development of youth workers and program evaluations.

GOVERNMENT

Local, state, and federal policies play a critical role in supporting or failing to support youth development. These governments should:

- Coordinate policies for young adolescents by enabling communities to take comprehensive youth development versus problem-specific approaches to education, health, and human services
- Give priority to locally generated solutions that address community needs
- Target programs to youth in low-income urban and rural areas who will benefit greatly from these programs.

MEDIA

The media—television, radio, magazines, newspapers, and film—can be one of this nation's most potent forces in improving public understanding about the requirements of healthy youth development. Public opinion is often shaped by what Americans see, read or hear through the media. These opinions, in turn, influence policy debates and legislation.

The media can contribute to youth development by:

- Expanding coverage of constructive youth activities, including program and legislative initiatives
- Increasing the publication or broadcasts of editorial opinions, news stories, and videos written or produced by young people themselves
- Publicizing available activities to young adolescents and their families.

A TIME FOR ACTION

ALL AMERICANS HAVE A VITAL STAKE IN THE HEALTHY DEVELOPMENT OF TODAY'S YOUNG ADOLESCENTS WHO WILL BECOME TOMORROW'S PARENTS, WORKERS, AND CITIZENS. THE NATION CANNOT AFFORD TO RAISE ANOTHER GENERATION OF YOUNG ADOLESCENTS WITHOUT THE SUPERVISION, GUIDANCE, AND PREPARATION FOR LIFE THAT CARING ADULTS AND STRONG COMMUNITY ORGANIZATIONS ONCE PROVIDED AND AGAIN CAN PROVIDE.

BUT COMMUNITY ORGANIZATIONS CANNOT DO THE JOB ALONE. THE TASK FORCE ON YOUTH DEVELOPMENT AND COMMUNITY PROGRAMS URGES KEY PARTNERS TO JOIN FORCES TO RELEASE THEIR COMBINED POTENTIAL FOR REVIVING THE EXPERIENCE OF BELONGING TO COMMUNITIES WHERE ALL CAN THRIVE. YOUNG ADOLESCENTS WORKING WITH THESE PARTNERS COMMITTED TO THEIR DEVELOPMENT CAN TURN OUT-OF-SCHOOL HOURS INTO THE TIME OF THEIR LIVES.

APPENDIX A

METHODS
OF THE STUDY

The healthy development of young adolescents (ages 10-15 years) represents a longstanding concern of the Carnegie Council on Adolescent Development, an operating program of Carnegie Corporation of New York. In 1990, the Council established a Task Force on Youth Development and Community Programs to assess the potential of national and local youth organizations and their key partners to contribute to youth development.

The task force faced considerable challenges in determining ways to approach its data gathering activities. Youth development organizations have been understudied and their current and longterm effects on adolescents are not well known. The co-chairs, Dr. James Comer and Wilma (Billie) Tisch, the twenty-six task force members, and Carnegie staff employed a variety of methods to acquire information about the subject: focus groups with young adolescents; interviews with experts, including the board and staff directors of national youth organizations and researchers and local program operators; twelve commissioned papers on topics ranging from cross-national perspectives on youth development to funding of youth work in this country; and an extensive literature review that included both published and unpublished materials from a wide variety of social science fields.

Over the two-year period, the task force met six times, and individual members volunteered to conduct organizational interviews and participate in various subcommittees. All members of the task force reviewed drafts of the final report that synthesized their findings and made recommendations.

The aim of *A Matter of Time* and this abridged version is to contribute to greater understanding of the current and potential roles of youth organizations to create strong and effective approaches that facilitate the healthy development of American youth. Toward that aim, this abridged version was prepared to aid staff and board members in youth organizations who are working in communities across the nation.



FACT SHEET ON SCHOOL-AGE CHILDREN

Revised September 1996

CHILDREN'S OUT OF SCHOOL TIME

- ***Children spend less than 20 percent of their waking hours in school.*** Schools typically are open for less than half the days of the year, and when open provide care only until mid-afternoon. What happens in the other 80 percent is critical to children's development.
- ***Whether or not their mother is employed, research indicates that what children do during non-school hours has a critical impact on school achievement and long-term success.*** Research indicates that the activities in which children are engaged, 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 afterschool program or day care center (14%), family day care home (7%), self-care (4%), and in-home provider (3%), according to the NCCS.*** These percentages reflect the primary care arrangement, or 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 arrangement (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 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.

