



YMCA

We build strong kids,
strong families, strong communities.

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Overview of YMCA Youth Development Programs

Together, more than 2,200 YMCAs serve 7 million youth during out-of-school time. YMCAs provide safe places for kids and their comprehensive youth programs focus on character development and emphasize YMCAs' four core values of caring, honesty, respect and responsibility. They offer before- and after-school child care as well as weekend and summer activities. Activities include mentoring, gang prevention, teen camp and sports but vary at every site to meet the needs of the community. The YMCA of the USA is dedicated to bringing affordable, high-quality child care to American families who need it.

YMCAs are the most diverse door in a community, with the possible exception of the hospital emergency room. YMCAs serve all ages, all abilities, all faiths, and all incomes under one roof. No one is turned away for an inability to pay, given the resources a YMCA has available. And while YMCAs are open to all and are positioned as the community convener, they are committed to those with the greatest need — located in 99 of the 100 largest metropolitan areas in the country and partnering with nearly 400 juvenile courts and 300 public housing developments.

YMCA Facts on School-Age Child Care

according to a 1997 survey of YMCAs that offer child care

- ▼ Collectively, YMCAs are the largest school-age child care provider in the country. YMCAs serve more than 330,000 children in after-school child care programs.
- ▼ The median fee for after-school programs is \$35 a week (five days of after-school care). In addition, 20% of the children in YMCA school-age child care pay less than full fee.
- ▼ Half the kids in our after-school programs come from families with incomes less than \$25,000.
- ▼ A median of 40% of kids in our programs come from single-parent homes.
- ▼ YMCA after-school programs take place at more than 8,000 sites across the country. 84% of the YMCA programs take place in local schools.
- ▼ 63% of YMCAs offer school-age child care. One-third have waiting lists.
- ▼ YMCA school-age child care is high-quality. More than 90% of YMCAs report that their programs use the YMCA Child Care Quality Check or other nationally recognized assessment tools to monitor and evaluate quality. YMCA school-age care helps the whole child grow, with homework, health and fitness and character development listed among the top activities.

YMCA of the USA • Public Policy • 1701 K Street, N.W., Suite 903 • Washington, D.C. 20006

202-835-9043 • toll-free: 800-932-9622 • fax: 202-835-9030 • <http://www.ymca.net>

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



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Fast Facts on YMCA School-Age Child Care...

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- ▼ YMCA school-age child care is big. YMCAs collectively are the nation's largest provider of school-age child care, serving more than 330,000 children each year at 8,000 sites nationwide. More than one in 10 children in group school-age care are in a YMCA school-age care program.
- ▼ YMCA school-age child care is inclusive. 18 percent of children in school-age child care have family incomes below \$15,000 and another 30 percent have family incomes of between \$15,000 and \$25,000 a year. About 40 percent of YMCA school-age child care participants come from single-parent homes, and 15 percent are minority. Ys with school-age child care programs report they provide care for more than 8,500 children with special needs.
- ▼ YMCA school-age child care is affordable. The median fee for after-school programs is \$35 per child per week. For combined before- and after-school care it's about \$49 per week.
- ▼ YMCA school-age child care offers financial assistance for families in need. About 20 percent of families with children in YMCA school-age care pay less than the full fee.
- ▼ YMCA school-age child care works with schools to meet children's needs. In fact, 84 percent of Y school-age programs are at the schools. Many Ys receive support from the school board, and school personnel promote the Y school-age care program. One in six YMCAs serves every school in their area.
- ▼ YMCA school-age child care supports families through regular activities and parent involvement. In addition to daily communication with parents at all YMCAs, regularly scheduled events for all family members of school-age child care participants are held at 63 percent of YMCAs. Half of Y programs have a parents' committee or advisory board.
- ▼ YMCA school-age child care teaches values. 90 percent of the YMCAs offering school-age child care use age-appropriate curricula in their programs to help children grow physically, mentally and spiritually. About half of the programs have their school-age child care participants perform community service projects. Character development tends to be a major focus in most Y school-age care programs emphasizing the four values: caring, honesty, respect and responsibility.
- ▼ YMCA school-age child care is committed to high quality. More than 90 percent of YMCAs reported that their programs use the YMCA Child Care Quality Check or other nationally recognized assessment tools to monitor and evaluate quality. YMCA staff are heavily involved in professional organizations such as the National Association for the Education of Young Children and the National School Age Care Alliance and/or their local and statewide affiliates.

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At a Glance...

Introduction: Together YMCAs make up the largest not-for-profit community service organization in America. YMCAs are at the heart of community life in neighborhoods and towns across the nation. They work to meet the health and social service needs of 15 million men, women, and children.

YMCAs help people develop values and behavior that are consistent with Christian principles. YMCAs are for people of all faiths, races, abilities, ages, and incomes. No one is turned away for inability to pay. YMCAs' strength is in the people they bring together.

In the average YMCA, a volunteer board sets policy for its executive, who manages the operation with full-time and part-time staff and volunteer leaders. YMCAs meet local community needs through organized activities called programs. In its own way, every YMCA nurtures the healthy development of children and teens; strengthens families; and makes its community a healthier, safer, better place to live.

Best known for their community-based health and fitness programs, YMCAs teach kids to swim, offer exercise classes for people with disabilities, and lead adult aerobics. They also offer hundreds of other programs in response to community needs, including day camp for kids, child care (the YMCA is the nation's largest non-governmental provider), teen clubs, environmental programs, substance abuse prevention, youth sports, family nights, job training, international exchange, gang prevention programs, GED classes, and many more.

