

# Service as a Strategy in Out-of-School Time

## *A How-To Manual*

DRAFT

October 1, 1997

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Washington, DC

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# Service as a Strategy in Out-of-School Time:

## *A How-To Manual*

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## Preface

On December 4-6, 1996, *Expanding Opportunities in Out-of-School Time: A National Forum on Service and School-Age Care* launched a new partnership to expand the resources available for children and youth in programs operating before school, after school, on weekends, and during school breaks (i.e. out-of-school time, OST). The Corporation for National Service (CNS), the Department of Education (DOE), the Child Care Bureau at the Department of Health and Human Services (HHS), the National Association of Child Care Resource and Referral Agencies (NACCRRA), and the National Institute on Out-of-School Time (NIOST)<sup>1</sup> joined together to begin planning for the development of new community-based collaborations that will expand and enhance out-of-school time programs for children and youth. Three pilot state teams – Massachusetts, Washington, Illinois – and a national partnership team met to discuss solutions for implementation of service integration with out-of-school time at the community, state, and national level.

The inspiration for this how-to-manual originated from discussions at the December 1996 forum focused around the integration of service as a strategy. The purpose of this how-to-manual is to provide program directors, child care providers, service members, school administrators, and leaders of community-based organizations with a guide for effectively integrating service as a strategy in the development and implementation of OST programs. The manual discusses quality OST, service as a strategy in OST, examples of effective practices, service and service-learning activities for children and youth in OST, and an appendices of resources and contacts. The manual is designed as a work in progress that will be updated periodically as new lessons emerge from the field.

To help coordinate forum follow-up activities, the Corporation for National Service has organized the To Learn and Grow (TLG) public/private partnership initiative to expand, enrich and improve the quality of programs for children and youth in during out-of-school time. The TLG partnership brings together representatives from education, child care and service organizations, private corporations, and foundations, who are committed to providing quality OST opportunities for children and youth. A recent outgrowth of this initiative are funds available through the Corporation specific to training and technical assistance for service as a strategy in OST. For more information please contact the Corporation for National Service.

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<sup>1</sup> Formerly the School-Age Child Care Project

## Introduction

In the past few decades, dramatic changes in the social and economic fabric of our country have led to profound changes for the American family. Today, less than 15% of our nation's children live in a household with a working father and "stay-at-home" mother (U.S. Census Bureau, 1996). In fact according to the U.S. Bureau of Census (1991), two thirds or 24 million school-age children ages 5-14 are in need of care during their out-of-school time hours, a population which is expected to grow with recent changes in welfare laws. The Government Accounting Office estimates that in the year 2002, the current child care supply would meet as little as 13 percent of the demand in some urban areas (GAO/HEHS-97-95, May 1997).

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

[insert box: a couple specific examples of what can be accomplished in OST programs--  
*in Los Angeles, Calif., the Safe Haven... helped students... by providing tutoring help to increase their academic performance; in Boston, Mass., a middle school class... service project that created a community garden; etc.]*

Out-of-school time programs encompass a wide range of activities for young people that take place before school, after school, on weekends and during school breaks. Some OST programs run for short intervals during summer months only. Other OST programs, such as the school-age care facilities, operate year-round and provide services for whenever parents work and children are not in the classroom. Many schools are keeping their doors open in the afternoons and evenings to address the needs of students and families. Law enforcement officials have started volunteer programs, like midnight basketball leagues, to provide recreation and keep young people safe. When piecing together this myriad of resources, communities are beginning to build OST networks with some potential to meet the needs of parents, children and youth.

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

- Bringing national and community service resources into programs to increase organizational capacity and support the delivery of care. [*insert examples: college students as after-school tutors, Senior Corps volunteers as mentors, AmeriCorps\*VISTA members mobilizing community volunteers...* ]

- Engaging children and youth in community service and service-learning activities in the out-of-school time hours. [*insert examples: Learn and Serve America grants to fund the development of a s-l curriculum...* ]

In Chapter II-IV, these primary vehicles for service as a strategy will be explored through a variety of examples. The goal of this manual is to give program staff and school-age care providers practical information about how to integrate service as a component within *quality* out-of-school time. Discussions among both practitioners and researchers in the emerging fields of service and OST have developed a body of knowledge about what makes a high quality program. In an attempt to create a common language for OST programs, Chapter I, *What is Quality Out-of-School Time?*, presents a summary of some of these efforts to define quality standards.

In each chapter, there are practical suggestions about how to apply service as a strategy within a variety of OST program settings (see gray boxes??). For additional information on OST resources.

Contact To Learn and Grow for more information on...

# What is Quality Out-of-School Time?

## I. What is Quality Out-of-School Time?

### Definition

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

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

### What is Quality?

Extensive research in child care and early childhood education conducted over the past 20 years has demonstrated strong, positive relationships between a variety of quality measures and various dimensions of children's development and well-being. Although child care quality can be based on factors that are difficult to measure, the research on child care quality has consistently found the following dimensions to be most strongly associated with enhanced child well-being (Love, et al 1996): 1) structural features such as lower child-staff ratios and smaller group sizes; 2) classroom/caregiver dynamics including caregivers' sensitivity; and 3) staff characteristics such as education and experience.

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

Consistent with existing research, NIOST recommends the following three desired outcomes for children in out-of-school time:

- developing consistent and caring relationships with adults and other children,
- opportunities for constructive activities, and
- access to a safe place.

### Standards of School-Age Care

With the numbers of unsupervised children rising and the evidence for quality according to existing research, the National School-Age Care Alliance (NSACA) in collaboration with NIOST, developed national pilot standards and an accreditation system for school-age care programs. The purpose of the building a national system of program improvement and

accreditation for school-age care is to provide a strategic opportunity to impact the lives of millions of children and youth by improving the quality of school-age care programs available to them.

With the appropriate training, these standards of quality school-age care can be used as part of continuous program improvement which combines assessment and program improvement. Depending on the results of the assessment, program improvement can take the form of training in staff development in child and adolescent development, teamwork, director management, age-appropriate activities, utilizing volunteers etc. The Corporation is currently providing training and technical assistance funding to integrate the quality standards school-age care with national service in OST programs.

The pilot standards are currently under revision and will be available in January 1998.<sup>1</sup> Upon completion of the pilot phase in January 1988, the quality standard will provide the basis for a national accreditation process applicable to a wide variety of OST programs. The current pilot standards are divided into **The Six Elements of Quality** which are listed below and provide a guideline of what constitutes a quality school-age program.

### Human Relationships

*"The staff here are really cool. They do stuff with us and talk with us and we have a lot of fun. It makes me really want to come here."*

- Are the staff warm and compassionate? Are they actively involved with children? Do staff treat children with respect? Do staff help children without taking control? Do they work with the children every day to build positive relationships and model communication? Do they help children make informed and responsible decisions? Do staff have realistic expectations of children?
- Do staff-child ratios and group sizes allow staff to meet the children's needs? Are children given enough staff time so that they are not rushed? Are there enough staff to handle both an emergency and regular child care?
- Do the staff and families work together to make the transition between home and child care go smoothly? Are the diverse needs of families recognized and viewed as strengths rather than burdens? Are staff responsive to issues affecting the children's lives outside of the program? Are families welcome at the program and do they feel well informed?
- Do the staff and host work well with each other to meet the needs of the children they serve? Are they cooperative, communicative, and respectful of each other? Is there a generally pleasant tone when staff interact in front of kids?

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<sup>1</sup> Changes to the standards focus on sensitivity to cultural diversity, allowing more flexibility in activities, and including a section on community partners focusing on community service. For more information contact: NSACA, 1137 Washington St. Boston, MA 02124; 617-298-5017

## Indoor Environment

*"I like being able to move around to different places. Some days I like going to the gym and some days I like working with the computers. Sometimes I just like to go to the loft and read. The best part is that I can pick where I want to be."*

A good program has space that feels cozy and comfortable and has interest areas. Every space can be improved with imagination and enthusiasm. Those who run programs located in "dedicated" space are free to shape that space as they wish. Programs which share space can make the curriculum mobile. Stackable containers, large pillows, moveable storage cabinets, and furniture will help. Design the space around the needs of children and the goals of the program. Look for the following to see if your program has a quality indoor environment:

- Are the space, furniture, and equipment organized to support a wide range of program activities? Are there areas for active play, quiet work and play, messy activities, eating, and various social groupings? Can several activities go on at the same time without disrupting one another?
- Can children get materials out and put them away on their own with ease? Does the space reflect the interests of the children?
- Are there soft, comfortable spaces for relaxation and/or privacy for children who have been in large-group settings all day?
- Is it comfortable? How is the room temperature, ventilation, and lighting? Can people with disabilities get around the space? Can they use the equipment?

## Outdoor Environment

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

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

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

- Is the space clean and comfortable? Is it suitable for a wide variety of activities? Can various activities take place at the same time without crowding?

Does the equipment allow children to be independent and creative? Is it appropriate for the interests and abilities of all children? Does the space provide safe challenges for children of all ages including those with special needs?

### Activities

*"I like it best when my friends and I get to plan what we want to do. Last week we made a play and the staff helped us with costumes, and now we're going to perform it for our families at a potluck dinner!"*

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

Is the daily schedule flexible? Does it meet children's needs for security, independence, and stimulation? Does it give children the opportunity to relax and let off steam? Do children have time to socialize? Can they pursue hobbies and learn new skills? Can children move from one activity to another at their own pace?

Are there many different activities for children to choose from? Do the choices include active play, creative arts, quiet times, and enrichment activities? Do the activities give kids the opportunities to learn in different ways and test out new ideas?

Are the children involved in planning their own activities? Do activities develop in response to children's interests? (For example, drum playing leads to the formation of a band; a clay activity leads to a pottery class; an interest in baseball cards leads to learning about statistics.)

### Safety, Health, and Nutrition

*"They have the best food here. I especially like it when I can help with cooking projects. Also, if I've missed snack and I'm hungry at the end of the day, they always let me have an apple."*

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

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

Are the safety and security of the children protected? Do staff know the people the children are released to? Are entrances and exits supervised? Are there any observable safety hazards? Are all play equipment safe for active play? When

accidents do happen, are staff trained to handle emergencies and equipped with first-aid materials?

