

Children and Families: A Wise Investment for Business

*The benefits
of investment
in children
and families
are great,
as are the
consequences
of doing
nothing.*



Children play at Pacific Gas & Electric Company's Children's Center at its corporate headquarters in San Francisco's financial district. Open from 6 a.m. to 6 p.m., it serves 68 infants, toddlers and pre-schoolers.

Ted Childs

Corporate America continues to debate whether a corporation should be involved with its employees' family issues, particularly child care. One train of thought views family matters as personal and private and argues that companies should not get involved. The opposite view says that corporations should show concern for their employees and assist them in addressing child care and other dependent care needs. We believe there are compelling reasons why compa-

nies should provide such assistance.

Helping Families Helps the Bottom Line

Recruiting. Companies compete to attract the best and brightest college graduates to their entry-level positions. Top college students—both men and women—increasingly ask questions about a company's family-friendly philosophy. They want to know about flexible work schedules and support programs for families. Young women frequent-

ly ask how many women are in high-level positions and whether or not these women have families. More often than not, unsatisfactory answers to these questions reduce a company's ability to attract top talent.

Productivity. Employers know that if their employees are distracted by outside worries they will not be productive at work. It is now commonplace for both large and small companies to provide their employees with medical, dental and life insurance, retirement op-

tions, vacation plans and other benefits. Employers offer these benefits because they want to provide some level of protection and security for their employees. Employer involvement in supporting child care and other dependent care issues fits into this family-oriented corporate philosophy.

Family issues can and do creep into the workplace and can cause as much concern among employees as concerns addressed by health and medical benefits.

(Continued on page 4)

Being unready and ill-equipped is what you have to expect in life. It is the universal predicament . . . You must always make do with less than you need in a situation vastly different from what you would have chosen as appropriate for your special endowments.

That's an observation from *The Marauders*, a brilliant book by Charlton Ogburn, about the ugly

There are those who surely will hint that if more women stayed home, that federal center would not have been full. The children would not have been in the line of fire. It is a savagely irrelevant comment, designed to exacerbate the guilt that working mothers cannot help but feel sometimes when they are not at home with their young sons and daughters.

But we have got to be realistic. The dual-working parent and single-working parent family are permanent

even the terrorists could not have anticipated—and would surely relish.

I hope all of you will take every opportunity these days to speak to friends and strangers on this point. Modern life has made horribly clear that there is no guaranteed safe place, particularly in our cities. But regulated, responsible, security-conscious child care—the kind that CCAC has always championed—is as safe, and essential, a place as our lunatic times can provide.

At the wise suggestion of our founder, Elly Guggenheimer, CCAC is spearheading a campaign to raise funds to restore and equip the ruined Oklahoma City child care center. It will be our material tribute to those tiny martyrs. If you would like to contribute, send your check to our New York office. Even more important in the long run is your continued public support of quality child care, your understanding of the growing demand for it among American families, and your pledge to campaign against any effort, no matter how misguidedly sincere, that would suggest in some cruel way that the movement of mothers into the workplace was a factor in the Oklahoma City disaster and should be reversed. Working mothers were not at fault. Bloodthirsty terrorists were. And against them, we are all equally vulnerable.



President's Corner

Richard B. Stolley

1941-45 war in the jungles of Burma. I recalled its poignant wisdom time and again in the days after the murderous attack on the federal building in Oklahoma City. Who among us—much less those directly involved—could possibly be prepared for or absorb the sickening news of the destruction of that child care center and with it, the hopes and dreams of dozens of families?

That heartbreaking photograph of a fireman carrying the body of the year old girl out of the wreckage will stay with us forever. But for me the most terrifying graphic memento was a simple chart in *The New York Times*. It was a cutaway drawing of the building in relation to the vehicle that brought in the bomb. Literally, only a few feet from those thousands of pounds of explosive were the children—on the second floor for safety reasons, of course. The tragic irony of that location is almost unbearable.

All of us dedicated to children and families will never be able to make sense of Oklahoma City, but we can honor those who died by making sure their deaths will not be used to discredit or damage child care in this country. The bombing was an irrational act, which no one could have prevented. We must work together to prevent an irrational response to it.

fixtures in America. That will not change until government or business or both make it financially possible for one parent to stay home with his or her infant, as other nations wisely do—which is to say that it will never change.

And that brings us back to the need for quality child care—the kind that was being delivered at the federal building. Recent studies indicate that employer-sponsored care is generally of higher quality than other settings. Staffs are well trained and better compensated than most providers. Parents prefer on-site or near-site centers. They can drop in for lunch, develop a close relationship with caregivers, and are available in case of tummy aches.

And yet, locating child care centers in risky buildings is likely to be questioned as thoughts turn away from the destruction to rebuilding. It is a fair question, but so is this: How do we determine risk? A high visibility commercial tower (World Trade Center), government offices (many others in addition to Oklahoma City), airports (a center recently opened at JFK), God knows where else?

To turn back the glacial movement toward quality child care in America because of random terrorism would be a grisly triumph that

Oklahoma City Child Care Relief Fund

This fund will be used to help solve the many problems that have arisen as a result of the destruction of the child care center, including support for reestablishment of the center and other programs that will ensure that children and families have access to safe, good quality child care. The effort has been organized in conjunction with the Oklahoma Association for the Education of Young Children. Tax-deductible contributions may be made payable to the "CCAC/ Oklahoma City Child Care Relief Fund" and sent to CCAC, 330 7th Ave., New York, NY 10001.

Action on child care moved to the Senate side with some good news for children as well as some serious setbacks. Unlike the House, the Senate committees responsible for child care did not consolidate all federal child care programs into a single block grant. Instead, they left child care decisions to two committees—the Senate Labor and Human Resources Committee, which has jurisdiction over the Child Care and Development Block Grant (CCDBG), and the Senate Finance Committee, which has jurisdiction over the welfare-related child care programs and the At-Risk Child Care Program.

Child Care and Development Block Grant

On the good news side, the Senate Labor and Human Resources Committee unanimously agreed on a bill introduced by its chair Sen. Nancy Kassebaum (R-KS) and co-sponsored by Senators Dodd (D-CT), Kennedy (D-MA) and Coats (R-IN), reauthorizing the Child Care and Development Block Grant. The Kassebaum bill raises the eligibility level for block grant funding to 100% of a state's median income. The Grant, first created in 1990, helps low-income working families pay for child care.

Considering the climate in Washington and the action already taken by the House to slash child care spending, the Senate bill is sound. It authorizes \$1 billion for the first year and "such sums as necessary" in future years. While it will be very challenging to win increases in child care funding given the large cuts proposed in all domestic spending except social security, the bill did not set very limited funding levels as targets, a

Washington Watch

Helen Blank

step in the right direction. While the Committee took the important step of maintaining a set-aside for quality, it reduced the overall set-aside from the current 25% to 15%. The bill also repeals or eliminates the Dependent Care Block Grant.

Child Care and Welfare Reform

The Senate Finance Committee's Welfare Reform bill consolidates all federal spending on welfare into one block grant, cuts overall federal welfare spending, eliminates the family's guarantee to a subsistence grant, and to child care. Under this bill there would be no separate child care funding or welfare-related child care program. Like the House bill, it eliminates the entitlement of child care for welfare recipients who are trying to go to work and repeals the Transitional Child Care Program (child care for families who have just moved off welfare) and the At-Risk Child Care Program (to prevent families from needing welfare). It allows Welfare Block Grant funds to be used to provide child care, but given the deep cuts already proposed, child care will compete with the need to fund families' basic needs, such as food and housing. The bill also creates a five-year lifetime limit for fami-

lies on welfare.

The Welfare Reform bill does require states to provide some form of child care for mothers who are required to work—but only for children aged five and under. No provision is made for the child care needs of children six and older. Worse still, the bill removes current protections regarding quality and does not define what states must do to provide child care. Child care is no longer required to meet applicable state or local standards. States are free to set very low payment rates for care, effectively eliminating parental choice.