1996 Statistics: In 1996, there were 2,197 associations, including 964 corporate YMCAs and 1,233 branches. These figures represent an increase of 29 associations over the previous year, with branch YMCAs increasing by 26 and corporates increasing by 3. These YMCAs were run by 56,357 volunteer policymakers serving on YMCA boards and committees, plus 413,003 volunteer program leaders and uncounted other volunteers, all of whom worked with paid professional staff members. These volunteers and staff members worked not only out of YMCA buildings and resident camps, but also out of rented quarters, parks, and playgrounds. Some YMCAs have no building at all.

Combined, YMCAs have a total operating budget of \$2.3 billion. It came from these sources: 31% membership dues,

18% child care fees, 17% program fees, 10% contributed income, 8% government funding, and 4% United Way.

Organization: Each YMCA is a charitable not-for-profit, qualifying under Section 501(c)(3) of the U.S. Tax Code. Each is independent. YMCAs are required by the national constitution to pay annual dues, to refrain from discrimination, and to support the YMCA mission. All other decisions are local choices, including programs offered, staffing, and style of operation. The national office, called the YMCA of the USA, is in Chicago, with Field offices in California, Pennsylvania, Georgia, Ohio, Indiana, Minnesota, and Texas. It is staffed by 222 employees. Its purpose is to serve member associations.

International: YMCAs are at work in more than 130 countries around the world, serving more than 30 million people. More than 300 local U.S. YMCAs maintain relationships with YMCAs in other countries, operate international programs, and contribute to YMCA work worldwide through the YMCA World Service campaign. Like other national YMCA movements, the YMCA of the USA is a member of the World Alliance of YMCAs, headquartered in Geneva, Switzerland.

History: The YMCA was founded in London, England, in 1844 by George Williams and about a dozen friends who lived and worked as clerks in a drapery – a forerunner of dry-goods and department stores. Their goal was to help young men like themselves find God. The first members were evangelical Protestants who prayed and studied the Bible as an alternative to vice. The YMCA has always been nonsectarian and today accepts those of all faiths at all levels of the organization, despite its unchanging name, the Young Men's Christian Association.

The first U.S. YMCA started in Boston in 1851, the work of Thomas Sullivan, a retired sea captain who was a lay missionary. YMCAs spread fast and soon were serving boys and older men as well as young men. Although 5,145 women worked in YMCA military canteens in World War I, it was not until after World War II that women and girls were admitted to full memberships and participation in the U.S. YMCAs. Today half of all YMCA constituents and staff members are female, and half are 18 or under.



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Model YMCA After-School Child Care Programs

For more information, contact:

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YMCA of Middle Tennessee

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The YMCA of Middle Tennessee is the largest provider of child care in the state of Tennessee, providing care for 5,661 children after school at 117 school sites in Middle Tennessee. For 14 years the YMCA has provided year-round care, including full-day care during the summer, on school holidays, and snow days. The YMCA works closely with principals, teachers, and school officials to create a program that enhances the child's school experience while developing the child in all areas—physical, social, emotional, and intellectual. The program, Fun Company, incorporates outdoor play, homework time, community service activities, character development, dramatic play, games, artwork, life skills development, and science activities. In collaboration with the schools, the YMCA provides care both in schools and at local YMCAs.

Believing that no child should have to stay at home alone, the YMCA provides more than \$1.1 million in financial assistance for those families unable to afford care; 26% of all families served by the YMCA receive financial assistance. Each of the 405 staff members receives extensive training through the YMCA of the USA national training program, developed in cooperation with Wellesley College.

YMCA of Greater Toledo

Robert Alexander, President/CEO
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The largest provider of child care in Northwest Ohio, the YMCA of Greater Toledo serves 2,500 kids a day in 50 school-age child care sites. The YMCA partners with 113 elementary schools in 11 school districts in Northwest Ohio. In September, the YMCA opened the only known child care facility dedicated solely to school-age care. The YMCA now provides a safe, enriching environment for nearly 80 children with the goal of serving nearly 100 by the year's end. Youth are able to choose from a variety of "theme rooms" focused on science, art, sports, homework, reading, or computers—based on their individual needs and interests.

Located both in schools as well as YMCAs, the school-age programs serve a mix of children—racially, culturally, and economically diverse. With the help of government grants, United Way funding, and YMCA fundraising campaigns, the YMCA is able to provide financial assistance to nearly 1,400 children.

Fargo-Moorhead Family YMCA

Paul Finstad, Executive Director
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One of the largest providers of child care in the state, the Fargo-Moorhead Family YMCA provides quality after-school care to 300 children daily. The YMCA provides a combination of supervised group play, one-on-one time with program leaders, and self-directed activities focused on developing the cognitive, social, moral, and physical competencies of youth. The YMCA provides care at five sites, two of which provide child care services free of charge. The program provides youth with the opportunity to participate in swimming, field trips, community projects, and gym activities. In September, the YMCA opened a state-of-the art child care facility that incorporates a teen center, computer lab, and gymnasium. In addition, the YMCA provides after-school programs at area schools, serving a wide cultural and economic mix of children.

YMCA of Santa Clara Valley

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The YMCA of Santa Clara Valley is committed to strengthening and enriching the lives of young people by providing quality, affordable, and accessible child care to 3,000 school-age children a day. After-school programs are provided in 40 sites across Santa Clara County—in YMCAs, schools, and churches. The YMCA is the largest provider of child care in the county and operates 5% of all the county's licensed child care centers. Committed to serving the entire community, the YMCA services schools where up to 25%-40% of families qualify for the "free lunch" program and 50% of the children come from families in financial need.

Each after-school center utilizes a coordinated YMCA of Santa Clara Valley curriculum with the following components: homework support, literacy, multicultural celebration, character development, family involvement, performing arts, games, sports, environmental awareness, science, and community service. As in all YMCA programs the four values of caring, honesty, respect, and responsibility are emphasized.