Do staff know how to spot signs of child abuse and know how to report it? Are they about to identify other issues with health and development?

- Are steps taken to protect and improve the health of children? Is the facility clean? Is food served under sanitary conditions? Are practices such as hand washing in place to help prevent the spread of germs?
- Does the program serve healthy foods? Is there enough food to meet the needs of children of all ages and sizes? Is the food available at times when children are hungry? Do the kids seem to like the food?

### Administration

You won't hear kids saying, "*I really like the budget this quarter; I really like your staff hiring decisions; I'm glad Mary has been here for three years...*" but you can be sure that the children will benefit if there are adequate resources, low staff turnover, and professional development for staff.

At the core of a quality program is an administration with both experiences in school-age child care and strong administrative skills. Good administrators struggle every day to build and maintain programs that are accessible and affordable. The director plays a key role in supporting staff, and developing relationships with families and the community. The director also manages program finances and maintains records. It is usually the director who supervises support services such as transportation. Sometimes, though, administrators can't meet their own high standards because of systemic problems. The administrative aspirations of a program might include the following:

- Are staff salaries adequate to reduce turnover? Are program fees affordable for families? The answers to these questions often reveal a delicate balancing of resources.
- Are the staff-child ratios low enough?
- Are staff given an orientation to the job before working with children? Are staff asked about their training needs? Do they receive at least ten hours of training per year provided to meet these needs? Do staff receive appropriate support (benefits, wages, discussion time, input into the program) to make their work experience positive?
- Does the financial management of the program support the program goals?

Consider This:

Staff turnover may seem like an administrative issue, but it impacts other areas of the program:

- the children's ability to feel secure and experience long lasting relationships with staff
- the staff's ability to work well as a team
- the director's ability to keep staff fully trained, even on basic procedures for safety and health
- staff knowledge about children's interests, so it becomes difficult to plan activities that will be exciting.

### Service and Quality Standards

The next three chapters will present several ideas about how service and service-learning activities can be important tools to help enrich out-of-school time programs. In much way, these ideas will also demonstrate how service can support the school-age standards for quality. For example, adult service members who serve as mentors can provide the caring and supportive relationships - a powerful predictor of resiliency in children. Some researchers believe that a caring and supportive relationship remains the most critical variable throughout childhood and adolescence (Bernard, 1991). In addition, service learning can be a vehicle for children and youth to participate and be meaningfully involved and have roles of responsibility within a community - again, another powerful predictor of resiliency in children.

It is also important to note that quality standards apply to all individuals who interact with children and youth. For example, volunteer tutors or mentors require appropriate screening and training to insure proper placement. Volunteers often have the best intentions, but may lack the skills necessary to relate well with children. Thus it is important to train volunteers, as well as service members and program staff on quality standards of OST programs.

There are several resource guides available to help providers and program staff understand more about including service members in OST programs. Some will be addressed in the following chapters. Please refer to Appendix G for a listing of additional resources.

## Bibliography

Bernard, B., 1991. Foster Resiliency in Kids: Protective Factors in Family, School, and Community. Northwest Regional Educational Laboratory.

Love, J., Schochet, P., and Mechstroth, A. Are they in Real Danger? What Research Does – and Doesn't Tell Us about Child Care Quality and Children's Well-Being. Mathematica Policy Research, Inc. Princeton, NJ. May, 1996.

Vandell, D. L., Shumow, L., and Posner, J.K., 1996. Children's After-School Programs: Promoting Resiliency or Vulnerability. Chapter in unpublished paper, University of Wisconsin, Northern Illinois University.

# Service as Part of Delivery in Out-of-School Time\*

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\* The information gathered in this section was done through telephone interviews. Effective practices were based on recommendations from the Corporation for National Service. Programs were not assessed using the NSACA pilot standards of quality school-age care.

## WHAT WORKS: Brown Elementary School's *Educational Outreach Program*

The Project: The *Educational Outreach Program (EOP)* at Brown Elementary School in Denver, Colorado is an after-school program which began in 1994, and first incorporated National Civilian Community Corps (NCCC) members in 1996-97. The *EOP* serves low-income youth in kindergarten-5<sup>th</sup> grades, most whom are homeless. The program's main purpose is to increase the academic achievement of homeless youth while providing a safe and stable after-school environment. The NCCC members also help the *EOP* students in their classrooms during the day, providing them with individualized attention and instruction.

### **Immediate Goals and Objectives:**

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

### **Long-Term Goals and Objectives:**

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

### **Results:**

- Sixty children attended *EOP* at Brown Elementary in 1996-97 with a waiting list for others who want to participate.
- The *EOP* was able to increase the number of children served by 100% in that year with NCCC members' assistance.
- NCCC members individually tutored Brown Elementary students 986 hours in 1996-97.
- The Program Director says that one of the best things about the *EOP* is that children not only enjoy the program, but have benefited immensely in terms of academic improvement and growth. Teachers at Brown Elementary say many youth would not be doing the homework if it were not for the encouragement and assistance from the after-school program staff. Students who consistently fail spelling tests are now receiving "A"s. Their reading abilities have improved entire grade levels, and weaker students have caught up to their classmates.
- Homework assistance is the primary focus at the *EOP*, but youth also play board games (which teach fair play, how to lose, and math and reading skills), participate in physical education class with Denver Parks and Recreation, work on art projects, and go on field trips.

### Why It Works:

- **Service Members/Volunteers:** NCCC members are 18-24 years old and work in groups of 12-13 for six-nine weeks from 10 am to 5:30 pm every day. The expansion of the *EOP* into the school day has had a significant effect on the children's academic performance. The members help with programming in the after-school program and assist with lesson-planning in the classrooms. They are trained in the psychology of homelessness, attention deficit hyperactivity disorder (ADHD), and other issues that affect the children in the program. In addition, the *EOP* has a grant to pay middle-school youth volunteers \$10 a week to help younger children with homework in Brown Elementary's after-school program. The *EOP* is also helping middle school youth set up bank accounts to learn how to save their money.
- **Evaluation:** *EOP* staff members are part of a Community Task Force concerned with meeting the needs of homeless youth. The after-school program at Brown Elementary uses formal assessments on a regular basis to evaluate the progress of the students and Denver public schools.
- **Partnership:** The *EOP*'s most important partners are Brown Elementary and the Denver public schools. The school district provides the project director (a full-time teacher at Brown Elementary) and a paraprofessional. Brown Elementary provides the site for the after-school program. Businesses in the community support the *EOP* through in-kind donations. The Denver Parks and Recreation Department provides a certified physical education instructor to play sports with the youth twice a week.
- **Funding:** The *EOP* does not have a budget or receive regular funding, but Brown Elementary provides many in-kind resources, and the remaining funds come from donations and grants. Local restaurants and food banks donate snacks for the after-school program. Currently a grant allows children who move out of the area receive free bus tokens so they can continue to attend Brown Elementary and maintain stability in their lives. This helps immensely with academic achievement as well as social and emotional development.

### Advice from Brown Elementary *EOP*'s Program Leader:

- Creating a program that children want to attend makes all the difference.
- Parent, teacher, and community support helps to make a program successful.
- It is important to establish and maintain community contacts.
- Training volunteers is a big task, but a necessity.
- Organization is very important.

#### *For more information, contact:*

Kim Miceli, Project Director  
*EOP*, Brown Elementary School  
2550 Lowell Blvd.  
Denver, CO 80211  
(303) 477-1611

## WHAT WORKS: West Philadelphia Improvement Corps - Turner Middle School

**The Project:** Since 1990, the West Philadelphia Improvement Corps (WEPIC) has sponsored a summer program at Turner Middle School in Philadelphia for 6<sup>th</sup>-8<sup>th</sup> grade youth. As part of a 12-week summer service-learning course at the University of Pennsylvania, college students spend five weeks interning at the program. Turner Middle School's program is a cross-stream model, i.e., it receives funding from Learn and Serve Higher Ed and the college student interns are partially funded through AmeriCorps State. The program engages middle school students in hands-on learning through curriculums in environmental studies, health, journalism, conflict resolution and technological competence. Most of the participants in the program come from urban African American families whose incomes are at or below poverty.

### **Goals and Objectives:**

- Engage students in real-world problem solving.
- Make education part of community improvement.
- Improve nutrition and health education within the community.
- Increase middle school students' literacy skills.
- Revitalize the schools and communities based on their own efforts.
- Change the learning patterns by using hands-on experience of both the children served and the University of Pennsylvania students.

### **Results:**

- Approximately 100 students are enrolled in Turner's summer program each year.
- Turner Middle School began as the pilot site for WEPIC programming in Philadelphia. There are now 13 WEPIC schools.
- Youth who come to the summer program before entering sixth grade are more prepared to handle the transition to middle school and are more comfortable at school during the year.
- General school attendance is higher at Turner Middle School than any other in the city for both students and teachers.
- The level of violence and the number of serious incidents, including suspensions, in schools with WEPIC programs has decreased significantly.
- Students in the summer program are more likely to become leaders in service-learning activities.

### **Why It Works:**

- **Service Members/Volunteers:** The college students interning at Turner Middle School are extremely diverse and come from many racial and economic backgrounds. Some students are part-time AmeriCorps members as Pennsylvania Service Scholars. Public school teachers are an integral part of the Turner Middle School summer program, where they are able to develop and test service-learning curriculums. The college students help develop the curriculum and serve as

teachers and mentors. They are dedicated to the program and often return during the school year to work in the school's before- and after-school programs.