Child Care Food Program

Both the House and Senate Budget Resolutions would result in sharp cutbacks to all nutrition programs benefiting children and families, including the Child Care Food Program. The Senate bill recommends maintaining the Child Care Food Program as an entitlement, which means that all eligible children would receive meals and snacks. It also recommends some cuts in the family day care portion of the program through a modified means test. Advocates are now working with the Senate Agriculture Committee to work out an appropriate means test that will ensure that as many family child care providers as possible and the children they serve have access to the nutritious meals offered through CCFFP.

Next Steps

The Senate is expected to debate these bills in June, and the differences between what it passes and what the House has already passed will be ironed out in conference committee over the summer. Advocates will seek to restore a separate welfare-related child care program. It is vital that parents, child care providers, and community leaders emphasize the critical link between adequate child care and the ability of a parent to work and a child to enter school ready to learn. There is still time for the Senate to respond to the opinion of the American people, which strongly supports continued federal funding for child care for working families, investments in quality, and the establishment of minimum health and safety standards to protect the wellbeing of children.

Helen Blank is Director of Child Care and Development at the Children's Defense Fund and a CCAC Board member.

In Memory of Vivian Cadden

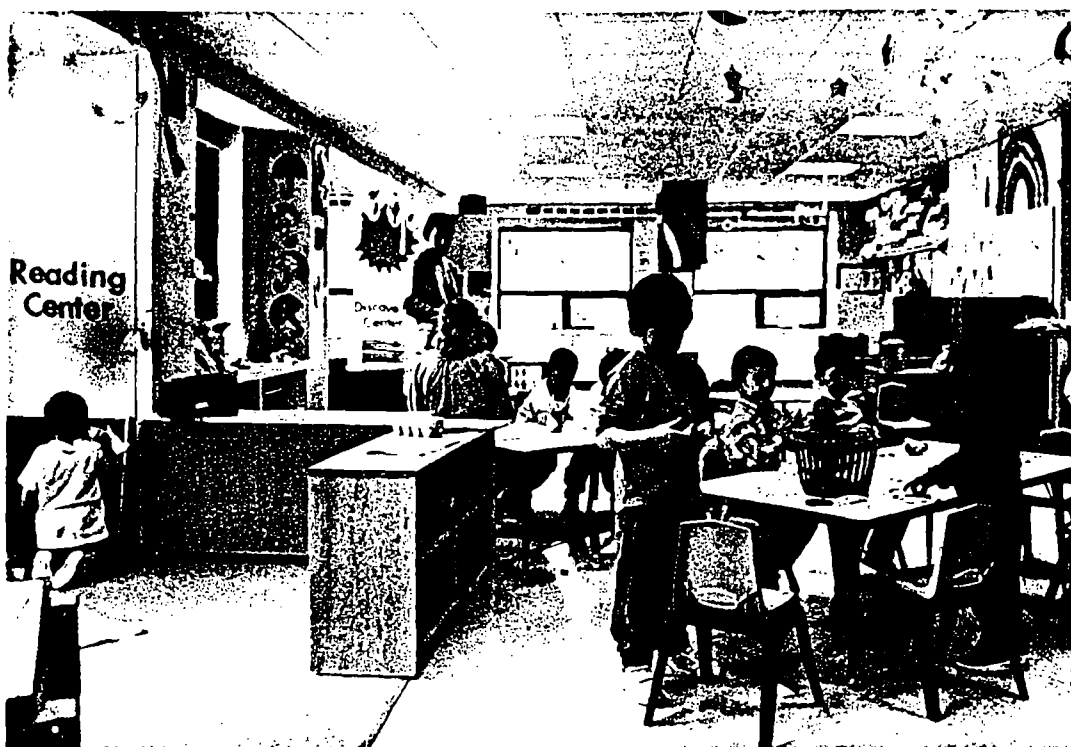
Vivian Cadden, a founding Board member of CCAC, died on May 25. A distinguished journalist and editor, she contributed to magazines including *Life*, *The Nation* and *Harper's*, and was an editor of *Redbook* and *McCall's*. She was a founding editor of *Working Mother* magazine, to which she had continued to contribute. Here is a personal remembrance by founding Board member Sey Chassler.

The last time I sat with Vivian Cadden we shared a cab from Penn Station, close to midnight. She dropped me at my house and went off into the approaching day. I thought then, after having spent a whole day with her, traveling in the morning from New York to CCAC's Board meeting in Washington, sitting side by side with her at the meeting, having a small supper with her in Union Station, traveling in the evening with her. Talking with her. Listening to

her. Sharing with her the gift of her wisdom. All for the last time. The first time I met Vivian I had just come to Redbook Magazine. She was then, some 35 years ago, as she was always, as she is now in the memories—in the hearts—of those who knew her, vibrant, caring, incisive, spirited, loving the right things and ready to fight for them, ready to struggle against the wrongs which the world visits upon itself. I think it is impossible to have known Vivian and not to have loved her. I thank her for all that. And as a colleague of Vivian at the Child Care Action Campaign, I am, as we all must be, grateful for her dedication to the children and the families we are working for. There were some who called her a warrior for justice. She was not a warrior. She was a peacemaker. Her victories were victories for others.

—Sey Chassler

Investing in Children and Families



Pre-schoolers engage in a wide variety of hands-on activities at the Beth Israel Hospital child care center in Boston.

(Continued from page 1)

Flexibility and dependent care programs help address these issues so that employees can come to work and work worry-free. Managers of the '90s must understand that these programs are tools to achieve productivity improvements and business results, *not* cost items that are barriers to greater profits and productivity. They must also understand that they must not make their employees feel like they are less committed to their careers when they use flexible options and dependent care programs. We have these programs so they can have families and continue to be productive at work.

What Employers Can Do

There are numerous ways that a company can put into action its desire to help em-

ployees address family issues. Each company must evaluate what it can afford financially, what its employees need, what is feasible within its corporate culture, and what will bring an adequate return on its investment.

Employee Support Programs

These supports take many forms and can be geared to the particular needs of a company and its employees. The most common family-friendly benefits include services that help employees find and choose child care; pre-tax set asides; leave programs; flexible work schedules, part-time work; and work-at-home programs.

In addition to meeting the needs of employees and the company, these benefits can help address quality of life issues in local communities. Leave programs and

flexible scheduling can be implemented at virtually no cost to the company. Child care resource and referral services can be structured so that uniform service can be provided to a widely dispersed population. Some resource and referral services, especially those with national markets, are now including information about school-age care and help with college planning as part of their service, making the benefit useful to a larger number of employees.

Employer Centers and Specific Projects

Some companies are going a step further and creating programs directly for their employees. The most visible example is the increase in employer-supported child care centers. These programs represent long-term investments and a

desire on the part of the corporations involved to attract and retain the very best employees. From 1982 to 1990 the number of employers with some sort of child care program jumped from 600 to 5,600 and continues to grow.

The American Business Collaboration for Quality Dependent Care was formed two years ago and has been successful in helping corporations increase the supply and quality of dependent care in the communities in which their employees live. Believing that by "working together we can accomplish what none of us can afford to do alone," 156 companies and organizations contributed \$27 million over two years to fund 355 projects in 45 communities.

The Collaboration's recently issued two-year report details its successes: 19,141 spaces for young children, school-age children, or older adults were created or improved, and over 200,000 people directly benefitted from this investment, including over 13,000 family members of investors' employees. The accompanying chart shows the types of investments made.