The YMCA employs an asset-building approach demonstrating that supportive and empowering relationships with peers and parents and involvement in youth development activities tend to protect youth from participating in high risk behaviors. The YMCA recently participated in a pilot accreditation program sponsored by the National School Age Child Care Association and currently operates two after-school programs utilizing the newly developed accreditation module.

The Greater Burlington YMCA

David Johnson, Executive Director
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The Greater Burlington YMCA is the largest provider of child care in the state of Vermont and cares for over 750 school-age children each day. The program, called Live Y'ers, operates in 17 schools and at the downtown YMCA building. The Live Y'er program has expanded steadily since a 1985 survey indicated an alarming number of school-age children were going home to empty houses each day. The YMCA has built the program around the belief that children need a safe, nurturing, and welcoming program to look forward to each day. Youth are provided a variety of choices including a chance to play, recreate inside or outside, create, do homework, be involved in the community or spend time with caring adults. In every program the YMCA stresses the value of a positive relationship with the staff. The programs go beyond macaroni necklaces and kickball. The YMCA helps children develop values and self-esteem, building a foundation for their future.

The YMCA programs offer scholarships and accept all students who are receiving state subsidized support. About 10% of the population fall into this category.

The YMCA works closely with area schools. School personnel support the Y's work and most schools offer the use of their buildings free of charge, viewing the child care programs as a great benefit to their district families. The YMCA knows the community would be a different place without Live Y'ers.

YMCA of Greater Seattle

Neil Nicoll, President
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The YMCA of Greater Seattle is the single-largest provider of licensed school-age care in the state of Washington. Beyond just its size, the YMCA is recognized for its commitment to quality care. All school-age programs are dedicated to:

- developing a commitment to learning
- teaching positive values
- building social and life skills
- nurturing family relationships

The YMCA of Greater Seattle serves more than 2,200 children each week at 43 sites in King and south Snohomish counties. Approximately 1,800 of these children are in school-age care and enrichment programs. Summer day camp and enrichment programs for school-age children serve an average 1,700 kindergartners to middle schoolers each day.

The YMCA is committed to developing collaborative efforts to build stronger communities; hence, sites are located not only in YMCA branches but in schools, churches, and other community facilities. The YMCA operates a fleet of vans to facilitate transportation needs for families and to serve as many public and private schools as possible.

All of the YMCA's early child care programs are accredited by the National Association for the Education of Young Children (NAEYC). In addition, the YMCA operates one of only a handful of school-age sites in the country with the new National School Age Care Alliance accreditation. (As mentioned earlier, the YMCA of Santa Clara Valley operates two of these accredited programs.)

The YMCA is open to all people, regardless of age, religious or ethnic background or financial circumstances. Last year, financial assistance (for nearly 1,000 low-income participants) and operational support for the child care programs totaled more than \$1 million. Also in 1997, the YMCA funded more than \$254,000 in equipment upgrades and facility improvements at its child care and day camp sites.



Jennifer Durrence

AFTER-SCHOOL: Michelle Seligson of the National Institute on Out-of-School Time calls for more training and living wages. See page 16.

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YMCA, Boys & Girls Clubs, Beacons Among Nation's Outstanding After-School Programs

BY JENNIFER DURRENCE

SPOTSYLVANIA, Va.

It has been more than nine months since Kristin Lisk, 15, and her younger sister, Kati, 12, were abducted after getting off of school buses in this pleasant bedroom community of 78,000, halfway between Washington, D.C. and Richmond, Va.

Their bodies were found in a river 40 miles south of the nation's capital, just a few months earlier, another teenager, Sofia Silva, 16, was kidnapped from her home eight miles from the Lisk residence and killed. The killer, or killers, is still at large.

The need for after-school care was the topic of intense discussion after the murders in an area that has 6,300 youths aged 12 to 17. But efforts to open a teen center have moved slowly. Mary Lee Carter, a member of the county board of supervisors, put it this way: "There were other projects that [had precedence] before this — the fire station and renovation of the schools."

Money for youth after-school programs was hard to come by, even though in Spotsylvania, juvenile arrest figures soared in the last five years from 16 (per 100,000) to 109. [The peak hours for teenage crime, and pregnancies, are just after school.]

Yet after-school programs were not a high priority issue. Not in local government or on the national level.

Finally, though, the teen center is done. It will open in an old school building once the occupancy permits are secured. But it will only be open on weekends and recreation will be limited, at least for now, to not much more than TV and video games.

Why, even in a town which suffered such a national trauma, has it taken so long to get so little done for youths? And why has it been so difficult around the country to obtain adequate funding for after-school youth programs?

Clearly, the need is urgent if Bureau of Census statistics are believed. The bureau says that 24 million children, aged 5 to 14, are in need of care during their out-of-school time, a population that is expected to grow with recent changes in welfare laws. The FBI reports that from 1988 to 1992, juvenile arrests for violent crime increased by 50 percent, even at a time when the crime rate for adults was dropping. A 1990 University of California study found that unsupervised children are at a significantly higher risk of truancy, stress, receiving poor grades and substance abuse.

The tepid response of government is nothing new. The Carnegie Corporation of New York, in a landmark study five years ago, strongly criticized federal youth policies, contending "the opportunity for reaching youth is immense but that promise is largely unfulfilled. We need more outreach, training organization and more funds."

affordability and to help ensure the safety of child care in America."

He told the White House conference last October, "We'll never be the kind of country we ought to be unless we believe that every child counts and that every child ought to have a chance to make the most of his or her God-given abilities."