- **Evaluation:** Evaluation occurs throughout the program. Service members keep journals and the program gets feedback from teachers.
- **Partnership:** The partnership between the Philadelphia school district, the University of Pennsylvania and WEPIC is key to the successful program at Turner Middle School. In order to reach the program goals, WEPIC, Turner Middle School and the University of Pennsylvania have remained committed to the neighborhood for the past 11 years and understand that longevity and partnership-building are crucial to their success. Turner Middle School is kept open for the summer program and public school staff are supported through the school district. University of Pennsylvania provides housing for summer interns/AmeriCorps members, stipends, salary for coordinators, and course credit for interns.
- **Funding:** A Learn and Serve Higher Ed grant provides fund for Turner Middle School and other Philadelphia public schools for resources and materials on service-learning. Some of the college students are part-time AmeriCorps members, while other receive funding from the Scott Paper Company Foundation and other endowments. The WEPIC summer internship program began with a grant from the UPS Foundation. Other supporters include the Pennsylvania Department of Labor and Industry and the Pennsylvania Department of Education, the Corporation for National Service, Ford Foundation, Kellogg Foundation, DeWitt Wallace-Reader's Digest Fund, and the U.S. Departments of Labor and Education. The University of Pennsylvania has provided extensive in-kind support to the program.

#### **Advice from Turner Middle School's Program Liaison:**

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

*For more information, contact:*

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

## WHAT WORKS: University of California at Berkeley AmeriCorps Tutoring Program

**The Project:** Ten part-time AmeriCorps members recruit and train 100-150 college student volunteers to tutor 6<sup>th</sup> graders in two middle schools and one recreation center in Berkeley. Begun in 1994 as one of many Learn & Serve demonstration programs at the University of California at Berkeley, the tutoring program has prospered and grown.

### **Immediate Goals and Objectives:**

- Increase the reading and writing levels of the youth.
- Enhance students' college education through volunteer experience.
- Develop a solid foundation and structure for the program.

### **Long-Term Goals and Objectives:**

- Develop a 5-year strategic plan with the schools and recreation department to establish long-term goals.
- Develop a model to increase parent involvement.
- Create a standardized and uniform curriculum to use at all sites.
- Formalize the evaluation process.
- Develop a stronger support network for youth after they leave the program.

**Results:** Volunteers tutor the youth, most of whom are low-income African Americans one-on-one 3-6 hours per week in reading and writing. They also provide homework assistance and English-language assistance for non-native speakers. Youth are selected to participate in the program based on a score below the 39<sup>th</sup> percentile on a standardized exam.

### **Why It Works:**

- **Service Members/Volunteers:** The AmeriCorps members are also full-time students at Berkeley who work 15 hours per week for AmeriCorps. They recruit and help train the volunteers and are responsible for the logistics of the program. The student volunteers they recruit receive college credit for their service.
- **Evaluation:** The tutoring program currently has an informal advisory board, but is working to develop a formal advisory board made up of principals, teachers and AmeriCorps members. This group will be responsible for the development and implementation of the program.

To monitor progress toward goals, the volunteers give the youth assessment tests before and after tutoring assistance. The volunteers also keep daily logs and write monthly progress reports.

- **Partnership:** Berkeley has a good relationship with the public schools. The tutoring program takes place with the schools during after-school hours. The teachers and principals are very supportive of the program and provide curriculum assistance. Each

school currently uses its own curriculum, so the coordinators of the program are working to create a standard curriculum to be used at all schools.

- **Funding:** Formerly a Learn & Serve Program, the tutoring program at Berkeley now has an \$80,000 budget funded by AmeriCorps. This covers a full-time AmeriCorps Program Coordinator and a Program Director. Additional funding comes from the University, foundations, the state commission and in-kind donations from the schools.

**Advice from the Program Director:**

- Spend a lot of time motivating and supporting volunteers.
- Invest in volunteers. Build and support the infrastructure of the program.
- Good evaluation is important.

*For more information, contact:*

Alex Lonne, Program Director  
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## **WHAT WORKS: Parents United for Child Care, Making the Most of Out-of-School Time (MOST)/Boston School-Age Child Care Project (BSACCP) and Action for Children Today (ACT)**

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The Project: In 1995, AmeriCorps Action for Children Today (ACT) members began working with Parents United for Child Care to enhance the quality of after-school programs throughout the Boston area for children ages 5-14 from low and middle-income families. Sponsored by PUCC, MOST/BSACCP staff and community members evaluate proposals from local programs and place ACT members in after-school programs throughout the city. ACT members work with the after-school programs to improve different aspects that need enhancement.

### **Goals and Objectives of Parents United for Child Care:**

- Increase the supply of quality, affordable child care in Massachusetts.
- Provide a parent voice on public policy issues related to families, children and the workplace.
- Create an organized constituency for improvements in child care and family policy by empowering parents to effectively advocate in their own interest.
- Work on community and workplace initiatives that guarantee access to quality services and assist parents in their roles as workers and caregivers.
- Reduce staff turnover and improve service quality.
- Build a professional field of out-of-school time providers.
- Improve services for children and youth.
- Increase access to out-of-school time programs for Boston families.

### **Goals and Objectives of Action for Children Today (ACT):**

- Community Service
  - Increase the number of infant/toddler and school-age slots.
  - Improve the quality of child care programs through training, on-site consultation and modeling.
  - Connect families to comprehensive services in communities.
- Participant Development
  - Receive professional training and experience in school-age and infant/toddler care.
  - Develop leadership skills.
  - Improve parenting and advocacy skills of AmeriCorps members.
- Community Building
  - Contribute to the development of community child care.
  - Collaborate around infant/toddler and school-age care.
  - Extend the involvement of child care resource and referral agencies in activities of related groups.
  - Catalyze diverse groups of individuals to participate in planning, training and program activities.

**Results:** Between January 1 and March 31, 1997, five ACT members served 239 children in child care programs throughout Boston. During the same period, ACT members trained 466 parents in different areas. The members completed special projects within their programs. One member presented a "fun reading" literacy class to the students in her program.

#### **Why It Works:**

- **Service Members/Volunteers:** The program is effective because PUCC places well-trained and dedicated ACT members in out-of-school time programs to enhance quality. There is a competitive process among area programs to take advantage of the helpful resources of the ACT members.

In addition to their after-school program placements ACT members work on projects to improve child care in Boston. One member's project involved giving technical assistance to before-school programs, while another member worked on an inclusion initiative to place children with special needs in after-school programs. Projects may include recruiting and managing volunteers, curriculum design and evaluation, or creating a parent involvement manual. This coupling of direct service with work on city-wide reform initiatives gives members an opportunity to impact a large segment of the community.

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

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

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

#### **Advice from the ACT Project Coordinator:**

- Supervision of service members is important.
- Constant communication between service members and supervisors is vital.
- Include only the number of members that is manageable by the program staff.

- Creative problem-solving is essential.
- It is important for host agencies to consistently view service members as a valuable resource and project this to the community.

*For more information, contact:*

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Parents United for Child Care

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## WHAT WORKS: *Grandma Please*, a Station of RSVP Greater Cleveland

**The Project:** Established in 1995, *Grandma Please* is an RSVP (Retired and Senior Volunteer Program) station in Greater Cleveland where senior citizens speak with children who are alone at home during after school hours. *Grandma Please* serves 4<sup>th</sup>-6<sup>th</sup> grade students, mostly African Americans, from 22 urban schools in Cleveland.

### **Immediate Goals and Objectives:**

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

### **Long-Term Goals and Objectives:**

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

### **Results:**

- 1996-97, 18 volunteers of *Grandma Please* received approximately 2,700 calls from children home alone.
- Although it is unlawful in Ohio to leave children under 4<sup>th</sup> grade alone at home, calls were received from younger children who were home alone.
- Many youth trust their "Grandparent" as a reliable adult they can speak to in confidence.
- The RSVP executive director says that the best thing about *Grandma Please* is that it meets a significant community need, and volunteers are happy to know that they are making a difference in the lives of these children.

### **Why It Works:**

- **Service Members/Volunteers:** The unique nature of a phone program allows seniors who cannot leave their homes to contribute to their community. *Grandma Please* gives seniors an opportunity to alleviate loneliness and remain productive, contributing members of their community while sharing their wisdom, skills and experience with younger generations. Volunteers are thoroughly screened and receive extensive training before becoming official "Grandparents." The training is key to the success of the program. "Grandparents" learn how to initiate conversations with youth, improve their listening skills, and deal with crises. A part-time social worker is on staff at the intergenerational resource center in case a volunteer needs additional assistance.

- **Evaluation:** Extensive research of the community and publicity of the program was done before *Grandma Please* set up its phone lines. The program was modeled after a successful *Grandma Please* program in Chicago, which provided important technical assistance and guidance.
- **Partnership:** *Grandma Please* has been a successful collaboration with the Intergenerational Resource Center of Fairhill Center for the Aging – a respected and well-known organization in the community. *Grandma Please* received a grant from a Cleveland phone company (Ameritech) which provided funds for the first three years, a central switchboard, a volunteer switchboard operator, and a large initial publicity campaign. The local schools also invited volunteers to come in, talk about the program, and organize parent information meetings.
- **Funding:** Ameritech continues to provide a switchboard and volunteer operator for the *Grandma Please* program. *Grandma Please* is a station of RSVP, 40% of which is funded by the Corporation for National Service as a Senior Corps Program.

**Advice from *Grandma Please*:**

- Be aware of the effects welfare reform can have on increasing numbers of children who need programs like *Grandma Please*. Children who once had a parent at home may now be home alone because their parents are working or doing community service.
- Many older adults work well with children. Both generations can benefit emotionally and socially from the relationship.
- Extensive research is important before starting a program to understand the needs of the community and how best to reach them.

*For more information, contact:*

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 RSVP of Greater Cleveland  
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## WHAT WORKS: AmeriCorps VISTA and *Boys and Girls Club* of Santa Fe

The Project: The *Boys and Girls Club* provides out-of-school programming for children and youth ages 6-17 after school and the summer. Programming takes place in a central facility in Santa Fe and five satellite sites in suburban and rural areas outside the city. The children served are of all backgrounds, although a high percentage is Hispanic or Native American youth or from single-parent homes. Programming is often free or very inexpensive and includes arts and crafts classes, athletics (including a basketball court and swimming pool), karate classes, two libraries (one for younger children and one for teens), computers, and field trips. In a partnership that began in 1993, the *Boys and Girls Club* of Santa Fe and AmeriCorps VISTA members work to improve services for families and children in Santa Fe and surrounding areas. The VISTA members helped create new parent and family programs to expand the *Boys and Girls Club* into a community center.