The Collaboration supported a wide range of activities. In Dallas, it helped four companies come together to create a new, near-site center. In Poughkeepsie, New York, IBM joined two hospitals and two colleges to replace a center that was faced with closing. To improve the quality of care, the Collaboration helped 224 centers in 15 communities obtain accreditation by the National Association for the

Education of Young Children by covering the cost of fees and consultants and, in some cases, paying for physical improvements. Training was provided to family child care providers, to staff in 77 centers, and to center directors in 11 communities. Programs for school-age children included science and technology summer camps for children from 10 to 14 years old in eight cities and the development of staff training programs and innovative curricula for older children, who are frequently left home alone because after-school programs are not geared to their needs.

Donations or Charitable Endeavors

A number of corporations support programs for children and youth through their foundations or through other corporate giving programs. These donations are often geared to supporting national programs, funding research, or helping the disadvantaged. Such support can have great impact on communities and lead to very positive visibility for a corporation.

Everyone Benefits

Whether a company implements one type of sup-

port or combines all three, everyone benefits when business takes proactive steps to address the needs of children. The company will see a more committed, energized and productive work force. Reduced absenteeism and turnover and successful recruitment can enhance a company's bottom line. The community and society also benefit from business involvement in supporting families. Initiatives like the American Business Collaboration expand choices for all parents in a community. Bringing together the business and child care communities allow different perspectives to be shared and new ideas and solutions to be piloted. Corporate funding has helped child care providers become more customer oriented by offering extended hours, school-age care, and other services parents need.

Building the Workforce of Tomorrow

Corporate America is increasingly concerned with the state of education in America. The workforce of tomorrow will need to be more highly educated and technologically aware than any other preceding generation, and business wants to

assure that the education system prepares young people to meet these challenges.

Corporations are now expanding their involvement in education to include the primary and secondary levels, as well as universities. Many corporate initiatives involve public school systems in partnership programs, adopt-a-school programs, and IBM's own "Reinventing Education" initiative. Indeed, IBM CEO Lou Gerstner, in his book *Reinventing Education*, expresses the view that our schools are in a crisis that requires immediate, aggressive, innovative actions accompanied by a long-term commitment to correct. A new publication by the Department of Education called "Employers, Families and Education" highlights a number of local programs.

Young Children Key

Many people feel that business must focus on the development of children prior to their entry into kindergarten. In fact, the first national education goal is that by the year 2000, all children will enter school ready to learn, a goal that cannot be reached if our children are neglected before they reach kindergarten. Again,

this is an opportunity for the business world to partner with local community organizations to improve the quality of care and education for young children.

Children and Families: A Wise Investment

Many large corporations are faced with increasingly limited financial resources. Government at all levels is faced with the same issues. Many states are cutting their budgets, in most cases reducing social programs as a way to "put their house in order." Overlooked is the fact that neglected children become very costly adults.

What has always been clear to the business community is that we must make wise investments with the limited resources we have so that we can get the greatest return on that investment. The same should apply to programs for children and investments in education. The High Scope/Perry Preschool study showed that \$1 invested in a child care program produces a return of \$7.16. A wise investment now can lead to greater rewards down the road: lower social costs, greater creativity, a better educated and employable workforce, increased productivity and competitiveness.

The benefits of business investment in children and families are great—as are the consequences of doing nothing. We are dealing with the future of our country. Business must respond to the call or we will have failed those who need us the most and who look to us for success—our children.

Ted Childs is Director of Workforce Diversity at IBM and a member of the American Business Collaboration for Quality Dependent Care Board of Champions.

American Business Collaboration Funding (By Type of Program)

Program Type	Increasing Supply	Improving Quality	% of Projects	% of Funding Total
Child Care Centers	58%	10%	28%	68%
Family Child Care	5%	8%	18%	13%
School Age Care	10%	3%	44%	13%
Elder Care	5%	1%	10%	6%
TOTAL	78%	22%	100%	100%

NEWS *briefs*

Republican Poll: Americans Support Federal Funds for Child Care

Americans support federal assistance for child care for poor working families and welfare recipients who want to work, according to a poll released just four days before the House of Representatives passed its welfare reform package. Known as the Personal Responsibility Act (H.R.4), the bill cuts child care assistance to welfare recipients and working families, and eliminates child care that has been available to mothers making the transition from welfare to work. It also eliminates a requirement that states invest a portion of federal funds to improve the quality of child care for all working families. The Senate is now considering its version of welfare reform (see *Washington Watch*, page 3).

Conducted by Republican pollster Vince Breglio the poll surveyed 1,000 registered voters nationwide and found that:

- 67% of American voters believe that "the government (should) help in paying for child care" for mothers on welfare who are required to work; 29% disagree while 3% have no opinion.
- 64% of poll respondents said that providing poor families with child care assistance will keep them off welfare; 31% disagreed and 5% had no opinion.
- 54% of American voters oppose federal efforts to eliminate requirements that states set minimum health



CCAC's President Earns "Unworthy Wage"

Before chairing CCAC's semi-annual Board meeting on April 27, our President, Richard B. Stolley, worked with children at the Rosemount Day Care Center in Washington, D.C. as part of "Worthy Wage Day." The event drew attention to the scandalously low wages paid to child care workers. In 1994, the average weekly salary for child care workers was \$158. Stolley received a check from center executive director Jan Yocum for \$12 for his two-hour shift. (Taxes were *not* withheld!)

and safety standards for child care facilities. The House eliminated these requirements in H.R.4.

- 47% of American voters say it would be a "mistake" to cut federal child care assistance by 20% (as the House had proposed), 46% believe the cuts can be made, and 8% had no opinion.

Poll: Finding Affordable Child Care Has Gotten Harder

One in seven American voters say that they or someone in their household currently uses child care. According to 71% of the respondents, finding affordable child care was somewhat or a great deal more difficult to obtain than just five years ago.

This survey was taken three months after a *New York Times*/CBS News poll found that 86% of the American public supported spending the same or increased levels of federal funds on programs for poor children.

"The Breglio poll shows that the American people strongly endorse providing federal child care support

to working families to keep them from needing welfare and helping mothers get child care so they can move from welfare to work," said Barbara Reisman, Executive Director of Child Care Action Campaign. CCAC supports the alternative bill proposed by Senators Kennedy and Dodd, which increases federal investments in child care by \$5.1 billion over five years and guarantees assistance to mothers trying to move off welfare.

Thank You!

The Child Care Action Campaign wishes to acknowledge and thank the following for their generous support:

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Study Examines Breadwinner & Caregiver Roles Women: The New Providers

Should women work outside the home? Do they neglect their families when they do? Does their job performance suffer because of family responsibilities? A new study conducted by the Families and Work Institute and Whirlpool Foundation may bury this debate forever.

Women: The New Providers, released May 11, shows that women are comfortable in their roles of breadwinner and caregiver. Around half of employed women now provide half or more of their family income, and 90% say they are responsible for taking care of their families. Although nine out of ten women report time pressures, with three in ten saying they are extremely pressed, a majority say they do not want to give up any aspect of their responsibilities.

If money were not a concern, twice as many women would choose part time (33%) over full time work (15%). Thirty-one percent would choose to work at home caring for the family (down from 39% in 1981), and 20 percent would select volunteer work (up from 13% in 1981). Interestingly, however, the "time famine" may be a national phenomenon rather than a gender issue. Asked whether they would choose more time or more

money, both men and women chose time and money about equally.

Women do not see their commitment to work rewarded by their employers, and they worry about employers providing fewer benefits, the difficulty of integrating work and family life, and organizations not really valuing the people who work for them. While both men and women would prefer to work fewer hours, concerns about loss of benefits present a formidable obstacle.

Nine out of ten women believe that the debate about family values should focus not on the structure of families, but on valuing families of all types and the way people behave toward each other.

Women believe that continuing their education is critically important to improving their lives, and they worry about the quality of the education their children receive. While 97 percent of women believe they can improve their own lives at least somewhat, less than two-thirds believe they can affect life at all beyond their own communities.

Copies of the study are available free from: Whirlpool Foundation Study, PO Box 405, St. Joseph, MI 49085.