HAVING A BALL: A youth worker from the Indianapolis Boys & Girls Club takes a moment out to instruct a club member in the fine art of billiards playing.

Now things are changing. One big reason: President Bill Clinton has become interested in the issue.

"I have been listening to the First Lady talk about this (child care issue) for more than 25 years now," he says, "and it may be that I will finally be able to participate in at least a small fraction of what I have been told for a long time I should be doing."

Clinton is the first president to hold a White House Conference on Child Care. And in his State of the Union address this month, he will present a child care plan "to improve access and

Clinton in a Quandary

But what programs work — and who should get the funding? Clinton concedes that's a tough one.

"One of the things that I constantly deal with here is trying to determine who should do what — what we can do and make a difference," he said.

Clinton is particularly enthusiastic about a Boston approach to combat juvenile crime. "The whole juvenile justice system has been geared to be warm and responsive," he noted. Juvenile probation officers make house calls with police officers. And commu-

nity groups walk in the streets in the afternoon to, basically, almost pick the kids up and give them things to do and get them involved with things. As far as I know, it's the only major city in America where nobody under 18 has been killed by a gun in two years now. But it's not rocket science. It's a systematic attempt to take personal responsibility for all these children after school." (Two months after Clinton praised Boston for staying off juvenile homicides, 16-year-old Eric Pauling was shot outside his girlfriend's house in what police said appeared to be an argument between two teen groups.)

One necessity, not only in Boston but, throughout the country, Clinton believes, is to have trained caregivers.

He is proposing a \$250 million scholarship fund for child care staff.

"Too many caregivers don't have the training they need to provide the best possible care," he says. "Those who do are rarely compensated with higher wages."

Clinton's plan will help college students earn degrees if they remain in the child care field for a year. Caregivers who complete their training will receive a raise.

Clinton also proposes a tax credit for parents with child care expenses and a tax credit for companies opening child care centers for employees. He also wants an increase in federal funding to states to subsidize child care.

Parents Can't Pay

Whatever is done will require financial aid for parents of participants, according to the the National Before and After-School Program Study. The report says that parents just cannot afford to pay even the small fee many programs require. The study found that 83 percent of 50,000 school-age child care programs depend on parent fees.

Michelle Seligson, executive director of the National Institute of Out-of-School Time, warns the president there are other problems to confront in developing quality after-school programs.

- While there is widespread agreement on standards, quality remains uneven.
- It is more and more difficult to recruit staff because salaries are low and turnover is high.
- Just who gets to operate the program can be a source of contention. Some school boards want to join with community organizations as partners but others resist.
- Families whose children have special needs, rural families and parents

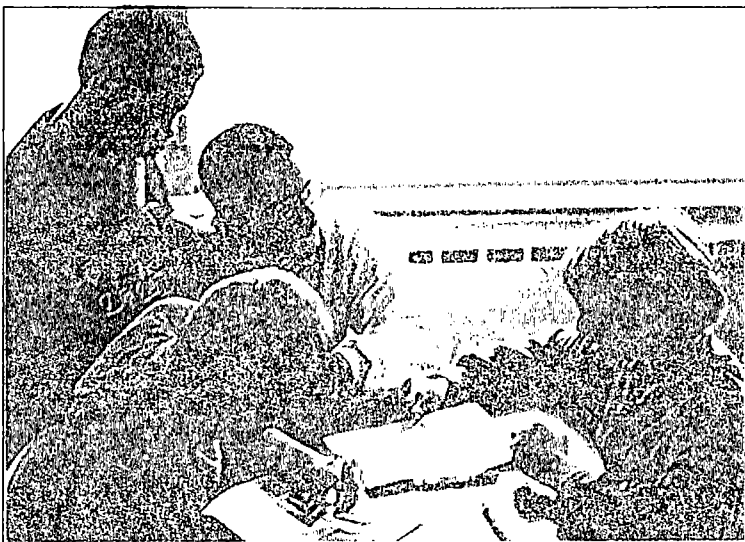
with middle school children are underserved.

The Institute and the Corporation for National Service have just published a "how to" manual outlining some of the key factors in developing a quality program, such as creating low child:staff ratios, a sensitive and caring staff and a safe and healthy environment.

The single most important feature in an after-school program is the staff," says Seligson. "And that means people who have been trained, who are prepared to work in these informal learning environments with kids."

Concordia University of St. Paul is the first college in the country to offer upper-level academic programs in school-age care. Some 54 students are pursuing bachelor's or master's degrees at Concordia and 68 other students are enrolled in certificate programs ranging from special needs to site leadership. All students are already working in the school-age care field as program directors or trainers for the state or direct care providers.

Children also seek service as a solu-



ON-THE-JOB-YOUTH-WORK-TRAINING: A youth worker pursuing a degree in school-age care helps kids with their homework in the Afterschool Express Kids Program on the Concordia College campus.

tion to the staff issue. Funding for national service programs will increase \$68 million this year with \$60 million of that increase going to the American Reads Initiative. This month Clinton is submitting a proposal for reauthorization of the program for the next two years.

Many organizations have been using volunteers for years. The Boys & Girls Clubs of America, for example, have their own manual on program planning and management, performance reviews of volunteers and program evaluation.

A \$75-million initiative called Web of Support will give more attention to

small families. It will offer programs such as homework centers and arts and music to poor children in 40 rural and urban communities. By 2001, the initiative will target 100 more communities with a goal of reaching 550,000 at-risk children. A \$1 million pilot program in Appalachia reaches 8,000 children. Grades have improved and parents got involved.