### **Immediate Goals and Objectives:**

- Maintain a positive place for youth to go during out-of-school time.
- All children and youth are welcome.
- Give youth opportunities for positive behavior and life skills to be productive in the community.
- Continue to attract and keep teenagers involved in the program.

### **Long-Term Goals and Objectives:**

- Expand the *Boys and Girls Club* – especially in the satellite centers – to include more family and community programs which include adult GED classes, parent classes, community college extension classes and mentoring.
- Encourage adult community service.
- Build a bigger central facility in Santa Fe.
- Create and implement a more extensive evaluation system incorporating parents, youth and community members.

### **Results:**

- The central facility in Santa Fe serves 500-600 youth per day during the summer and 250-300 youth every day in the after-school program. Each satellite facility serves approximately 100-150 each day in the summer and 100 in their after-school programs.
- The crime rate in county housing areas where the *Boys and Girls Club* satellites have been established has dropped by 50 percent.
- The *Boys and Girls Club* has a scholarship program that sent 13 students to college in 1997. Six *Boys and Girls Club* scholarship award recipients have graduated from college and are now working for the *Boys and Girls Club* or other agencies in the Santa Fe area.
- The director of the *Boys and Girls Club* says that the program works because they serve and tailor programming to youth that need help and attention.

### Why It Works:

- **Service Members/Volunteers:** The four VISTA members at the central facility in Sante Fe spend the majority of their time expanding the *Boys and Girls Club* into a community center. Service members focus on logistics of setting up and finding staff and participants for GED and parent classes. They also recruit community volunteers for service in the *Boys and Girls Club* and in the neighborhood. The program director says that the *Boys and Girls Club* would never be able to run the community programs without the VISTA members. *Boys and Girls Club* now requires that parents give four hours of community service per month to allow their child(ren) to attend the programs at the Club.
- **Evaluation:** VISTA members complete ongoing membership needs assessments in the community. They also have weekly meetings with staff and write quarterly reports. At the end of their service, they administer an extensive evaluation. The *Boys and Girls Club* is working on a more advanced system of evaluation to document progress toward goals as well as future needs.
- **Partnership:** The *Boys and Girls Club* has an excellent relationship with the schools. Occasionally when schools have discipline problems, they ask the *Boys and Girls Club* to come in to present conflict management and other programming. When the *Boys and Girls Club* had to relocate during renovation of the facility, the public school welcomed the program into the schools. The *Boys and Girls Club* also provides meals for other youth programs in the area, serving 2,000-3,000 meals per day. A school provides their cafeteria and kitchen for free.
- **Funding:** The budget of *Boys and Girls Club* has increased every year, and in 1997-98 it topped at one million dollars. The majority of funding is federal (Office of Juvenile Justice and Delinquency Prevention) and the remainder is from state, county and city governments and private grants. Members who come to the *Boys and Girls Club* pay according to a sliding fee scale, where the lowest-income families pay \$30 per week. However the program never turns anyone away if they cannot afford the fee.

### Advice from the *Boys and Girls Club* Director:

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

*For more information, contact:*  
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## WHAT WORKS: AmeriCorps *School's Out Kids Club* of New York City

The Project: *School's Out Kids Club* is an after-school program for 2<sup>nd</sup>-4<sup>th</sup> graders housed in 12 schools in Manhattan, Harlem, and the Bronx, with six AmeriCorps members per site. The partnership with AmeriCorps began in 1995. *School's Out Kids Club* is part of the School Success Program - a comprehensive program that focuses on youth in low-income communities, helping students to achieve school success with an emphasis on literacy. All children in the program live in urban New York City, are mostly African American or Latino, and the majority come from families with incomes below the national poverty line. The after-school programs incorporate academic and physical activities and community service.

### Immediate Goals and Objectives:

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

### Long-term Goals and Objectives:

- Increase parent involvement, especially among men.

Results: Currently 50-60 children attend after-school programs at each site. The children participate in academic activities including homework assistance, tutoring and chess; physical activities like basketball, hockey and dance; and community service. Recent projects included a neighborhood clean-up and a History of Harlem Program where children interviewed older members of the neighborhood about the history of the community and created a book that was donated to the local library.

The *School's Out Kids Club* has been very successful in recruiting community volunteers to assist the staff, including parents. About 10 parents contribute an hour of their time each week to tutor and coach in the after-school program. Community members also volunteer at the *School's Out Kids Club* for special events. In addition, older youth that have graduated from the *School's Out Kids Club* often return to donate their time to help children with homework or sports.

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

### Why It Works:

- Service Members/Volunteers: The AmeriCorps members are at the children's schools throughout the entire day as assistants to teachers and continue to work with the same children in the after-school programs, building strong relationships with the children. The project director of the *School's Out Kids Club* says that the

impact of the AmeriCorps members is immeasurable. The success centers around the mentorship role played by the members.

- **Evaluation:** The *School's Out Kids Club* regularly monitors and evaluates its progress toward its goals. A parent committee provides continuous feedback and completes biannual program evaluations on the program. In addition, local school principals, teachers, and AmeriCorps members complete internal evaluations. The program is also required by AmeriCorps to present quantitative results on its goals of increasing math and reading test scores and improving physical fitness. So far the program has consistently met these goals.
- **Partnership:** Schools in the community have been very receptive to the *School's Out Kids Club*. The schools benefit from having the AmeriCorps members in the classrooms as assistants to the teachers. Schools have expressed a desire to have more AmeriCorps members working in the program.
- **Funding:** The *School's Out Kids Club* receives funding to incorporate AmeriCorps members into their after-school programs. The grant is matched with donations from local and national organizations, both public and private. The School Success Program was also able to secure donations from national sports teams. The program's activities include a Junior Knicks Team and NHL Street Rangers. The New York Knicks recently donated tickets for children on the after-school Junior Knicks Team to attend a basketball game at Madison Square Garden.

**Advice from the School Success Program's Project Director:**

- Cooperation of schools and principals ensures the success of the program.
- Receptiveness of the schools is key.
- It is important to have a general understanding of national service.
- It is crucial for children to have positive adult role models.

*For more information, contact:*

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## WHAT WORKS: *Energy Express* West Virginia and AmeriCorps

The Project: *Energy Express* is a six-week summer program for 1<sup>st</sup>-6<sup>th</sup> graders in low-income communities in West Virginia. Established in 1994 in two public schools, the program operated in 55 mostly rural schools during the summer of 1997. College student AmeriCorps members work with children in *Energy Express* in small groups on activities involving literacy that make reading fun in a print-rich environment.

### Immediate Goals and Objectives:

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

### Long-term Goals and Objectives:

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

### Results:

- *Energy Express* engaged 326 AmeriCorps members and served over 2500 youth in 55 sites during the summer of 1997.
- Based on pre- and post-test measures, *Energy Express* youth have shown significant increases in reading comprehension and word identification after participating in the summer program.
- In 1997, a survey of AmeriCorps members showed that members made large gains in feelings of personal efficacy and dedication to community service.
- *Energy Express* is also changing parents' perceptions of their children. Before their children's participation in *Energy Express*, many parents lost hope and felt that their children had "fallen through the cracks" at school. *Energy Express* gives children the individual attention they need, and parents see their children as learners.

In order for a school to be eligible for an *Energy Express* program, more than 50 percent of the children at that school must be eligible to receive free or reduced-price school lunches. The schools select children most in need of *Energy Express* programming, and they attend free-of-charge. Selection is based on low reading scores, special needs, and other high-risk factors.

At *Energy Express*, the children spend time reading aloud, silently, and one-on-one with their group leader. Reading becomes meaningful by acting stories out and doing art and nutrition activities associated with books. *Energy Express* encourages children to start their own book collections by giving each child one book a week to keep. The

children and staff have family-style breakfasts and lunches focusing on nutrition education. The AmeriCorps members serve as adult models for trying new foods, sharing and healthy eating.

#### Why It Works:

- **Service Members/Volunteers:** Each AmeriCorps member has his or her own group of 5-8 youth for three and a half hours per day for six weeks. Children develop positive relationships with trusted adults. The AmeriCorps members are at *Energy Express* six hours per day. In addition to working with the children, they make home visits, call parents, and do additional community service projects.

*Energy Express* encourages community input into its program. They have many parent and community volunteers, including high school and junior high students. In partnership with the foster grandparent program, senior citizens volunteer at *Energy Express*. These programs connect the community to children's learning. In 1996, *Energy Express* had an average of 400 hours of volunteering at each site over a six-week period. The project director feels that when people join *Energy Express* they are committed to making a difference in the lives of West Virginia youth.

- **Evaluation:** *Energy Express* designed an intensive evaluation system using both qualitative and quantitative measures with assistance from professors at West Virginia University. Graduate students and other professionals complete case studies of the program by visiting the program and interviewing participants and staff. The central staff of *Energy Express* visits every site, and weekly site assessments are done to monitor goals.
- **Partnership:** *Energy Express* is housed in the schools and has good partnerships with local organizations and businesses. Community partners donate money and in-kind supplies including staff trainings, newspapers, and library resources. The program director says that the synergy of all the *Energy Express* partners is one of the things that makes the program work.
- **Funding:** *Energy Express* had a budget of over \$2 million in 1997. The program receives funding from many diverse local, state and federal sources. The program director says that the great partnerships at the state and local levels enable *Energy Express* to succeed. In addition, diversified funding strengthens the program and builds ownership.

There is a lot of collaboration at the local level with city and county boards of education, community action groups, businesses and social welfare agencies. About 30 percent of *Energy Express*' total costs were funded by local sources in 1997. The program also receives funding from the state - West Virginia University, West Virginia Department of Education, West Virginia Department of Education and the Arts, Department of Health and Human Resources, the Bureau of Employment

Programs and others. Six colleges provide work-study funding to support the AmeriCorps members.