CCAC Lecture Series: Penelope Leach Urges Government to Put Children First



"We need an organization like CCAC in the U.K.," remarked child psychologist and author Dr. Penelope Leach, at the end of her talk on "Putting Children First" at CCAC's lecture series on June 9. Leach argued for workplace policies that would allow a parent to stay home with newborns and give parents the flexibility and time they need to promote the healthy development of their children. Faith Wohl, Director of Workplace Initiatives for the General Services Administration, spoke about the need for increased government and employer investment in quality child care.



Richard B. Stolley, President

Barbara Reisman, Executive Director

ChildCare ActionNews is circulated on a bi-monthly basis to the membership of the Child Care Action Campaign. To become a member, fill in and mail the coupon below.

Child Care Action Campaign's mission is to stimulate and support the development of policies and programs that will increase the availability of quality, affordable child care for the benefit of children, their families, and the economic well-being of the nation.

To accomplish this, CCAC provides information and original research to parents, the general public, and to government and corporate policy makers about the needs of families and children. CCAC emphasizes the connection between these needs and the nation's prosperity, and advocates for additional investment in child care by employers, by labor, and by federal, state, and local governments.



☐ **YES! I want to become a member of the Child Care Action Campaign!** My membership will support CCAC's efforts to advocate for quality, affordable child care for America's children and families

- ☐ \$25 Individual
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Resources

The Job/Family Challenge—Not for Women Only is a comprehensive guide to understanding and dealing with the work-family dilemma. Describes employees' rights, family-friendly policies and how to advocate for them with employers, unions and elected officials. Includes practical advice on handling work-family conflicts. Written by Ellen Bravo, Executive Director of 9 to 5, National Association of Working Women. Published by John Wiley & Sons, Inc. \$12.95 at bookstores or contact 9 to 5, 238 W. Wisconsin Ave., Milwaukee, WI 53203.

Early Childhood Centers: Services to Prepare Children for School Often Limited is a new study from the General Accounting Office that analyzes data from the 1990 national child care study and looks at centers in low-income areas in four states with particular emphasis on child development, nutrition and health, and parent services. Like others, this study also concludes that services are inadequate and increased funding is needed.

Early Childhood Programs: Promoting the Development of Young Children in Denmark, France and Italy is another GAO study that contrasts the early childhood policies and programs in these three countries with those in the

Want to know more about employer-supported child care?

CCAC's groundbreaking publications help both employers and employees who want to promote business involvement and support of child care:

Not Too Small to Care: Small Businesses and Child Care profiles 29 small businesses (employing under 250 workers) that have implemented child care benefits: on- or near-site child care centers, employee subsidies, flexible work hours, parental leave, family day care homes and Dependent Care Assistance Plans. (\$15 members, \$25 non-members)

Investing in the Future: Child Care Financing Options for the Public and Private Sectors highlights successful financing models, including grants and loans, bank reinvestment strategies, community initiatives, bonds, pension funds, and employer partnerships. (\$15 member, \$25 non-member)

An Employer's Guide to Child Care Consultants helps businesses determine whether they need a consultant, what they offer, what to look for, and how to find one. (\$10 member, \$15 non-member)

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U.S. First copy of these reports available free from U.S. General Accounting Office, PO Box 6015, Gaithersburg, MD 20884-6015 or call 202-512-6000. Additional copies \$2 each.

Child Care Aware: A Guide to Promoting Professional Development in Child Care discusses the lessons learned from communities that participated in Child Care Aware's effort to improve family child care quality through

training, public awareness and strong provider associations and describes how to start such an effort in a community. **Family Child Care Providers Speak About Training, Trainers, Accreditation, and Professionalism** reports on findings from a survey of family child care providers trained by Child Care Aware. Available from Families and Work Institute, 330 7th Ave., New York, NY 10001, (212) 465-2044.

Send Us Comments, Opinions & News! We like hearing from our readers. Please send your news to Dolores Schaefer at CCAC.



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

A HOW-TO MANUAL

The Corporation for National Service oversees three national service initiatives—AmeriCorps, Learn and Serve America, and the National Senior Service Corps. Through these programs, the Corporation provides opportunities for Americans of all ages and backgrounds to improve their communities through results-driven service.

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

The National Institute on Out-of-School Time's mission is to improve the quantity and quality of school age care programs nationally by concentrating its efforts in five primary areas: research, education and training, consultation, program and community development, and public awareness.

National Institute on Out-of-School Time
Center for Research on Women
106 Central Street
Wellesley, MA 02181-8259
(781) 283-2547
www.wellesley.edu/WCW/CRW/SAC/

October 1997

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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, the Department of Education, the Child Care Bureau at the Department of Health and Human Services, the National Association of Child Care Resource and Referral Agencies, and the National Institute on Out-of-School Time (formerly the School-Age Child Care Project) joined together to begin planning for the development of new community-based collaborations that will expand and enhance out-of-school time programs for children and youth. Three pilot state teams—Illinois, Massachusetts, and Washington—and a national partnership team met to discuss solutions for the implementation of service integration with out-of-school time at the community, state, and national levels.

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

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

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

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INTRODUCTION

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

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

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

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

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

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

homebound elderly people, and environmental clean-ups.

Chapters 3 to 5 explore these primary vehicles for service as a strategy 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 activities. The appendixes contain information on contacts and OST and national service resources. 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 2, *What is Quality Out-of-School Time?* presents a summary of some of these efforts to define quality standards.

WHAT IS QUALITY OUT-OF-SCHOOL TIME?

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

DEFINITION

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

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

WHAT IS QUALITY?

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

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

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

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

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

STANDARDS OF SCHOOL-AGE CARE

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

Time, developed national pilot standards and an accreditation system for school-age care programs. The purpose of 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 for quality school-age care can be used as part of a continuous program improvement model that 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, or other activities.

The revised National Improvement and Accreditation System pilot standards will soon be available. Changes to the standards focus on sensitivity to cultural diversity, allowing more flexibility in activities, and community partners focusing on community service. Upon completion of the pilot phase, the quality standard will provide the basis for a national accreditation process applicable to a wide variety of OST programs. Following are the key concepts from the Assessing School-Age Child Care Quality 1997 SACCP Project that were used to develop the national standards. They are divided into the six elements of quality and provide guidelines on what constitutes a quality school-age care program.

1. 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 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 children?

2. 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 that 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?

3. Outdoor Environment

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

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

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

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

4. Activities

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

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

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

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

5. Safety, Health, and Nutrition

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

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

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

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

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

- ★ 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 children seem to like the food?

6. Administration

You won't hear children 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 experience 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 require considering 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?

Staff turnover may seem like an administrative issue, but it affects 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; and
- ★ staff knowledge about children's interests and ability to plan activities that will be exciting.

SERVICE AND QUALITY STANDARDS

The next three chapters present several ideas about how service and service-learning activities can be important tools to help enrich out-of-school time programs. In many ways, these ideas also demonstrate how service can support the school-age standards for quality. For example, adult service members who serve as mentors can provide 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 ensure 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, 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 are addressed in the following chapters. Please refer to the appendixes for additional resources.

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SERVICE AS A STRATEGY IN OUT-OF- SCHOOL TIME

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

WHAT IS SERVICE?

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

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

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

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

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

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

NATIONAL SERVICE IN OUT-OF-SCHOOL TIME

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

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

tions and foundations; colleges and universities; and local police districts. More than two-thirds of national service programs work to address the needs of children and youth, a significant portion of which operate outside the regularly scheduled classroom hours.

AmeriCorps is the national service movement that engages Americans of all ages and backgrounds in service to address the most critical problems in our nation's communities in the areas of education, public safety, the environment, and other human needs. In exchange for a year of service, AmeriCorps members earn a living allowance and an education award to pay back student loans or to finance college, graduate school, or vocational training. Through AmeriCorps*VISTA, AmeriCorps*NCCC, and AmeriCorps*State and National programs, AmeriCorps involves more than 30,000 committed men and women in results-driven community service.