Here are other programs around the nation:

• **Beacons of New York City**

Supported by the Fund for the City of New York, the school-based community centers started in 1991 provide a range of services to youth and their families, including education, after-school, job preparation, social services and recreational leadership. There are now 40 Beacons serving 12,000 youth and community residents daily. They are open at least six days a week, from morning to 10 P.M. Each Beacon receives its own funding of \$25,000 from the city of New York. Individual Beacons report higher school attendance for youth in their programs and higher test scores for youth in Beacon schools. The out-of-school placement increased to 90 percent. Workshops are offered for conflict resolution, drama

ties, how Beacons are expanding with \$1 million in grants each from the DeWitt Wallace-Reader's Digest Fund to four new cities: Savannah, Oakland, Minneapolis and Denver.

• **United Way** — Seven local United Ways received \$400,000 grants to expand the Bridge to Success after-school programs in public schools operated in partnerships with community-based organizations.

• **Three community organizations** — United Way of Salt Lake City and YMCA in Boston and Long Beach, Calif., received \$300,000 each to create extended service schools where social work students work in public schools with youth workers. Fordham University received almost \$500,000 to develop its model with the Children's Aid Society in these communities.

• **West Philadelphia Improvement Corps** — University of Pennsylvania faculty and students work in public schools. They have received \$932,000 to extend the program to Birmingham, Ala.; Cincinnati, Ohio; and Lexington, Ky.

• **DeWitt Wallace-Reader's Digest Fund** — Provided \$6.5 million for the Institute of Out-of-School-Time Initiative — Making the Most of Out-of-School Time — in three cities — Boston, Chicago, and Seattle —. The initiative brings together youth serving agencies, parents, officials, col-

leges, religious institutions and public schools to pool resources and create leadership to expand services across communities. Planned are participation in the accreditation system, development of college course work in school-age care and development of funding.

• **Boys & Girls Clubs of America** — Serve 2.6 million youth a year in 1,850 clubs. Boys & Girls Clubs have a total of 88,000 volunteers. The club in Santa Fe provides out-of-school programming for children and youth, ages 6 to 17, in a central facility in Santa Fe and five satellite sites. Youth, mainly Hispanic or Native American, receive free or inexpensive training in arts and crafts and athletics. Program officials say the crime rate in the county housing the clubs has dropped 50 percent. Boys & Girls Clubs in public housing also show results. In a 1991 study, public housing sites with Boys & Girls Clubs, compared to those without, had 13 percent fewer juvenile crimes and 22 percent less drug activity. Today there are 320 clubs in public housing reaching more than 100,000 kids.

• **YMCA** — The YMCA is the largest nongovernmental provider of child care. More than 1 million children in school-age care are in a YMCA program. Y facilities offer game rooms, pools, gyms and craft classes.

Parents are encouraged to participate through family nights and volunteer programs. A majority of the

\$113 million spent on its child care programs in 1996 went to school-age care. ■

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Program Briefing

Program Name: **Child Care**

The YMCA is not only the largest provider of child care in Delaware, but one of every ten children in child care across the nation are in YMCA child care. In 1997, 13,395 children participated in YMCA of Delaware child care and day camp programs at over 50 sites.

Community Problem Statement

YMCA child care seeks to address the community problem of providing safe, affordable, quality child care. Our objective is to provide children with substitute parental care in a group setting for some period of the day when the parent or normal caretaker must be away from the home, usually at work or a job training program. Children need the assets of support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identities for healthy development.

According to 1990 Census figures, 60 percent of mothers with children under 6 in the US are in the work force, meaning that 12 million children in this age group are in child care. Mothers of small children continue to enter (or remain) in the work force in ever growing numbers. Just since 1980, there has been a 42 percent increase in the number of married women with children under age 6 in the work force. No doubt, these numbers can be partially attributed to the baby boomlet - baby boom women are having children and keeping their jobs. Nevertheless, such statistics point to a growing need for preschool child care in the US.

The demand for child care exceeds the supply. The increase in the number of working women with very young children coupled with the rise in the number of single mothers in the labor force with children under 6 has outpaced the creation of high-quality, accessible, affordable and safe day care programs.

Service Description

Programs include a daily program of care and educational activities, meals and snacks, health supervision and screening, transportation and family skill development in child development and parenting. The Y approach is characteristically flexible. Child care takes place in a variety of settings, in the Y's multipurpose buildings and in schools, churches, camp sites and community centers. The high standards for the care of children reflect the Y's values and expectations. Staff members are well prepared and participate in ongoing training through the YMCA system of Program Schools, training events, program cabinets, and certification. Like all Y programs, child care is open to all, with financial aid available for those unable to pay full fees. The bottom line for Y child care is what's best for the family. Providing it is the

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Y's way of working to improve the quality of life-for the whole child, the whole family, and the whole community.