**Advice from the *Energy Express* Director:**

- A strong and tested model is important, but a program must be open to change and committed to continuous improvement.
- A strong evaluation system makes a program work and provides evidence of the impact of the program.
- Having lots of partners and community members involved adds strength to the program and provides leadership opportunities.
- Multiple funding sources is preferable to relying on one single source of funding.
- Include funding for transportation, particularly in a summer program.

*For more information, contact:*

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## WHAT WORKS: City Year Boston's *LEFTY* Program

The Project: Begun in 1996, *LEFTY* (Learning Environments For Today's Youth) is an out-of-school time program for middle-school students facilitated by City Year AmeriCorps members. The program runs from 6 pm–8 pm on weekdays and is housed in the Roxbury, Boston YMCA. Most of the 6th-8th grade students are African-Americans from low-income and lower-middle class families. The City Year members, ages 17-24, work with *LEFTY* youth on developing communication skills and learning to live life in a pro-active fashion. Programming includes conflict resolution, violence prevention, educational sports, and creative expression through arts awareness.

### **Immediate Goals and Objectives:**

- Reach middle school youth previously untouched by City Year and the Roxbury YMCA and introduce them to both organizations in the partnership form.
- Provide a safe space where middle school age youth can come to feel ownership and pride around being part of such special programming.
- Educate *LEFTY* youth through fun and innovative programming allowing the youth options they may not have in school.
- Teach *LEFTY* youth how to think, communicate, and produce in a creative, positive, and self-empowering manner.
- Engage surrounding community organizations, parents and local businesses through *LEFTY* events so that as many people as possible can become involved in out-of-school programming.

### **Long-Term Goals and Objectives:**

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

### **Results:**

- In the first year of operation, approximately 70 youth attended *LEFTY*'s out-of-school program.
- Many presenters and outside instructors from the area have come to *LEFTY* and volunteered their services and time.
- Parents often visit the program and have become more involved.
- New and innovative programming has been developed to meet the needs of the youth.
- The project leader says that the best thing about *LEFTY* is the relationships the youth develop with the AmeriCorps members.
- Some youth have been so inspired by the mentorship that they aspire to finish school and become City Year AmeriCorps members.

### Why It Works:

- **Service Members/Volunteers:** The combination of dedicated City Year AmeriCorps members and creative programming make *LEFTY* a popular program for middle school youth in inner-city Boston. To help the youth remain connected and involved, AmeriCorps members contact youth by phone on a daily basis.
- **Evaluation:** *LEFTY*'s inception began with a needs assessment of the community. Results of the assessment shaped the design of the program. With input from staff and youth, *LEFTY* continues to provide a safe, fun, and educational place for middle school students in the evenings. Regular internal evaluations take place to update the after-school curriculum.
- **Partnership:** *LEFTY* is very resourceful in designing programming through recruiting organizations and people to donate money, time and supplies. Space for *LEFTY* is provided by the YMCA and the programming is financially sponsored by the Massachusetts Bay Transportation Authority (MBTA). Teachers have also been very supportive of City Year and have promoted the program in their schools. *LEFTY* is hoping to increase support from schools and form collaborations with other community organizations during the next year.
- **Funding:** One third of City Year Boston is funded by AmeriCorps, one third by private donations, and one third by corporate sponsorship. There is also a \$5 registration fee per participant, which is designed primarily to give the youth a sense of ownership.

### Advice from *LEFTY*'s Program Leader:

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

### *For more information, contact:*

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## *Future Trends of Service and Out-of-School Time Integration*

### Cross-Stream Program: PlusTime New Hampshire

**The Project:** In September, 1997, the *Cross-Stream* program incorporated the Corporation for National Service's AmeriCorps, VISTA, RSVP and Learn & Serve programs with PlusTime NH to enhance a state-wide organization that directly serves almost 2,000 1<sup>st</sup> through 8<sup>th</sup> grade youth in after-school programs. *Cross-Stream* serves low-income youth in New Hampshire. The program's focus is on conflict resolution, environmental education, and establishment of new after-school programs. PlusTime NH was formed in 1990 to help communities build coalitions to start school-age child care programs and support existing programs.

#### **Goals and Objectives:**

- The mission of *Cross-Stream* is to encourage and support development of accessible, affordable and enjoyable programs for school-age youth throughout New Hampshire.
- Increase the capacity and/or number of after-school programs. A significant amount of children throughout the U.S. have been identified as having no access to licensed after-school programs. The project will provide the needed technical assistance to allow communities to open successful programs for youth.
- Improve the quality of care in day care settings. Based on three areas of concern (space, human relationships, and use of time), many programs are determined to be inadequate. This project will address these quality indicators, mobilizing a volunteer network trained to implement research-based curriculum.
- Prevent morbidity and mortality due to vehicular accidents, suicide and violence. The project will start after-school programs for youth and focus on conflict resolution curriculums as an alternative to such behaviors.
- Decrease the use of alcohol, tobacco, and any other drugs among children and youth. The project will introduce anti-tobacco curriculum, posters, handouts, etc., through a volunteer network. The use of alcohol and drugs will be addressed through prevention programs focusing on areas such as general life skills, goal-setting, decision-making and friendship-making.
- Decrease teenage pregnancy. Additional programs will be created as alternatives to unsupervised afternoons.
- Establish community coalitions to improve services to youth. The project will facilitate the communication between various community organizations such as schools, child care providers, cultural institutions, libraries, churches, and recreation departments, thereby expanding and improving after-school programs for youth.

**The Results:** *Cross-Stream* is the first collaboration of its kind in the nation. The program will serve 1000-2000 youth in 30-40 new programs, and impact another 3000-5000 youth with its curriculum. The early success of *Cross-Stream* is due to partnerships it has already created with schools, business and other organizations throughout the state.

**Why It Works:**

- **Service Members/Volunteers:** The service members for the *Cross-Stream* program will be Learn & Serve, AmeriCorps, VISTA (Volunteers in Service to America) and RSVP (Retired and Senior Volunteer Corps) members. About 400 people are being recruited to serve in the *Cross-Stream* program.
- **Evaluation:** Needs assessments are distributed throughout the communities where new *Cross-Stream* programs are to be implemented. Formal evaluations on each piece of the project and curriculum are planned.
- **Partnership:** PlusTime's Advisory Board includes many prominent citizens of New Hampshire, including the State Commissioner of Education. The schools in New Hampshire have a long-standing strong relationship with the organization, as do businesses, organizations and educators. PlusTime works with the University of New Hampshire Cooperative Extension, State Parks and Recreation, YMCA, YWCA, Department of Education, Department of Health and Human Services, and Boys and Girls Clubs.
- **Funding:** *Cross-Stream's* budget for the first year is \$250,000, and comes from a state health care grant, federal sources, foundations, and the Bureau of Substance Abuse.

**Advice from Cross Stream's Program Director:**

- Collaboration and diversity are key.

*For more information, contact:*

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# Appendix A

## State-by-State Directory of National Service Contacts

# Appendix B

## Corporation for National Service Headquarters Contacts

# Appendix C

## Internet Resources

# Sac Information and Resource Sharing Via the Internet

**Lillian Coltin**  
Project Associate  
MOST Initiative

## Introduction

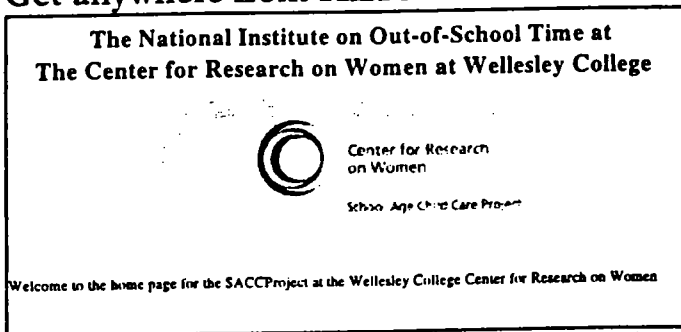
Technology and telecommunication is changing the way the world communicates. But change can be difficult. For some, the acceptance of computers into their lives has been slow. Others label themselves "computerphobic" and maintain a safe distance at all times. As professionals who work with school-age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

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

## The Internet

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

### Get anywhere from **HERE**:



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

Stop at the *NIOST* home page to learn about our current **projects, publications and trainings** and to explore the **Center for Research on Women and Wellesley College** where we are located. Here you will find many avenues to travel. Click on the words *highlighted in color* to link to **documents, calendar of events, and resource lists** on *NIOST's* computer system or go around the world to other hot web sites with information about the school-age care field.

### Where can you go?

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

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

- **International-** gain new and exciting multicultural perspectives and information by traveling the globe. Click on **ENSAC** and see what an international coalition between Sweden, the Netherlands, England and Belgium is doing to improve the quality of children's and young people's lives.
- Links to **CyferNet** (Children, Youth, and Family Education and Research Network) and its networks. This site includes child care and child development information in Spanish and English, and it provides help to Cooperative Extensions in disseminating child care information through the National Network for Child Care (NNCC).
- Jump to **NCCIC's** (National Child Care Information Center) mecca of resources, including: the full text of *Child Care Bulletin*, and a list of organizations serving child care and related professions (including contact information, with Web addresses, where applicable).
- Further your professional education at **Wheelock College, Concordia College, and Child Care Career Institute (CCIC)**.

- E-mail individual members of *NIOST*.
- Request information and publications from the *NIOST* clearinghouse.

Designed to help make information of interest to SAC professionals easy to find, the *NIOST* home page can help you locate web sites you need. The site currently organizes links of interest to SAC professionals under six subject areas:

1. Resources related to SAC policy
2. Resources related to SAC programming
3. Technical Assistance for those in SAC
4. Funding resources
5. Technology resources
6. General resources

Looking for the Children's Defense Fund? Check under "SAC Policy Resources." There you will find a link to the Children's Defense Fund and other organizations and resources of interest to SAC advocates. The "What's New" feature keeps you informed of changes since your last visit.

#### Stepping out on Your Own:

- Search Engines

The world wide web provides a multitude of search engines (e.g. AltaVista, Excite, Infoseek, Lycos & Yahoo) which allow you to explore the inner depths and far reaches of the Internet world. The benefit of using a search engines is that you can find wonderful information about curriculum activities, administration, news articles, etc. using your own key words.