THE EFFECTS OF OUT-OF-SCHOOL TIME ON FAMILIES AND THE COMMUNITY

- ***Studies have found that latchkey children are more likely to engage in risky behaviors, especially urban children and those who have little access to adult supervision.*** According to one recent large-scale study, latchkey children are at significantly greater risk of truancy from school, stress, receiving poor grades, risk-taking behavior, and substance use (Dwyer et. al, 1990). These researchers also found that children who spend more hours on their own and those who began self-care at younger ages are at increased risk.
- ***A number of studies have found that children who attend good school-age child care programs during the hours when their parents are working may experience positive effects on their development.*** Most recently, Posner and Vandell (1994) found that children attending afterschool programs had better peer relations, emotional adjustment, and better grades and conduct in school than their peers in other care arrangements. These children were exposed to more learning opportunities, spent more time in academic activities and enrichment, and spent less time watching television.
- ***Teachers and principals are recognizing the positive effects of good quality programs on their students.*** The Cooperative Extension Service (Riley et. al., 1994) studied the effects of 64 programs that had received Extension assistance in 15 states. Teachers said that the programs had caused the children to become more cooperative (34%), learned to handle conflicts better (37%), developed an interest in recreational reading (33%), and were getting better grades (33%). Over one-third (35%) of the school principals stated that vandalism in the school had decreased as a result of the programs. In addition, 16 percent of the program children had avoided being retained in grade due to program participation, resulting in a savings of over \$1,000,000.
- ***Public officials are recognizing the importance of school-age care.*** In a 1995 survey conducted by the National League of Cities (Meyers and Kyle, 1996), child care and before- and after-school care together were seen as one of the most pressing needs for children and families by 92 percent of all respondents. No other need received this rating from such a high percentage of respondents, such needs included: housing, family stability, drug and alcohol abuse, education, crime, welfare reform, and a host of other issues.

RELATED MATERIALS

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Miller, B.M. (1995). *Out-of-school time: Effects on learning in the primary grades* (Action Research Paper No. 4). Wellesley, MA: SACCPProject, Wellesley College Center for Research on Women.

Myers, J. and Kyle, J.E. (1996). *Critical needs, critical choices: A survey on children and families in America's cities*. Washington, D.C.: National League of Cities.

Posner, J.K. & Vandell, D.L. (1994). Low-income children's after-school care: Are there beneficial effects of after-school programs? *Child Development*, 65, 440-456.

Riley, D., Steinberg, J., Todd, C., Junge, S., McClain, I. (1994). *Preventing problem behaviors and raising academic performance in the nation's youth: The impacts of 64 school age child care programs in 15 states supported by the Cooperative Extension Service Youth-at-Risk Initiative*. Madison, WI: University of Wisconsin.

Seppanen, P.S., Love, J.M., deVries, D.K., Bernstein, L., Seligson, M., Marx, F., & Kisker, E.E., (1993). *National study of before & after school programs* (Final report to the Office of Policy and Planning, U.S. Department of Education). Portsmouth, NH: RMC Research Corporation.

U.S. Bureau of the Census. (1994b). *Current Population Reports: P70-36. Who's minding the kids? Child care arrangements: Fall 1991*. Washington, DC: U.S. Department of Commerce.

Resources:

School-Age Child Care Project (SACCPProject)

Center for Research on Women

Wellesley College

Wellesley, MA 02181.

Tel.(617)283-2547

Fax.(617)283-3657

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

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

National School-Age Care Alliance (NSACA)

c/o AYS Services

4720 North Park Ave.

Indianapolis, IN 46205

(317)283-3817

NSACA is the national organization for school-age care professionals, with state affiliates in 35 states.

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 St., Suite 210

Minneapolis, MN 55415

Tel.(612)376-8955

Fax.(612)376-8956

Resources on developing programs for youth based on developmental assets.



SCHOOL'S OUT Consortium

Dedicated to improving quality and promoting professionalism in out-of-school time care throughout Washington

Date: 4 Aug 97

To: Julie Makuta

From: ej George, Project Assistant *ej*

RE: Resource Materials

Enclosed are the Resource materials that you requested. We hope that you find them useful. School's Out Consortium provides a variety of services to create a comprehensive, high-quality system of out-of-school time activities for children and youth in Washington state: on-site training for after-school programs; professional development for care providers; community education; program enhancement; networking and support; advocacy; and information resources.

Our resource library, available to parents and providers, includes a wide variety of books, magazines, and videos for check-out; various reports and articles for research; and a multitude of informational brochures which may be picked up for free.

If you would like to learn more about the services we provide, please contact our office staff at 461-3602..

Enclosures

*Growing Up at Somewhere to go
who benefits from SAC?
SAC & Youth Programs Position Paper
Fact Sheet on School-Age Children
A Matter of Time - abridged*

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*If you need any more additional
or specific information on any of
these topics, please call.*

ej



School-Age Care and Youth Programs

What is School-age care and Youth Programs?