Through *AmeriCorps*State and National* programs, members serve in more than 400 national, state, and local nonprofit organizations. AmeriCorps*State programs are administered by bipartisan state commissions appointed by governors through grants from, and in partnership with, the Corporation for National Service. Most members serve in local nonprofit organizations or education institutions, others serve in state or local government-sponsored programs. In the AmeriCorps*National program, members serve in national or multi-state nonprofits that receive grants directly from the Corporation for National Service.

*AmeriCorps*NCCC* (the National Civilian Community Corps) is a ten-month, full-time residential service

program for men and women age eighteen to twenty-four. While the primary focus is on the environment, AmeriCorps*NCCC members also work in education, public safety, and other areas of community needs. AmeriCorps*NCCC combines the best practices of civilian service with key aspects of military service, including leadership and teambuilding. Campuses are located in Charleston, South Carolina; Denver, Colorado; Perry Point, Maryland; San Diego, California; and Washington, D.C.

*AmeriCorps*VISTA* (Volunteers in Service to America) serves economically challenged communities. For more than thirty years, AmeriCorps*VISTA members have helped increase the capability of people to improve the conditions of their own lives through literacy programs, housing assistance, health education, entrepreneurship, employment training, and neighborhood revitalization. Members of AmeriCorps*VISTA work full-time and live in the communities they serve, creating programs that will continue after they complete their service.

Learn and Serve America engages students from kindergarten through college in community projects that integrate service and learning. Learn and Serve America builds on the grassroots service-learning movement by promoting service as a learning opportunity and providing models and resources to schools, universities, and community groups. Students use academic skills to solve real-world problems and learn the value of service, citizenship, and responsibility.

In Learn and Serve America's *school-based programs*, schools plan, implement, and expand service activi-

ties for elementary and secondary students. Schools also use Learn and Serve America grants for adult volunteer programs and teacher training.

In Learn and Serve's *community-based programs*, nonprofit community organizations implement, expand, and multiply service-learning programs in local communities. Participants are between the ages of five and seventeen and include students and youth who are not in school.

In Learn and Serve America's *higher education programs*, colleges and universities help create and strengthen community service and service-learning initiatives. A wide array of students and organizations collaborate to address community needs. Grants also support technical assistance for expanding the field of service-learning.

The **National Senior Service Corps**, or Senior Corps, engages a half million Americans age fifty-five and older in results-driven service as Foster Grandparents, Senior Companions, and volunteers in the Retired and Senior Volunteer Program (RSVP). The Senior Corps taps the vast wealth of experience, skills, and talents of older Americans to meet community challenges.

Through the *Foster Grandparent Program*, some 24,000 older Americans serve as extended family members to nearly 80,000 children and youth with exceptional needs. Usually working at least twenty hours a week, Foster Grandparents serve in schools, hospitals, correctional institutions, and Head Start and day care centers. They help children who have been abused or neglected, mentor troubled

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

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

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

NATIONAL SERVICE GETTING THINGS DONE IN THE OST HOURS

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

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

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

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

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

YOUTH SERVICE

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

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

expanded dramatically, and young people themselves have played a leadership role in creating opportunities to serve.

Not every service opportunity will yield the kind of results that high-quality experiences provide, and much of service today is not directed toward solving the serious problems our communities are facing. Research suggests that several factors should be present in order to have the maximum impact on the participant and community. The key elements of a high-quality program are as follows:

- ✦ Service should be sustained over a period of time (twelve weeks or more).
- ✦ Service should have identifiable results and help solve real community problems.
- ✦ Service should be structured to include preparation, action, and reflection.

Providing more quality opportunities for young people to serve will pay multiple dividends:

- ✦ The 60 million students from kindergarten through colleges represent a powerful resource. There are some functions that especially allow young people to make a contribution. Research shows that engaging older students, including those in high school and middle school, in tutoring younger students improves both students' performance; college students mentoring at-risk youth encourages young people to set higher aspirations; and peer mediation and conflict resolution can be effective in preventing violence among young people.

- ✦ High-quality service is a vital way to teach citizenship, responsibility, and discipline; to build skills; to enhance self-esteem; to develop problemsolving abilities, introduce new career options and prepare young people for future work; to improve academic motivation, school attendance, and performance; and to establish a pattern of future service that will continue through adulthood.
- ✦ Service answers the need of all young people, rich and poor, for practical experience and an understanding of democratic values in action; an the need to learn how to work with people of different backgrounds and experiences.

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

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

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

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

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

EFFECTIVE PRACTICES

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

PARENTS UNITED FOR CHILD CARE (PUCC), MAKING THE MOST OF OUT-OF-SCHOOL TIME (MOST)/BOSTON SCHOOL-AGE CHILD CARE PROJECT (BSACCP), AND ACTION FOR CHILDREN TODAY (ACT)

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 age five to fourteen 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. The Boston program is part of a national initiative of the National Association of Child Care Resource and Referral Agencies.

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 and trained 466 parents in various 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: 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*.

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

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

Advice from the ACT Project Coordinator:

- ✧ Supervision of service members is important.

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

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ENERGY EXPRESS WEST VIRGINIA AND AMERICORPS

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

Immediate Goals and Objectives:

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

Long-Term Goals and Objectives:

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

Results:

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

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 had 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. Acting stories out and doing art and nutrition activities associated with books helps reading become more meaningful for them. 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 five to eight 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. 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 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 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, the Department of Education, the Department of Education and the Arts, the 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.

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AMERICORPS SCHOOL'S OUT KIDS CLUB OF NEW YORK CITY

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

Immediate Goals and Objectives:

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

Long-Term Goals and Objectives:

- ✱ Increase parent involvement, especially among men.

Results:

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

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

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

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

Why It Works:

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

- ★ **Evaluation:** The School's Out Kids Club regularly monitors and evaluates 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:

- ★ The 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.

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CITY YEAR BOSTON LEFTY PROGRAM

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 6:00 p.m. to 8:00 p.m. on weekdays and is housed in the YMCA in Roxbury, Boston. Most of the sixth- to eighth-grade students are African Americans from low-income and lower-middle-class families. The City Year members, age seventeen to twenty-four, work with LEFTY youth on developing communication skills and learning to live 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 feel ownership and pride.
- ★ 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 to replicate across the City Year network in Boston. (In 1997-98, the program will expand to three locations in the Boston area.)
- ★ Provide more LEFTY youth with leadership opportunities.
- ★ Teach the youth more about real-life issues through leadership experiences.
- ★ Create a partnership between City Year teams and students where students run parts of programs and service members provide support through guidance and supervision.

Results:

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

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

Why It Works:

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

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

Advice from LEFTY's Program Leader:

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

For more information, contact:

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WEST PHILADELPHIA IMPROVEMENT CORPS—TURNER MIDDLE SCHOOL

Since 1990, the West Philadelphia Improvement Corps (WEPIC) has sponsored a summer program at Turner Middle School in Philadelphia for sixth- to eighth-grade youth. As part of a twelve-week summer service-learning course at the University of Pennsylvania, college students spend five weeks interning at the program. Turner Middle School's program receives funding from Learn and Serve America, and the college student interns are partially funded through AmeriCorps. 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 problemsolving.
- ★ 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 thirteen 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 at any other school 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. 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 eleven 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 and AmeriCorps members, stipends, salary for coordinators, and course credit for interns.
- ★ Funding: A Learn and Serve America grant provides funds 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 others 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, the Pennsylvania Department of Education, the Corporation for National Service,

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

Advice from Turner Middle School's Program

Liaison:

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

For more information, contact:

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BROWN ELEMENTARY SCHOOL'S EDUCATIONAL OUTREACH PROGRAM

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

Immediate Goals and Objectives:

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

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

Long-Term Goals and Objectives:

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

Results:

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

- ★ Homework assistance is the primary focus of EOP, but youth also play board games (which teach fair play, how to lose well, 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: AmeriCorps*NCCC members are eighteen to twenty-four years old and work in groups of twelve to thirteen for six to nine weeks from 10:00 a.m. to 5:30 p.m. every day. The expansion of 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, EOP has a grant to pay middle school youth volunteers ten dollars a week to help younger children with homework in Brown Elementary's after-school program. 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: 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 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: 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 to 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:

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GRANDMA PLEASE—RSVP OF GREATER CLEVELAND

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

Immediate Goals and Objectives:

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

Long-Term Goals and Objectives:

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

Results:

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

received from younger children who were home alone.