- ERIC/EECE search

This is a great clearinghouse on elementary and early childhood education issues which is also available on the web. You can find information on the physical, cognitive, social, educational and cultural development and education of children. To journey through their collection visit the *NIOST* home page and click on the ERIC/EECE link.

*The NIOST web site is continually updated. If you have comments that you feel would improve the page, please send them to our webmistress: [lcoltin@wellesley.edu](mailto:lcoltin@wellesley.edu)*

## E-mail (electronic mail) is your Vehicle to SAC-L

Not only does E-mail allow you to correspond one-on-one with people you know, you can also join "listservs" and discuss, deconstruct, and debate issues of common interest. You can connect with your colleagues instantaneously and get support from people who face the same daily challenges of working in the SAC field. Keep informed about what is happening in public policy. Find out about upcoming conference events. Learn about funding opportunities.

To reach out to the SAC community it is as easy as joining the SAC-L world-wide discussion group. Co-owned by NIOST 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, policy-makers, parents, and others interested in school-age care share ideas, resources, problems, and solutions over the internet - 24 hours a day, 7 days a week.

### To subscribe to SAC-L:

1. Send an E-mail message (without your E-mail signature, if you have one) to:  
[listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)

2. Leave the subject line blank.

3. 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**

4. Send the message.

Once the list manager has added your E-mail address to 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](mailto:sac-l@postoffice.cso.uiuc.edu) address.

### To unsubscribe from SAC-L:

1. Send a one-line E-mail message to: [listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)

2. Type: **signoff SAC-L**

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

## Netiquette:

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

## Archive Feature:

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

## Books and Articles:

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

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

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

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

## TECHNOLOGY IN THE SCHOOL-AGE CARE FIELD

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

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

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

**Contact:** MOST Project Director - Joyce Shortt 617-283-2526  
National Institute on Out-of-School Time  
Center for Research on Women  
Wellesley College, Wellesley, MA 02181  
e-mail: [jshortt@wellesley.edu](mailto:jshortt@wellesley.edu)

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

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

- 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 (See NIAS/ASQ Description)
- 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 NIOST staff work closely with each community to provide technical assistance and comprehensive training support. In addition, the NIOST facilitates communication between sites and other interested parties at national conferences and annual retreats to do problem solving and to share lessons learned. DeWitt Wallace-Reader's Digest Fund has also hired an independent research organization, Chapin Hall Center for Children, to conduct a multi-year evaluation of the MOST Initiative. At the conclusion of the Implementation Phase (1998), the NIOST 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. Boston, Chicago and Seattle are each working to achieve the national MOST goals in their own unique ways. Highlights of their activities are described on the following pages.

### **Boston MOST**

**Contact:** Boston MOST Coordinator: *Laura Gang*  
Parents United for Child Care  
Boston School Age Child Care Project  
30 Winter Street, 7th floor  
Boston, MA 02108-4720  
phone: 617-426-8288      fax: 617-542-1515  
e-mail: [gang@pucc.com](mailto:gang@pucc.com)  
<http://www.wellesley.edu/WCW/CRW/SAC/most-boston.html>

Boston MOST maintains a homepage with links to some of its collaborative partners such as Boston Public Library, Child Care Careers Institute, and Arts in Progress.

### **Chicago MOST**

**Contact:** Chicago MOST Coordinator: *Leonette Coates*  
Day Care Action Council of Illinois  
4753 N. Broadway, Suite 1200  
Chicago, IL 60640  
phone: 773-564-8872      fax: 773-561-2256  
e-mail: [chgomost@interaccess.com](mailto:chgomost@interaccess.com)  
<http://homepage.interaccess.com/~chgomost/>

### **Internet Database Related to Children and Youth**

A collaborative venture involving Chicago MOST, the Chicago Youth Agency Partnership, and Children and Youth 2000 is working to develop a database related to children and youth in the Chicago area. There are 446 Chicago-based organizations among these collaborating agencies alone. They include child care centers, youth-serving agencies, drop-in centers, universities and colleges, health care providers, advocacy organizations, religious organizations, corporations, and government agencies.

The following list provides a sampling of what this database seeks to accomplish:

- Vastly improve communication efforts required to create system-wide change.
- Make available information about professional competencies for youth workers, child care workers, and nonprofit leaders and managers as well as advertise the availability of training and educational opportunities based on these competencies.
- Provide linkages to information on models and best practices locally, regionally and nationally in such areas as prenatal care, gang intervention, and other child and youth development topics.
- Significantly increase the involvement of youth, parents, community members and organizers in policy/advocacy efforts by making timely information immediately available to them and rapid responses possible.
- Provide direct access for parents and youth to information such as where to have a child immunized and what out-of-school activities are available in a particular community.
- Reduce the isolation of workers, parents, and other caregivers that each day counsel, challenge and care for children and youth.

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

### Seattle MOST

**Contact:** Seattle MOST Project Manager: *Adrienne Bloom*  
School's Out Consortium / YWCA  
1118 5th Avenue  
Seattle, WA 98101  
phone: 206-461-3602 fax: 206-461-4860  
e-mail: 103155.3335@compuserve.com  
<http://www.pan.ci.seattle.wa.us/seattle/dhhs/most/index.htm>

## Technology and Access to School-Age Care

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

## 2. National School-Age Care Alliance (NSACA)

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

Besides promoting community awareness of accreditation, the recruitment and training of endorsers, and ASQ Advisor and First Steps Training, the North Carolina School-Age Care Coalition will also have a database which can be used to track inquiries about accreditation, responses to individual inquiries, and dissemination of materials. Through Internet access and a home page, school-age programs can review information about the accreditation process, standards and strategies for program development. The home page will include information of interest to parents, potential funders and the public at large. In addition to accreditation information via computer, anyone in North Carolina will also be able to obtain accreditation information through a toll-free telephone number. *Contact: Linda Sisson, NSACA, c/o School-Age Child Care Project, Center for Research on Women, Wellesley College, Wellesley, MA 02181, Tel: (617) 283-3460, E-mail: T1LSISSON.*

### 3. The Early Childhood & School-Age Forum in the Children, Youth & Families area on HandsNet. <http://www.handsnet.org/handsnet/>

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

From the NIOST home page you can click on HandsNet and visit HandsNet on the web. HandsNet on the web offers daily news from HandsNet on CONNECT: information about services, forums and members, the latest Action Alerts and The Weekly Digest, a sample from the hundreds of policy, program and resource articles posted each week by HandsNet members. The information on HandsNet on the web is currently available at no charge. In the future HandsNet plans to offer memberships to an expanded service on the web.

For a membership fee you can join HandsNet on CONNECT, a full-featured network environment with interactive forums for human service organizations to exchange information and resources, and collaborate on a broad range of program and policy issues.

NIOST is the information provider for the School-Age Folder on the Early Childhood & School-Age Forum. *Contact: Lillian Coltin at NIOST, Center for Research on Women, Wellesley College, Wellesley, MA 02181. e-mail: lcoltin@wellesley.edu.*

### 4. Eric Clearinghouse on Elementary and Early Childhood Education <http://ericps.crc.uiuc.edu/ericeece.html>

The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) is one of 16 ERIC clearinghouses funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. ERIC clearinghouses identify and select documents and journal articles, and then prepare entries describing the documents and articles to be incorporated in the ERIC database, the world's most frequently used collection of information on education. Clearinghouses also publish digests, monographs, and other publications; answer questions; disseminate information on the Internet; and represent ERIC at conferences and workshops. See the ERIC System page for more information.

ERIC/EECE contributes to the database in the areas of child development, the education and care of children from birth through early adolescence, the teaching of young children, and parenting and family life. ERIC/EECE is located at the University of Illinois at Urbana-Champaign. ERIC/EECE has provided information for educators, parents and families, and individuals interested in the development, education, and care of children from birth through early adolescence, since 1967.

The clearinghouse also operates several Internet-based discussion groups:

- CAMPUSCARE-L on campus children's centers
- ECENET-L on early child education
- ECPOLICY-L on early child policy
- SAC-L on school-age care
- REGGIO-L on the Reggio Emilia (Italy) approach to early education
- PROJECTS-L on the Project Approach
- PARENTING-L on parenting issues
- MIDDLE-L on middle education

## 5. National Network for Child Care

<http://www.cxnet.iastate.edu/Pages/families/nbcc>

The National Network for Child Care is part of the National Cooperative Extensions System under the U.S. Department of Agriculture. Extension's National Network for Child Care is a group of professionals from across the country who have a vision of safe, caring, accessible child care for all children. NNCC is part of a larger Children, Youth and Family Network consisting of National Networks for Child Care, Science and Technology, Collaborations, Family Resiliency and Health Decisions.

These Networks are committed to improving the outcomes for limited resource families and at-risk children through collaborative efforts. The electronic and information service of these Networks is CYFERNET (Children, Youth, and Family Education Resource Network.)

CYFERNET can be reached at the following web site: <http://www.cyfernet.mes.umn.edu:2400>

## 6. National Child Care Information Center (NCCIC)

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

The National Child Care Information Center (NCCIC) has been established to complement, enhance and promote child care linkages and to serve as a mechanism for supporting quality, comprehensive services for children and families. NCCIC activities include the dissemination of child care information, outreach to ACF grantees, publication of the Child Care Bulletin and adjunct ERIC Clearinghouse for Child Care. Technology is vital to improving services for children and families. Through the Internet, listservs and audio-conferences, for example, NCCIC connects administrators, organizations, and parents regularly to discuss child care issues.