School-age care and youth programs provide positive experiences for children and youth during their out-of-school hours. These programs can be before the school day starts, after the school day ends but before parents are home from work, or during teacher planning days and school holidays and summer vacations.

School-age care and youth programs provide enrichment activities, homework assistance, positive social activities, community service opportunities, life skills training, and most importantly, an adult that is available to them during hours when their parents are at work. These programs can be found in a school, a home, a church, a community center, or at a library. Programs can have many different philosophies and goals, but all have the common theme of providing safe and nurturing experiences for children and youth during out-of-school time.

What assets do School-age Care and Youth Programs provide and promote?

Research shows that children and youth who are involved in positive out-of-school time programs are less likely to experiment with drugs, alcohol, cigarettes, and early sexual experimentations. These children typically do better in school and have better conflict resolution skills. Children and youth in quality programs are more likely to have opportunities to participate in community service activities and have nurturing relationships with adult role models. In addition, these children and youth are less likely to become involved in violent activities or become gang members if they participate in safe and constructive activities.

These programs serve a vital role in any community. They are small businesses and employers of child care professionals. School-age care programs act as a positive prevention mechanism for youth violence. School-age care and youth programs serve an important service for parents who are in the workforce or otherwise unable to be at home when school is not in session.

How are School-age Care Programs currently funded?

Currently, the only source of funding available for school-age care programs to enhance or enrich their programs has been the Federal Dependent Care Block Grant. Since 1992, these federal dollars have enabled over 1000 school-age care givers to attend trainings, 32 programs to purchase enrichment supplies for their programs, has made possible an annual state conference and the establishment of six regional groups where providers can network and share resources with others in their profession, and has established a system that offers support and technical assistance through the phone, a resource lending library and a newsletter. All of these have been accomplished with only \$137,000.00 per year. This is the only money that is designated to enhance school-age care programs and this funding has been zeroed out of the federal budget.

FY 1997 Supplemental Budget Request General Fund	\$ 137,000.00
FY 1997-1999 Bi-annual Budget Request General Fund	\$ 274,000.00

Outcomes

A commitment of state resources from the **General Fund** in the 1997 supplemental budget year will support the current school-age care and youth system. The infrastructure that has been established will continue to support programs and providers in the state. Providing technical assistance, resources, and quality training for staff in these programs will ensure that children and youth have positive experiences during out-of-school time. Contact Janet Frieling for more information at 206-461-3602

Growing Up with Someplace to Go: The Need for Quality Care for School-Age Children

As working parents can attest, their concern for their children does not stop once the children are old enough to go to school. Studies report many working parents suffer from the "3 o'clock syndrome" — at this time, their productivity decreases because they are worried about their children who are no longer at school.¹ If their children participate in a quality school-age care program or another organized out-of-school time activity, they can rest easy because they know that their children are safe and supervised.

But not all parents enroll their school-age children in quality care. In 1990, an estimated 3.4 million or 12% of all children ages 5 to 12 regularly cared for themselves at least some time during a typical week. However, the true number of children left unsupervised could be significantly higher since many parents do not readily admit to an interviewer that they leave their children home alone. Some estimates of "latchkey kids" are as high as 15 million.²

Dangers of being home alone

The problems and temptations children face when they are left unsupervised are alarming. Studies indicate that these children:

- have higher absentee rates at school;
- have lower academic test scores;
- exhibit higher levels of fear, stress, nightmares, loneliness and boredom;
- are 1.7 times more likely to use alcohol;
- are 1.6 times more likely to smoke cigarettes.³

Another study indicates that after-school hours — between 3 and 6 p.m. — are the most common time for sexual intercourse among children and youth.⁴ Those hours are also when the greatest percentage of property crimes are committed by children.⁵

Advantages of being in a school-age care program

School-age programs are an ideal prevention/intervention tool because they provide children and youth with a place where they can "hang out" in a safe environment, as well as develop skills. According to the 1994 study "Preventing Problem Behaviors and Raising Academic Performance in the Nation's Youth," children who participate in school-age care programs:

- are more cooperative with adults;
- are more likely to resolve conflicts by talking instead of hitting or fighting;
- improve their academic performance.

¹ *Work and Family Newsbrief*, July 1993.

² Cheryl D. Hayes, et al., *Who Cares for America's Children*, National Research Council, National Academy Press, 1990.

³ *Home Alone: What Are the Dangers?*, School's Out Consortium, 1995.

⁴ *ibid*.

⁵ *School-Aged Child Care: Links to Quality Education and Early Intervention for At-Risk Youth*, Campaign for Working Families.