Full Day Child Care	Central Delaware Branch YMCA, Dover Central Branch YMCA, Wilmington Sussex Family Branch YMCA, Rehoboth Children's Corner II 1000 W. 24th, Wilmington Walnut Street Branch YMCA, Wilmington Brandywine Towne Center Lake Forest Elementary, Felton
After School Care	Lake Forest North School, Felton North Elementary, Dover South Elementary, Dover West Elementary, Dover Fairview Elementary, Dover Clayton Elementary, Clayton Comm. MacDonough Elem., St. Georges Leasure Elementary, Bear Delaware City Elementary, Delaware City Smyrna Elementary, Smyrna ML King Elementary, Wilmington Rehoboth Elementary, Rehoboth Beach McVey Elementary Thurgood Marshall Linden Hill Elementary
Before and After School Care	Central Delaware Branch YMCA, Dover Townsend Elementary, Townsend Silverlake Elementary, Middtown Brandywine Branch YMCA, Tallyville Brandywine Valley Baptist Church, Tallyville Lombardy Elementary, Wilmington Buzzware Center, Wilmington Rehoboth Elementary, Rehoboth Shields Elementary, Rehoboth Stubb's Elementary, Wilmington Western Branch YMCA, Newark Wilson Elementary School Maclary Elementary School Gallaher Elementary School Linden Elementary School
Before and After Kindergarten	Townsend Elementary, Townsend Sussex Family Branch YMCA, Rehoboth Stubb's Elementary, Wilmington Western Branch YMCA, Newark
Day Camp	Silverlake Elementary, Middletown Central Branch YMCA, Wilmington Lum's Pond State Park, Bear Hanby Outdoor Center, Arden Sussex Family Branch YMCA, Rehoboth Western Branch YMCA, Newark Moose Lodge, Dover Rehoboth Elementary Stubbs Elementary
Little Explorers Camp	Central Delaware Branch YMCA, Dover
Camp Koda	Western Branch YMCA, Newark Brandywine Branch YMCA, Talleyville
Holiday Care	Central Branch YMCA, Wilmington Faith Lutheran Church, Bear

Contact: Michael P. Graves, President
YMCA of Delaware, 501 W. 11th St., Wilmington, DE 19801
(302) 571-6907

	Brandywine Branch YMCA, Talleyville Sussex Family Branch YMCA, Rehoboth Central Delaware Branch YMCA, Dover
Kindergarten	Central Branch YMCA, Wilmington
Pre-School	Brandywine Branch YMCA Central Delaware Branch YMCA, Dover Sussex Family Branch YMCA, Rehoboth Western Branch YMCA Giant Step Forest Presb. Church, Middletown Grace Church, Millsboro St. George's Church, Clarksville

Innovation, Coordination, Collaboration

The new Walnut Street Branch YMCA is the first all new urban YMCA built in the United States in over a decade. Clients are served as part of a mainstream diverse socio-economic population in a comprehensive and seamless array of child care support. The YMCA collaborates with the State and numerous school districts to provide a quality program. The Y uses Brandywine Counseling and participates in the State Department of Public Instruction's Parents as Teachers Program. The Y scholarships families who do not qualify for POC but cannot afford the full price of child care. Scholarships are based on family size and financial means.

The YMCA will be using the Search Institute's developmental assets integrated approach to accountability and program evaluation. This is the most comprehensive evaluation approach and includes a conceptual or theoretical framework as a starting point, a study or series of studies that show that the framework is related to key desired outcomes, and a set of tools or measures that assess key dimensions of the program.

YMCA Character Development teaching the virtues of honesty, respect, responsibility and caring is integrated into all child care programs.

YMCA POC child care by definition is a collaboration between the federal and state governments and the YMCA.

Evaluation and Planning for Effectiveness for this Program

1. Program Impacts

YMCA child care impacts the following Search Institute developmental assets.
Making the Case: Measuring the Impact of Youth Development Programs
 Search Institute, 1996.

Asset Type	Asset Name - Definition - Program Impact Statement
EXTERNAL ASSETS	
Support	Other adult relationships-Young person receives support from three or more non-parent adults. YMCA child care provides an ongoing relationship with two or more caring adults. Caring school climate-School provides a caring, encouraging environment. YMCA child care is coordinated with and often takes place in numerous school settings supporting this asset of a seamless education and caring system.
Empowerment	Community values youth-Young person perceives that adults in the community value youth. Children in YMCA child care are treated as valued stakeholders in their own care. Participant satisfaction surveys rate staff support and care with the highest score possible. Safety-Young person feels safe at home, school, and in the neighborhood. Parents and participants rate YMCA child care as safe. The YMCA culture does not compromise safety regardless of perceived resources. This is supported with training and communication.
Boundaries and Expectations	Adult role models-Parent(s) and other adults model positive, responsible behavior. YMCA staff are selected and trained to be positive role models demonstrating the YMCA character virtues including caring, honesty, respect and responsibility. Positive peer influence-Young person's best friends model responsible behavior. Numerous strategies are used in our character development program to use peer modeling and leadership. High expectations-Both parent(s) and teachers encourage the young person to do well. Parent meetings and workshops and staff trainings set high expectations.
Constructive Use of Time	Creative activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. YMCA child care offers a broad and balanced curriculum to support the arts. Youth programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.

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The YMCA is a natural provider of group activities of all types especially physical recreation, play and sport.

INTERNAL ASSETS

Commitment to Learning

Achievement motivation-Young person is motivated to do well in school.
YMCA child care coordinates with children, parents and school officials to support academic achievement.

School engagement-Young person is actively engaged in learning.
Y child care supports both formal and informal education and learning.

Homework-Young person reports doing at least one hour of homework every school day.
Y school-age child care includes homework time, coaching, and tutoring.

Bonding to school-Young person cares about her or his school.
Because many child care centers are located in schools, the children have a special relationship of community and belonging.

Reading for pleasure-Young person reads for pleasure three or more hours per week.
YMCA child care curriculum includes reading.

Positive Values

Caring-Young person places high value on helping other people.
The YMCA approach to character development has been recognized around the world. The values of caring, honesty, respect and responsibility are incorporated into everything we do. This approach specifically supports each asset in this asset type.

Equality and social justice-Young person places high value on promoting equality and reducing hunger and poverty.

Integrity-Young person acts on convictions and stands up for her or his beliefs.

Honesty-Young person tells the truth even when it is not easy.

Responsibility-Young person accepts and takes personal responsibility.

Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

Planning and decision-making-Young person knows how to plan ahead and make choices.

The community of a child care center provides numerous opportunities for discernment and positive long term decisions.
Children are given real decision making opportunities.