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

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

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

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

**Links:**

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

**8. Concordia College**

**[http://www.csp.edu/Dept\\_Pages/sac/sac.html](http://www.csp.edu/Dept_Pages/sac/sac.html)**

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

# LINKS to INFORMATION on SERVICE

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

## **NATIONAL SERVICE ON THE WORLD WIDE WEB**

- **Corporation for National Service**  
<http://www.cns.gov>

## **GENERAL SERVICE SITES**

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

- **National School & Community Corps**  
<http://www.woodrow.org/urban-ed>
- **Points of Light Foundation**  
<http://www.bilkent.edu.tr/inet-non/pointsoflight/welcome.html>
- **Project STAR (Support and Training for Assessing Results)**  
<http://www.projectstar.org/STAR.html>
- **SERVEnet**  
<http://www.servenet.org>
- **Support Centers of America**  
<http://www.supportcenter.org/sca/>
- **ValleyNet**  
<http://www.valley.net/>
- **VISTA Link- Electronic Recruitment**  
<http://bcn.boulder.co.us/community/vistalink>
- **VISTA Web**  
<http://libertynet.org/~zelson/vweb.html>
- **Volunteer and Volunteer Management Resources**  
<http://www.halcyon.com/penguin/svm.htm>
- **West Coast LISC AmeriCorps**  
<http://www.garlic.com/~tam/LISC>
- **Who Cares**  
<http://www.whocares.org>
- **Wisconsin Clearinghouse for Prevention Resources**  
<http://www.uhs.wisc.edu/wch>

## YOUTH SERVICE-RELATED SITES:

- **City Year**  
<http://www.city-year.org>
- **National Association of Service and Conservation Corps (NASCC)**  
<http://www.hooked.net/~dbiggs/nascc.htm>
- **SERVEnet**  
<http://www.servenet.org>
- **The Youth Source**  
<http://youth.village.com/>

## SERVICE-LEARNING AND EDUCATION-RELATED SITES:

- **America Goes Back to School**  
<http://www.ed.gov/Family/agbts>
- **American Association of Community Colleges**  
<http://www.aacc.nche.edu/spcproj/service/service.htm>
- **AmeriCorps Early Childhood Technical Assistance Center**  
<http://ericps.ed.uiuc.edu/nccic/ameriCorp/ectac.html>
- **Association for Experiential Education**  
<http://www.princeton.edu/~rcurtis.aec.html>
- **Berkeley Service Learning**  
<http://www-gse.berkeley.edu/research/slc/servicelearning.html>
- **Campus Compact National Center for Community Colleges**  
<http://www.mc.maricopa.edu/academic/compact>
- **CASE (Citizenship and Service Education)**  
<http://www.scils.rutgers.edu/case/case.html>
- **The Council of Chief State School Officers**  
<http://www.ccsso.org/>
- **Diversity University**  
<http://hacker.smy.com/tour/ira/data/sect72/list8.html>
- **Eastern Michigan University Office of Academic Service Learning**  
[http://www.emich.edu/public/office\\_asl/home.html](http://www.emich.edu/public/office_asl/home.html)

- **Indiana Department of Education Service Learning**  
<http://ideanet.doe.state.in.us/srvlrn>
- **Lafayette College Community Outreach Center Programs**  
<http://www.lafayette.edu/millerg/outreach.html>
- **Tech Corps**  
<http://www.ustc.org>
- **SCALE (Student Coalition for Action in Literacy Education)**  
<http://www.unc.edu/depts/scale/index.html>
- **University of Colorado Service-Learning Center**  
<http://csf.colorado.edu/sl>
- **University of Michigan Office of Community Service Learning**  
<http://www.umich.edu/~ocsl>
- **University of Pennsylvania Program for Student-Community Involvement**  
<http://dolphin.upenn.edu/~psci>
- **US Department of Education**  
<http://www.ed.gov>
- **Virginia Tech Service Learning Center**  
<http://ccserver.phil.vt.edu/www/SL/index.html>

#### **STATE COMMISSIONS FOR NATIONAL SERVICE:**

- **California Commission on Improving Life Through Service**  
<http://www.impactonline.org/caameric>
- **Florida Commission on Community Service**  
<http://www.fccs.org>
- **The Kentucky Community Service Commission**  
<http://www.occ.uky.edu/kcsc.html>
- **The Maine Commission For Community Service**  
[http://www.state.me.us/spo/mccs/mc\\_home.htm](http://www.state.me.us/spo/mccs/mc_home.htm)
- **The Maryland Governor's Commission on Service**  
<http://www.mgcoss.state.md.us/mgcoss>

- **The Missouri Community Service Commission**  
<http://services.state.mo.us/lsgov/homepg.htm>
- **The New Hampshire Commission on National and Community Service**  
<http://www.americorps.nh.com/>
- **The North Carolina Commission on National and Community Service**  
<http://www.nccu.edu/~tbaker/welcome.html>
- **The Texas Commission on Volunteerism and Community Service**  
<http://www.txcncs.state.tx.us/>
- **Utah Commission on Volunteers**  
<http://www.volunteers.state.ut.us/commission.htm>

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We want to hear from you...

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

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

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

# Appendix D

## Other Out-of-School Time Resources

# Organizational Resources on OST

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

Center for Research on Women  
Wellesley College  
106 Central Street  
Wellesley, MA 02181.  
Tel.(781)283-2547  
Fax.(781)283-3657  
<http://www.wellesley.edu/WCW/CRW/SAC>

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

## **School-Age Notes**

P.O. Box 40205  
Nashville, TN 37204  
Tel.(615)242-8464  
Fax.(615)242-8260

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

## **Search Institute**

Thresher Square West  
700 South Third St., Suite 210  
Minneapolis, MN 55415  
Tel.(612)376-8955  
Fax.(612)376-8956

Resources on developing programs for youth  
based on developmental assets.

## **National Child Care Information Center**

301 Maple Avenue West, Suite 602  
Vienna, VA 22180  
Tel.(800) 616-2242  
Fax.(800) 716-2242  
<http://ericps.ed.uiuc.edu/nccic/nccichome.html>

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

## **NATIONAL 4-H COUNCIL**

### **Southern Region**

Alcorn State Cooperative Extension  
P.O. Box 479  
Lorman, MS 39096-9402  
Tel.(601) 877-6556  
Fax.(601) 877-6219  
e-mail: [nccsr@mes.umn.edu](mailto:nccsr@mes.umn.edu)

### **Western Region**

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103 Morrill Hall  
University of Idaho  
Moscow, ID 83844  
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e-mail: [nccwr@mes.umn.edu](mailto:nccwr@mes.umn.edu)

### **Northeast Region**

University of Connecticut Cooperative Extension  
1376 Storrs Road  
Storrs, CT 06269-4036  
Tel. (860) 486-0101  
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e-mail: [nccn@mes.umn.edu](mailto:nccn@mes.umn.edu)

### **North Central Region**

Kansas State University  
Justin Hall  
Manhattan, KS 66506  
Tel.(913) 532-1484  
Fax.(913) 532-5055  
e-mail: [nccnc@mes.umn.edu](mailto:nccnc@mes.umn.edu)

### **National School-Age Care Alliance (NSACA)**

1137 Washington Street  
Dorchester, MA 02124  
Tel. (617) 298-5012  
Fax. (617) 298-5022  
e-mail: [lsisson@nsaca.org](mailto:lsisson@nsaca.org)

**Making the Most of Out-of-School Time  
MOST Initiative**

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

Wellesley College  
106 Central Street  
Wellesley, MA 02181  
Tel. (781) 283-2526  
Fax. (781) 283-3657

e-mail: [jshortt@wellesley.edu](mailto:jshortt@wellesley.edu)  
<http://www.wellesley.edu/WCW/CRW/SAC/most.html>

**American Business Collaboration for Quality  
Dependent Care (ABC)**

930 Commonwealth Ave.  
Boston, MA 02215  
Tel. (617) 278-4111  
Fax. (617) 232-5302

**America Reads: A National Challenge**

Corporation for National Service  
1201 New York Avenue, NW  
Washington, DC 20525  
Tel. (202) 606-5000  
Fax. (202) 565-2784

<http://www.cns.gov/areads/aread.htm>

**U.S. Army's Credential for School-Age Care  
Providers**

Headquarters Department of the Army  
CFSC-SFCY  
2461 Eisenhower Ave. Room 1408  
Alexandria, VA 22331-0521  
Tel. (703) 325-0710

e-mail: [prattm@hoffman-cfsc.army.mil](mailto:prattm@hoffman-cfsc.army.mil)

**Save the Children Out-of-School Time  
Rural Initiative**

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

Wellesley College  
106 Central Street  
Wellesley, MA 02181  
Tel. (781) 283-3497  
Fax. (781) 283-3657

e-mail: [achung@wellesley.edu](mailto:achung@wellesley.edu)  
<http://www.wellesley.edu/WCW/CRW/SAC/SAVE.html>

**School's Out!**

An Initiative to Integrate Service and Out-of-  
School Time

Corporation for National Service  
1201 New York Avenue, NW  
Washington, DC 20525  
Tel. (202) 606-5000  
Fax. (202) 565-2784  
<http://www.cns.gov/>

**Boys and Girls Clubs of America**

1230 West Peachtree St., NW  
Atlanta, GA 30309  
Tel. (404) 815-5778  
Fax. (404) 815-5789  
<http://bgca.org>

**Campfire Boys and Girls**

4373 Westover Place, NW  
Washington, DC 20016  
Tel/Fax. (202) 364-3240  
<http://www.campfire.org/>

**Project Spirit**

African American Family Institute  
555 South Dakota Ave., NW  
Washington, DC 20011  
Tel. (202) 269-0049  
Fax. (202) 269-9126

**YMCA of the USA**

101 N. Wacker Dr., 14<sup>th</sup> Floor  
Chicago, IL 60606  
Tel. (800) 872-9622  
<http://www.ymca.net>

**YWCA of the USA**

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

# Appendix E

## Current Research on Out-of-School Time

**Highlights of Research Findings**  
**NIOST, Centers for Research on Women, Wellesley College**  
**Out-of-School Time**  
February 1997

Child Outcomes

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

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

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

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

- Out-of-school time activities provide opportunities for children to build on what they have experienced in school, develop areas of skills and interest, and develop relationships with caring adults. Research on resiliency has found that these factors are related to adult success (Miller, 1995).
- Television is the most frequent activity during children's out-of-school time: one in four nine-year-olds watches television five or more hours a day (Carnegie Corporation of New York, 1996). Research indicates that watching more than three hours per day or watching violent programming places children at risk for a number of negative outcomes.
- Several studies have found that children who are heavy television viewers perform poorly on literacy-related skills compared to their peers.
- Watching television may increase aggressive behavior and have other negative consequences, including desensitization to violence and the belief that the world is a more violent place.
- Watching educational television may increase prosocial skills.