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

Why It Works:

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

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

- ★ Partnership: Grandma Please has been a successful collaboration with the Intergenerational Resource Center of Fairhill Center for the Aging—a respected and well-known organization in the community. Grandma Please received a grant from a Cleveland phone company (Ameritech), which provided funds for the first three years, a central switchboard, a volunteer switchboard operator, and a large initial publicity campaign. The local schools also invited volunteers to come in, talk about the program, and organize parent information meetings.
- ★ Funding: Ameritech continues to provide a switchboard and volunteer operator for the Grandma Please program. Grandma Please is a station of RSVP, 40 percent of which is funded as a Senior Corps program by the Corporation for National Service.

Advice from Grandma Please:

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

nity and how best to reach them.

For more information, contact:

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AMERICORPS*VISTA AND BOYS AND GIRLS CLUB OF SANTA FE

The Boys and Girls Club provides out-of-school programming for children and youth ages six to seventeen after school and in 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, though a high percentage are 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 AmeriCorps*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.
- ★ 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 com-

munity programs, including 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 to 600 youth per day during the summer and 250 to 300 youth every day in the after-school program. Each satellite facility serves approximately 100 to 150 each day in the summer and 100 in the 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 thirteen 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 the program works because it serves and tailors programming to youth who need help and attention.

Why It Works:

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

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

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

Advice from the Boys and Girls Club Director:

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

For more information, contact:

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

PlusTime NEW HAMPSHIRE

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

Goals and Objectives:

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

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 other drugs among children and youth. The project will introduce anti-tobacco curriculum, posters, hand-outs, 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, decisionmaking, 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:

PlusTime NH is the first collaboration of its kind in the nation. The program will serve 1,000 to 2,000 youth in thirty to forty new programs, and impact another 3,000 to 5,000 youth with its curriculum. The early success of PlusTime NH is due to partnerships it has already created with schools, businesses, and other organizations throughout the state.

Why It Works:

- ✱ **Service Members/Volunteers:** The service members for the PlusTime NH program will be Learn and Serve America students, AmeriCorps members, AmeriCorps*VISTA members, and RSVP (Retired and Senior Volunteer Program) volunteers. About 400 people are being recruited to serve in the PlusTime NH program.
- ✱ **Evaluation:** Needs assessments are distributed throughout the communities where new PlusTime NH programs are to be implemented. Formal evaluations on each piece of the project and curriculum are planned.
- ✱ **Partnership:** PlusTime NH'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:** PlusTime NH'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 PlusTime NH Program Director:

- ✱ Collaboration and diversity are key.

For more information, contact:

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

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

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

WHAT IS SERVICE-LEARNING?

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

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

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

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

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

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

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

- ★ Out-of-school time programs may develop service-learning projects with others in the community. Service-learning builds both academic and social skills in young people while helping to meet local community needs.

The Alliance for Service-Learning in Education Reform (ASLER), a group composed of service-learning practitioners and advocates from programs across the nation, has defined and described effective service-learning projects in schools, applicable to out-of-school time as well:

a) [a method] under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community.

Meaningful service-learning projects demand thoughtful and collaborative planning. All of the partners in a project should design and organize service-learning projects that engage young people in active, hands-on experiences that improve the community and are relevant to the young people's lives and developmental needs. An excellent initial step is to conduct a community inventory that identifies the needs and assets of the neighborhood. This inventory can drive the creation of service-learning projects and can help identify appropriate partners for the project. In addition, this planning phase allows for a thoughtful integration of the program's existing priorities with the priorities identified in and by the community.

b) [a method] that is integrated into the students' academic curriculum or provides structured time for students to think, talk, or write about what they did and saw during the actual service activity.

By painting a mural at a local senior center, tutoring other young people, or cleaning up a river, youth make their communities better places to live. It is also important for young people to think about what they are doing once they get involved. Critical reflection on service activities helps young people see how service connects them to their neighbors and community and how they can become engaged in community and public life. Structured reflection offers the opportunity to review the service completed, discuss problems and obstacles, plan the next phase of a project, and reward a task well done. It also allows young people to think about the larger scope of their activity—how decisions are made, how difficulties are overcome, and the creative ways they work together to complete the project. Reflection helps to give young people the skills and information they need to get things done for a lifetime.

c) [a method] that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities.

Effective service-learning programs provide structured opportunities for young people to link theory with practice—to tie concepts they have learned to the solution of real-world problems. As students learn new skills—reading, addition, methods of scientific inquiry—service-learning projects give them the opportunity to apply these

skills in a real way. This process helps to strengthen young people's own skills and helps them to better meet community needs. Service-learning can be an effective strategy in linking out-of-school time programs with the school-day curriculum. Young people learning geometry, for example, can be encouraged to use those skills by making wreaths for senior citizens or by building step-stools for a preschool center.

d) [a method] that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

Central to effective service-learning programs is a theme of caring. Service-learning programs help students develop a sense of caring for others by teaching them about concepts of concern, empathy, and the benefits of service. Above all, effective service-learning programs exemplify caring and the development of mutually beneficial relationships between young people and others in the community.

The Corporation for National Service promotes service-learning through each of its programs—AmeriCorps, the National Senior Service Corps, and Learn and Serve America. Learn and Serve America takes as its essential mission the promotion and support of service-learning in schools, institutions of higher education, and community-based organizations. Learn and Serve America provides funds and training and technical assistance resources to schools, colleges, and community organizations that create new service-learning programs, replicate

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

SERVICE-LEARNING WORKS

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

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

IDEAS FOR SERVICE-LEARNING PROJECTS

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

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

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

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

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

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

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

APPENDIXES

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

NATIONAL SERVICE PROGRAMS AND APPLICATION REQUIREMENTS

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

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

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

APPLICATION REQUIREMENTS
National Service Program Area

Grant Opportunities

AMERICORPS	STATE	Funds local and state programs that directly address education, public safety, environmental, and other human needs at the community level. Service activities should reflect a well-developed strategy that is unified programmatically by a mission, theme, and program elements, including training and technical assistance. State Commissions grant Formula and Competitive funding to local and state organizations and agencies. Formula funds are competed for at state level. Competitive funds are competed for at the state level follow by a national competition.
	NATIONAL DIRECT	Funds national nonprofits, multi-state initiatives, and professional corps to directly operate programs, replicate successful models, or provide subgrants to local chapters for programming in four areas - education, environment, public safety and other human needs. All activities should reflect a well-developed national strategy that is unified programmatically by a mission, theme, and program elements, including training and technical assistance. Funding is available through national competition for service activities in two or more states.
	EDUCATION AWARDS	Through a simplified application process, national, state and local organizations can apply for educational awards for their service participants. Education Awards are available through either statewide or national competitions to support community service within organizations that can largely or entirely cover the cost of service programs without additional Corporation support.
	VISTA	Funding is available through the State Corporation Offices for projects in low-income communities that help people improve their lives through education, literacy programs, employment training, economic development, housing assistance, health, and public safety. Activities should focus on building organizational and community capacity and mobilizing local resources needed to sustain projects long after the grants end.
	NCCC	One or more teams of AmeriCorps*NCCC members led by a team leader are available to help organizations with projects in four areas—environment, education, public safety, and other human needs.
NATIONAL SENIOR SERVICE CORPS	RSVP	Project grants through statewide competitions.
	SENIOR COMPANIONS	Project grants through statewide competitions.
	FOSTER GRANDPARENTS	Project grants through statewide competitions.
LEARN & SERVE AMERICA	K-12	Project grants through statewide competitions.
	HIGHER EDUCATION	Project grants through statewide competitions.