Interpersonal competence-Young person has empathy, sensitivity, and friendship skills.

Friendship and membership go hand-in-hand at the YMCA. The Y's strategic goal to create a sense of belonging addresses this asset.

Cultural competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

The YMCA offers the most diverse child care programs in the community. All races, religions, socio-economic backgrounds, education, family types and physical abilities are served through the same door.

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Resistance skills-Young person can resist negative peer pressure and dangerous situations.

YMCA curriculum is used to teach resistance skills.

Peaceful conflict resolution-Young person seeks to resolve conflict non-violently. The YMCA is the premier provider of conflict resolution skills in Delaware. The YMCA has been helping people find the "zone of agreement" sense the turn of the century.

Positive Identity

Personal power-Young person feels he or she has control over "things that happen to me."

Children in our child care programs help plan activities.

Self-esteem-Young person reports having a high self-esteem.

Surveys and feedback commonly report growth in self-esteem.

Sense of purpose-Young person reports that "my life has a purpose."

Age appropriate activities are scheduled to include community service projects.

Positive view of personal future-Young person is optimistic about her or his personal future.

2. Evaluation Process

The YMCA of Delaware in cooperation with the YMCA of the USA, the Search Institute and Kinsley Research will use a new survey to measure these assets in youth involved in our child care programs.

Participant satisfaction surveys, Association Review and Renewal, member satisfaction cards, State of the Y Reports, Management Information Benchmark reports, external market research, staff satisfaction surveys, and specific child care program evaluations are used.

The YMCA of the USA has developed a set of program guidelines designed to assist local YMCA staff, key volunteer decision-makers, and parents of child care program participants in measuring the quality of their Child Care Growth and Development Programs. These guidelines are included in the child care operational manuals YMCA Infant/Toddler Child Care , YMCA Preschool Age Child Care , and YMCA School-Age Child Care , all available from the YMCA Program Store. The National Association for the Education of Young Children's "Criteria for High Quality Early Childhood Programs" was used as a resource in the review and development of these standards. The guidelines cover such topics as philosophy and goals, administration, leadership—staff and volunteer, program content and programming with children, facilities and equipment, health and safety, and evaluation.

YMCA Preschool Child Care Evaluation and YMCA School-Age Child Care Evaluation are available from the Research and Planning department. The preschool evaluation is based on "Criteria for High Quality Childhood Programs" by the National Association for the Education of Young Children. Both evaluation manuals cover an outline of the child care programs, review of research, references, self-evaluation form for program

administrators, observation form, staff questionnaire, and parent questionnaire.

Local YMCAs must also meet city, county, and state standards and regulations for child care centers.

3. Evaluation Results

The YMCA of Delaware plans to be a test site for the evaluation process around developmental assets described above. We were selected to represent all YMCAs in the United States to meet with Doris Matsui, White House Deputy Assistant to the President, Deputy Director for Public Liaison to talk about YMCA child care and our impact evaluation methods as well as community based child care, working poor families in addition to families transitioning off welfare, congressional briefings on child care issues, work with the Secretary of Education Richard Riley and our advertising campaign to recruit new volunteers to help make YMCA's safe places for youth.

YMCA Child Care, A White Paper Addressing Staff Salaries, Benefits and Working Conditions developed in 1990 offers some excellent suggestions for reducing child care staff turnover. These recommendations cover working conditions, incentives, recognition, perks, and training opportunities. An updated technical assistance paper, Compensation of Child Care Staff and the Relation to Quality, was issued in February 1995. This update discusses action steps that YMCAs, child care staff, parents, policymakers, and employers can take to ensure that YMCA child care staff are fairly compensated.

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Q U A L I T Y

M A T T E R S

the path to
early learning
and
development



YMCA Guide to Quality in Child Care



W
ID YOU KNOW?

YMCAs...



- **serve all incomes, all ages and all abilities**

We serve 16.9 million people in diverse communities nationwide. YMCAs this year raised \$571 million for scholarships, subsidies and other community services. YMCAs are open to everyone and bring together the poor and not-so-poor, young and old, men and women, all faiths and all backgrounds.

- **reach 9 million children in non-school hours**

Children and their families find a wide range of activities at the Y including community service projects, gang prevention programs, literacy tutoring, kids clubs and sports leagues. The values of caring, honesty, respect and responsibility are woven into every Y activity.



- **provide child care nationwide**

YMCAs are collectively the nation's largest child care provider. Ys offer quality, affordable infant, pre-school and after-school child care programs. Approximately half of the children in YMCA child care come from households with annual incomes of less than \$25,000.

- **partner with neighborhood organizations**

400 YMCAs work with juvenile courts - 300 with public housing developments - 1,550 with elementary schools - 1,033 with high schools - and 700 with colleges or universities.

- **encourage volunteers**

YMCAs are volunteer founded, volunteer based and volunteer led. We wouldn't exist without our volunteers. Ys mobilize more than 580,000 volunteers every year, and our Commitment to Volunteers campaign recruits more every day.

- **live their mission every day**

Founded almost 150 years ago, today YMCAs together make up the largest not-for-profit community organization in America. All 2,283 independent YMCAs are guided by the common mission, "To put Christian principles into practice through programs that build healthy spirit, mind and body for all."



YMCA

We build strong kids,
strong families, strong communities.

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YIMCA

Spring 1998



Strong Kids *Nurturing our youngest*

Strong Families *Child care to help families succeed*

Strong Communities *Small town, big impact*

Plus: New Column! Board Forum • Lew Platt interview • Reader poll

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Camp Fire

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*file -
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Camp Fire
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The purpose of Camp Fire is to provide, through a program of informal education, opportunities for youth to realize their potential and to function effectively as caring, self-directed individuals, responsible to themselves and others; and, as an organization, to seek to improve those conditions in society which affect youth.