## ***Highlights of Research Findings, Continued***

- Out-of-school time is an opportunity for children to develop their social competence and make lasting friendships. Children who spend more time with friends may have more opportunities to develop social skills, which have been related to higher levels of both self-esteem and academic skills (Miller, 1995). In addition, research indicates that children who have the opportunity for social connections in the after-school hours are more well-adjusted and happier than those who do not (Belle & Burr, 1989).
- Research repeatedly demonstrates that the intellectual growth of young children depends greatly on the interactions they have with their parents or caregivers, particularly the verbal interplay that takes place in the context of affectionate relationships (Carnegie Corp. of New York, 1996).
- Children who spend out-of-school time “hanging out” with peers may be less likely to achieve in school and more likely to engage in a range of risk-taking behaviors. Children under adult supervision during out-of-school time are less likely to be susceptible to peer pressure (Miller, 1995).
- Certain groups of children are at increased developmental risk when they spend time in self-care, particularly low income children who reside in urban areas (Miller, 1995).
- 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).
- When school-age programs are well-designed, they can raise academic achievement, but when they are of low quality, with poorly trained staff and few age-appropriate activities, participants may do worse in school than children who are cared for by a parent or a sitter or even left alone (Carnegie Corporation of New York, 1996).
- Children attending quality school-age programs may have better peer relations, emotional adjustment, and better grades and conduct in school than their peers in other care arrangements (Posner & Vandell, 1994). These children are exposed to more learning opportunities, spend more time in academic activities and enrichment, and spend less time watching TV.
- Teachers indicate children in good quality school-age programs become more cooperative, learn to handle conflict better, develop an interest in recreational reading, and get better grades as a result of program involvement (Riley et al., 1994). Principals note that vandalism in the schools decreased as a result of the programs.

## ***Highlights of Research Findings, Continued***

### **Quality of programming**

Defining a high quality school-age program is not an easy task, especially in a field with as much variation in program models and goals as school-age care. However, a number of recent studies indicate characteristics of programs that are linked to higher quality experiences for children, and some of the ways in which children benefit from attending good programs. Existing studies show that when staff are well-trained and experienced, groups sizes and ratios are low, and a variety of enriching experiences are offered, children do well and enjoy school-age programs.

Highlights of the research on quality and school-age programs include:

- A recent study of school-age programs emphasizes the importance of well-trained staff.
- As the ratio of children to staff increased, staff had more negative interactions with children (Rosenthal & Vandell, in press).
- When staff lacked formal training and education, interactions were more negative (Rosenthal & Vandell, in press).
- When school-age programs offered a great variety of activities, staff-child interactions were more positive (Rosenthal & Vandell, in press).
- Children's feelings about their school-age program were heavily influenced by their experiences with the staff. For example, when staff were more negative in their interactions with children, children reported that staff were emotionally nonsupportive. Furthermore, the children indicated that they did not want to be at the program (Rosenthal & Vandell, in press).
- Positive behavior management and sensitive interactions are associated with staff's ability to meet the needs of children regardless of gender, temperament, or family circumstances (Vandell et al., 1996). When staff members understood family situations, they were better able to provide emotional support and instrumental assistance to the children in their care.
- Staff turnover affects program quality. Staff who had worked in a school-age program longer knew the children better, knew more about their home situations, and were more likely to seek out children when they started skipping the school-age program (Halpern, 1992).
- Child and community-centered philosophy, staff characteristics, and age-appropriate activities are important components of a successful school-age program (Vandell et al., 1996).

## ***Highlights of Research Findings, Continued***

- Children were much more positive about attending school-age programs when there was a greater diversity of activities and when they had some choice in selecting activities (Halpern, 1992; Rosenthal & Vandell, in press).

### **Barriers**

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

### **Policy and Community Recommendations**

- Community action is the key to expanding and improving opportunities for children during their out-of-school time, yet communities cannot meet their goals for children without adequate resources. At the state level, administrators need to work across agencies to create an optimal environment for communities and children, including funding, access to information, and incentives for collaboration.
- Create structures for inter-agency collaboration at the state level between agencies working on issues related to recreation, youth development, parent education, family support, child care, and related areas.
- Increase funding of community out-of-school time resources to increase quality of existing services, expand services as necessary, and increase access for low-income children.

## ***Highlights of Research Findings, Continued***

- Improve the quality of existing services, where such improvement is needed, and through systematic methods of assessing and improving quality of out-of-school time for children in formal settings (Miller, 1995).
- Expand and improve out-of-school time programs, so that program activities are linked to what children are learning in school (Carnegie Corporation of New York, 1996). Promulgate licensing standards designed to ensure that at least a minimal quality of care is provided to children, and adequately fund enforcement to ensure timely monitoring. In addition, use public funds as an incentive for programs to increase quality.
- Support and create collaborations at the community level. Areas for collaboration include: 1) informal resources for leisure time, including parks, playgrounds, museums, libraries, and community festivals; 2) child care programs; 3) lessons and recreational activities, including drop-in and community center programs, and 4) summer programs (Miller, 1995).
- Promote high-quality educational television and access to other electronic media for improving instruction (Carnegie Corporation of New York, 1996).
- Promote parent involvement and parenting skills through parent support and educational programs.
- Encourage continuity of relationships with staff and other adults that will facilitate relationships that result in supportive learning communities (Carnegie Corporation of New York, 1996).
- Develop and disseminate materials to help parents with their children's out-of-school time (Miller, 1995).

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## Fact Sheet On School-Age Children's Out Of School Time

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

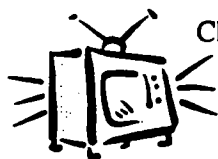
Schools are typically open less than half the days of the year, and when open provide care only until mid-afternoon. What happens during the other 80 percent is critical to children's development.



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

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

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



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

### School-Age Children with Employed Parents

Approximately 24 million school-age children require child care.

According to the Bureau of the Census, in 1991 there were 36.7 million children between the ages of 5 and 14 years living in the U.S. Of these children, 21.2 million lived with a mother who was employed, and an additional 953,000 lived with an unemployed mother (currently seeking employment) and 999,000 lived with a mother enrolled in school. An estimated 912,000 children in this age range lived with a single father who was employed, 61,000 with an unemployed father, and 9,000 with a single father enrolled in school.

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

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



## Child Care Arrangements of School-Age Children

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



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

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

These percentages reflect the primary care arrangement - the one where the child spends most of his or her non-school hours during a typical week. Secondary care arrangements are as follows: care by a parent (55%), lessons (19%), relative (14%), self-care (4%), family day care (3%), center care (3%), in-home provider (1%) and other (1%).



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

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

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



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



## Related Materials

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# National Service Statistics 1996

from *National Service News*  
Learn & Serve, AmeriCorps, and National Senior Service Corps

In 1996,

**25,000 AmeriCorps members**

served

**1,100 communities,**

and taught or tutored

**508,493 children.**

AmeriCorps members served

**85,406 students enrolled in after-  
school programs.**

They also provided

**706,527 students**

with educational enrichment activities.

**109,370 youth were trained in  
violence prevention.**

**95,327 youth were mentored**

by AmeriCorps members.

AmeriCorps members helped in other ways too.

**39,294 community tutors were recruited or trained;**

**3,133 public safety patrols and programs were established;**

**3,544 neighborhoods were cleaned up and;**

**24,307,203 trees were planted.**



# Appendix F

## State Pilot Teams

# Appendix G

## Other Service Resources

# Appendix H

## December, 1996 Forum Participants and Organization Information

F: Child Care -  
Service

## WHITE HOUSE CONFERENCE ON CHILD CARE

*Over the past decade, the number of American families with working parents has expanded dramatically.... Each of us -- from businesses to religious leaders to policy-makers and elected officials -- has a responsibility and an important stake in making sure that children of all ages have the best possible care available to them. From infancy to adolescence, in child care settings and after-school programs, children can learn and thrive with the right care, attention and education.*

--President Clinton, July 23, 1997

On October 23, 1997, the President and the First Lady will host the *White House Conference on Child Care* in the East Room of the White House. The conference will examine the state of child care in this country and explore how Americans can better respond to the needs of working families for affordable, high quality care.

There will be two panel discussions. The morning panel will address: (1) why child care is important to our children's development, the health of American communities, and the nation's economy; and (2) what is quality child care. The afternoon panel will provide an overview of the strengths and weaknesses of child care in America and highlight promising efforts across the country.

### I. OPENING SESSION

### II. PANEL DISCUSSION: WHY DOES GOOD CHILD CARE MATTER AND HOW DO WE KNOW IT WHEN WE SEE IT?

#### Part 1: Why is Child Care Important?

This panel will include presentations by experts on the relationship between child care and children's development, particularly in the earliest years of life; the need for adequate care for children of school age; and the importance of child care to our economy and workforce.

#### Part 2: What Is Quality Child Care?

A state legislator, a child care provider, and a parent will present three perspectives on what makes quality child care.

### III. WHITE HOUSE LUNCHEON AND WORKING SESSIONS AT FEDERAL AGENCIES

Several Cabinet Secretaries will host working sessions at their agencies during the White House luncheon.

**IV. PANEL DISCUSSION: HOW DO WE MOBILIZE THE PIVOTAL SECTORS TO SUPPORT AFFORDABLE, QUALITY CHILD CARE?**

**Part 1: What is Going On In Child Care Across the Country?**

Secretary Shalala will give an overview of the strengths and gaps in child care across the country as well as the role of the federal government in child care.

**Part 2: What Promising Models Can We Learn From?**

This panel will include presentations by state and local officials, military personnel, a religious leader, and representatives from business, labor, and the health care community on promising efforts to promote affordable, quality child care.

**V. SOUTH LAWN RECEPTION**

The conference will conclude with a reception and closing remarks on the White House South Lawn.