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

NATIONAL SERVICE PROGRAM CONTACTS

Office	Programs
AmeriCorps 1-800-942-2677 TDD 1-800-833-3722	AmeriCorps*National Programs AmeriCorps*NCCC AmeriCorps*Tribes and Territories AmeriCorps Education Awards Programs (National)
Learn and Serve America (202) 606-5000 TDD (202) 565-2799	Learn and Serve America Higher Education Programs Learn and Serve America: Tribes & Territories (school-based programs)
National Senior Service Corps 1-800-424-8867 TDD 1-800-833-3722	National Senior Service Corps Retired Senior Volunteer Program (RSVP) Foster Grandparent Program Senior Companion Program
Corporation for National Service State Offices (see Appendix B)	AmeriCorps*VISTA National Senior Service Corps Retired Senior Volunteer Program (RSVP) Foster Grandparent Program Senior Companion Program
State Commissions on National and Community Service (see Appendix C)	AmeriCorps*State Programs AmeriCorps Education Awards Programs (State) Learn and Serve America: Community-Based Programs
State Education Agencies (see Appendix D)	Learn and Serve America: School-Based Programs

NATIONAL SERVICE STATE OFFICES

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

Alabama

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Birmingham, AL 35203
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Alaska

Mr. Billy Joe Caldwell
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Arkansas

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STATE COMMISSIONS ON NATIONAL & COMMUNITY SERVICE

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

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STATE EDUCATION AGENCIES

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

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

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SCHOOL- AGE CARE INFORMATION AND RESOURCE SHARING VIA THE INTERNET

Lillian Coltin

Project Associate

MOST Initiative

INTRODUCTION

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

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

The Internet

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

Get anywhere from HERE:

Our URL is:

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

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

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

Where can you go?

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

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

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

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

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, care-givers/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
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 address.

To unsubscribe from SAC-L:

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

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

Netiquette:

- ⊕ 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

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 SACProject, 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

<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

<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 endusers,

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 repre-

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

8. Concordia College

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

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

LINKS TO INFORMATION ON SERVICE

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

National Service on the World Wide Web

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

General Service sites

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

★ National School & Community Corps
<http://www.woodrow.org/urban-ed>

★ National Service Resource Center
<http://www.etr-associates.org/nsrc>

★ 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/sym.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 and 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/amercorp/ectac.html>

★ Association for Experiential Education
<http://www.princeton.edu/rcurtis.aee.html>

★ Berkeley Service Learning
<http://www.gse.berkeley.edu/research/slc/service-learning.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

★ Indiana Department of Education Service Learning
<http://ideanet.doe.state.in.us/srvltn>

★ 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 on National Service:

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

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

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

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

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

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

We want to hear from you...

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

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

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

OTHER OUT-OF- SCHOOL TIME RESOURCES

NATIONAL RESOURCES ON OST

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

Center for Research on Women

Wellesley College

106 Central Street

Wellesley, MA 02181

Tel. (781) 283-2547

Fax (781) 283-3657

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

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

School-Age Notes

P.O. Box 40205

Nashville, TN 37204

Tel. (615) 242-8464

Fax (615) 242-8260

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

Search Institute

Thresher Square West

700 South Third Street, Suite 210

Minneapolis, MN 55415

Tel. (612) 376-8955

Fax (612) 376-8956

Resources on developing programs for youth based on developmental assets.

National Child Care Information Center

301 Maple Avenue West, Suite 602

Vienna, VA 22180

Tel. (800) 616-2242

Fax (800) 716-2242

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

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

National 4-H Council

Southern Region

Alcorn State Cooperative Extension

P.O. Box 479

Lorman, MS 39096-9402

Tel. (601) 877-6556

Fax (601) 877-6219

e-mail: nnccsr@mes.umn.edu

Western Region

University of Idaho Cooperative Extension

103 Morrill Hall

University of Idaho

Moscow, ID 83844

Tel. (208) 885-6321

Fax (208) 885-6198

e-mail: nnccwr@mes.umn.edu

Northeast Region

University of Connecticut Cooperative Extension

1376 Storrs Road

Storrs, CT 06269-4036

Tel. (860) 486-0101

Fax (860) 486-4128

e-mail: nnccn@mes.umn.edu

North Central Region
Kansas State University

Justin Hall
Manhattan, KS 66506
Tel.(913) 532-1484
Fax (913) 532-5055
e-mail: nncnc@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

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

National Institute on Out-of-School Time
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RESEARCH AND STATISTICS ON OUT-OF- SCHOOL TIME

HIGHLIGHTS OF RESEARCH FINDINGS

National Institute on Out-of-School Time

February 1997

Child Outcomes

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

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

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

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

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

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

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

- ✧ 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.

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).
- ✧ 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.
- ✱ 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

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.

Effects of Out-of-School Time on Families and Community

Studies have found that latchkey children are more likely to engage in risky behaviors, especially urban children and those who have little access to adult supervision.

According to one recent large-scale study, latchkey children are at significantly greater risk of truancy from school, stress, receiving poor grades, risk-taking behavior, and substance use (Dwyer et. al, 1990). These researchers also found that children who spend more hours on their own and those who began self-care at younger ages are at increased risk.

A number of studies have found that children who attend good school-age child care programs during the time when their parents are working may experience positive effects on their development.

Most recently, Posner and Vandell (1994) found that children attending after-school programs had better peer relations, emotional adjustment, and better grades and conduct in school than their peers in other care arrangements. These children were exposed to more learning opportunities, spent more time in academic activities and enrichment, and spent less time watching television.

Teachers and principals are recognizing the positive effects of good quality programs on their students.

The Cooperative Extension Service (Riley et. al., 1994) studied the effects of 64 programs that had received Extension assistance in 15 states. Teachers said that the programs had caused the children to become

more cooperative (34%), learned to handle conflicts better (37%), developed an interest in recreational reading (33%), and were getting better grades (33%). Over one-third (35%) of the school principals stated that vandalism in the school had decreased as a result of the programs. In addition, 16 percent of the program children had avoided being retained in grade due to program participation, resulting in a savings of over \$1,000,000.

Public officials are recognizing the importance of school-age care.

In a 1995 survey conducted by the National League of Cities (Meyers and Kyle, 1996), child care and before- and after-school care together were seen as one of the most pressing needs for children and families by 92 percent of all respondents. No other need received this rating from such a high percentage of respondents, such needs included: housing, family stability, drug and alcohol abuse, education, crime, welfare reform, and a host of other issues.

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APWA

The American Public Welfare Association

**Statewide
Automated Child
Welfare Information
Systems**

*Survey of State
Progress*

July 1997

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Highlights of Results

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

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

some have been paid for by other state and federal funds rather than the enhanced SACWIS match.

- ◆ A majority of SACWIS interface with other systems, including Title IV-A (88 percent), Title IV-D (88 percent), Title XIX (80 percent), and accounting (65 percent). A smaller proportion of the SACWIS include interfaces with family courts, education systems, human resources, and other state systems.
- ◆ A small number of states (12 states, or 24 percent) have integrated their SACWIS with other state systems. Nebraska has the most extensively integrated system, which includes most of the federally funded human service programs and some state ones as well. Most states chose to build stand-alone SACWIS.
- ◆ SACWIS represents the first extensive use of client-server architecture for state human service information systems. Three-quarters of the states (37 states) will have systems with client-server architecture or a combination of mainframe and client-server architecture.
- ◆ States are relying extensively on contracted services to develop and build their systems, and to train staff to use the new systems. Because client-server architecture is new to states and takes much time and resources to support, it is likely that states will continue to use outside help to maintain their systems. The cost implications of this support may be significant.
- ◆ Most states (45, or 92 percent) are connecting SACWIS users with local area networks (LANs). Forty-two of those states are using a combination of LANs and wide area networks (WANs). About half of the states (26, or 53 percent) will allow users access to the Internet, and 20 states (41 percent) will have their own intranets.
- ◆ Remote access to SACWIS applications and e-mail will provide added flexibility for workers in about half the states (26 states, or 53 percent). SACWIS project managers are building in a variety of measures to ensure the security of the system and confidentiality of the information in the system.