CAMP FIRE BOYS AND GIRLS CHILD CARE FACT SHEET

For nearly 90 years, Camp Fire Boys and Girls has provided innovative, responsive, award-winning programs and services to enrich the lives of American children and youth. Since 1978, local Camp fire councils have answered the changing needs of families with a variety of child care initiatives. Camp Fire recognizes the importance of the role that high quality child care programs can play in the life of a child. Quality programs provide positive, one-on-one long term relationships between children and adults that encourage growth and learning. Adults are trained in effective methods of working with children and families, child growth and development, asset-based activities, and health and safety. The program provides coeducational activities and experiences that emphasize group participation and leadership. Each council provides the programs and services that best meet local needs and strengthen the community. Examples of Camp Fire Boys and Girls child care programs include:

- Pre-school and school-age child care is offered in schools, community centers, and stand-alone centers. These programs serve over 20,000 children in 42 councils. Many Camp Fire child care programs are accredited by the National Association for the Education of Young Children, and the National School-Age Care Alliance.
- Camp Fire programs such as *A Gift of Giving*, *I'm Peer Proof*, and *I'm Safe and Sure* are offered both in Camp Fire sponsored school-age child care programs and as part of child care programs operated by other organizations.
- Camp Fire councils work collaboratively in local communities, participating in child care task forces, child care needs assessment, and serving in leadership roles in child care organizations.
- Camp Fire councils offer training and technical assistance to both school-age and preschool providers to increase child care and management skills.
- Through the "Building on *Sesame Street*" program interested Camp Fire councils teach family child care providers how to use television as an educational tool. This is collaborative program with Children's Television Workshop.

Camp Fire Boys and Girls' extensive experience with child care programs and services result in positive, healthy outcomes for children, youth and families in communities throughout the United States. For further information contact Sandi Shaw, director of Program Services at 1-800-669-6884.

"I believe Camp Fire Boys and Girls is one of the best allies a child care provider can have at the local level. They don't just talk about improving the quality of child care in our communities, they do something about it. Their training is fantastic, their resources are valuable, and their support system is exceptional."

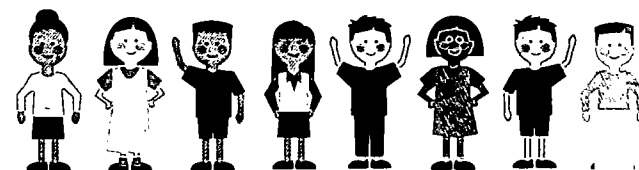
*Kathy Arroyo
Child Care Provider
Arlington, Texas*



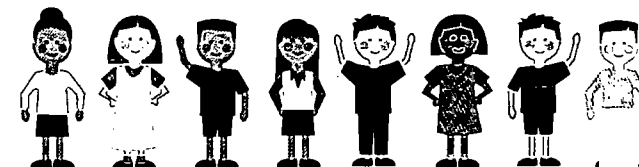
High quality child care is essential for our kids, strengthens our families and builds up our communities. Camp Fire Boys and Girls values child care providers and is committed to training, equipping and supporting their efforts to offer a nurturing child care environment.



Visit us on the World Wide Web at
www.campfire.org — or call your local
Camp Fire council today!



RESOURCES For CHILD CARE PROFESSIONALS



Your partner for quality child care

Resources

Camp Fire Boys and Girls councils across America have developed a wealth of resources we want to share with anyone who has the awesome and wonderful responsibility of caring for our children. Whether you care for preschoolers or preteens, your local council encourages you to integrate these resources into your daily or weekly activities. Call your Camp Fire council today and find out what programs and services are available in your area.

Training

Improving the quality of child care – as well as the respect for providers like you – is a mission near and dear to Camp Fire Boys and Girls. To demonstrate this commitment, we offer professional child care services in many parts of the country. In addition, we also provide an assortment of training classes on important child-related issues such as safety, health, nutrition and self-esteem.

Support

We've made it our business to understand the importance of early childhood development and to help people like you make the most of every "teachable" moment. That's why our volunteers, program leaders, local board members, supporters and staff are trained and encouraged to support our valued child care providers. Whether you're looking for useful activities, insight from a colleague who understands your needs, or a database to promote your services to area parents, the Camp Fire support network is just one phone call away.



Expertise

For nearly 90 years, Camp Fire Boys and Girls has developed innovative, relevant, award-winning programs and services to enrich the lives of our most valuable resource — our children. While times have changed, our commitment and leadership in child development remains steadfast. From our staff to council volunteers, we've always enlisted the best and brightest people, who bring broad experiences in child development and education. This approach allows Camp Fire to customize programs that meet the special needs of your local community and complement our effective programs used nationwide.

Camp Fire Boys and Girls programs and services

- Clubs – regular activity groups
- Camping and environmental programs
- Courses encouraging self-reliance and community service
- Youth leadership opportunities
- Child care
- Custom programs to meet local needs



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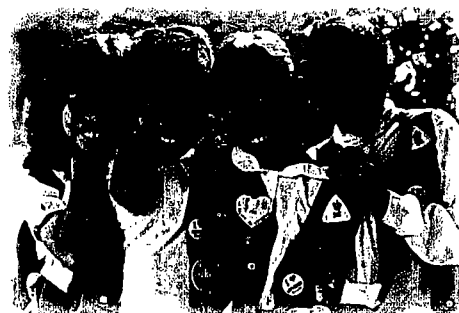


FIRE



BOYS

AND



GIRLS



ANNUAL REPORT 1997-98