Introduction and Background

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

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

Purpose and Background of the Survey

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

Systems (AFCARS)¹ and SACWIS. In November of the same year, a report on the organizational impact of child welfare information systems provided case studies from two of the first states to implement SACWIS statewide, Iowa and Texas. Finally, an article in the September 1996 issue of APWA's *W-Memo* reported on the implications of welfare reform for SACWIS and included a selective survey of 19 states.

This survey, conducted in April 1997, was designed to document further the implementation of SACWIS in the states. APWA surveyed SACWIS project managers by mail in all 50 states and the District of Columbia. All 51 project managers responded. (A copy of the survey instrument is in Appendix B.)

Many of the questions concern the progress of SACWIS projects, as well as the component parts of each state's system. APWA staff have received calls over the past months about what states are doing or whether any state system includes a particular component or function. The information gathered in this survey can serve as reference material to help answer these questions. The charts in the appendices provide details on such topics as system components, interfaces, and technical architecture. For SACWIS project managers in particular, these charts are meant to provide a resource or referral. For other child welfare and human service administrators, as well as general observers, this report is designed to give a broad overview of what these new systems look like and how the child welfare field office may be changing before our eyes.

SACWIS History

In the 1993 Omnibus Budget Reconciliation Act (P.L. 103-66), Congress made enhanced funding available to states for three years to plan, design, develop, and install statewide information systems for child welfare. In the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), Congress extended its offer of enhanced funding for a fourth year. Under Title IV-E of the Social Security Act, the federal government will reimburse state agencies for 50 percent of the administrative costs related to foster care and adoptive placements—including costs related to data reporting and information systems—for children who qualify for federal funding. The 1993 legislation increased the federal share to 75 percent for three years for comprehensive statewide child welfare information systems.

¹ AFCARS is a set of data-reporting requirements with origins in the Omnibus Budget Reconciliation Act of 1986 and a subsequent advisory committee on foster care and adoption data collection.

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

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

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

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

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

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

The interim final rule also listed a number of interfaces that were required “to the extent practicable,” such as those to which P.L. 103-99 referred, as well as other interfaces such as Title IV-D (child support), Title XIX (Medicaid), and state child abuse and neglect and data systems. These provisions, included in both the law and the regulation, underscore the importance of integrating or interfacing systems as much as possible to facilitate information sharing, decrease duplicative data entry, and improve program administration. At the same time, both the law and the regulation gave states some breathing room in case resource or technical constraints made it impracticable to link or integrate these systems. Finally, the SACWIS rule outlined some optional system functions that could be covered under the enhanced funding, including a host of administrative tools (for example, resource management or facility and foster home licensing), risk assessment, and other interfaces, such as with a state’s juvenile justice system.



Survey Results

Status of Automation Before SACWIS

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

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

Table 1: Extent of Automation Before October 1, 1993

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

N=51

(Percentages do not equal 100.)

or limited access to any of the systems, and that the functions that were automated were not necessarily connected to each other.

When APWA surveyed 19 states in 1996, it was clear that frontline workers had very little experience in using computers. The SACWIS project managers surveyed reported a steep learning curve and even indicated that there was some resistance to using computers. Workers typically maintained all their case information in paper files, and clerks, not workers, entered the information that did get captured by a system. Some of the worker resistance had roots in this hierarchical structure that defined discretely clerical and professional functions, as well as workers' inexperience with technology.

The July 1994 APWA report on concepts and their implications categorized SACWIS as a system that includes both operations- and administrative-level functions. As already noted, the law and regulations stressed the importance of casework support. It also integrated into these systems AFCARS, as well as the National Child Abuse and Neglect Reporting System (NCANDS), which is voluntary for states and therefore recommended but not required of SACWIS. The availability of extra federal funding for such systems presented states with a unique opportunity. Not only could states improve management data, they also could start modernizing field operations and improve workflow, case planning and decision-making at the front lines.

The activity in states before enhanced funding became available attests to the need for system improvements. Seventeen project managers (33 percent of all respondents) reported that planning for a comprehensive information system already had begun in their states by October 1993. Nine project managers (18 percent) reported that individual counties already had developed their own systems. In state-supervised, county-administered states, in which counties have a relative degree of autonomy to manage their programs, such an approach is not surprising.³ Obviously, state and local administrators already were looking to new ways to improve program operations and management information.

³ The county-administered states that had individual county systems are: California, Colorado, Minnesota, New York, North Carolina, Ohio, and Wisconsin. North Dakota and Virginia are two county-administered states that did not indicate that they had individual county systems. The tenth county-administered state, Pennsylvania, had no automation before October 1, 1993, and also did not plan to build a SACWIS as of the survey date (see the following section for more clarification on Pennsylvania's status). Indiana and Michigan, both with state-administered human service systems, indicated that individual county systems existed before October 1, 1993.

Current Status of SACWIS Projects

Title IV-E administrative funding for system development and data reporting is not new. The 1993 legislation simply changed the federal matching rate from 50 to 75 percent. The effect of this stimulus, however, has been dramatic.

Forty-nine project managers reported plans to build a SACWIS.⁴ These states are in various stages of progress on their systems. As evident from Table 2, eight states (16 percent) had fully implemented, statewide systems at the time of this survey (April 4, 1997).⁵ Thirteen state systems (27 percent) were partially implemented or were in the pilot stage. Many states indicated plans to roll out

Table 2: Current Status of SACWIS Projects

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

N=49

(Percentages do not equal 100 because of rounding.)

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

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

their systems in stages, by geographic area (e.g., county by county), by system component or functional set of components, or by a combination of both. States that are in this process fall into the partial implementation or pilot category of this survey.

The eight states that fall into the "other" category in Table 2 are in stages not captured by the survey question. Illinois, for example, reported that it is working on "systems requirements." The Ohio project manager reported that, at the time of the survey, the state had an approved Implementation Advanced Planning Document (IAPD), but that the state had not released a request for proposals (RFP). Reference Table A-1, in Appendix A, gives more detail on what respondents meant by "other."

In some cases, the stages are more iterative than sequential. For example, three project managers indicated that they were both designing systems and installing equipment. In Rhode Island, state information systems staff were designing and installing the SACWIS while at the same time testing the system. In Table 2, these four states are classified in the equipment installation stage. Two project managers reported they were designing their systems, installing equipment, and piloting. These states were classified with the other states in the partial-implementation/pilot category. These classifications in effect place the state at the latest possible stage in the survey sequence.

Table 3 presents a different way to look at states' progress. In 1996, Congress overhauled the nation's welfare system with the Personal Responsibility and Work Opportunity Reconciliation Act (P.L. 104-193). The law included a one-year extension of enhanced funding for SACWIS. States had argued that the initial three-year window for SACWIS enhanced federal funding was not long enough given the scope of the projects and did not allow states to take full advantage of the funds. As indicated in Table 1, a minority of states already had begun planning systems in 1996. These are the same states that reported in 1997 that they have implemented a system statewide or have partially implemented or are piloting. In other words, the states that had a head start are those that have completed most of the work within the enhanced funding window. Other states have had further to go, or have had trouble getting funding from their legislatures. Seven states have biennial legislative sessions, for example—if funds for SACWIS did not pass these state legislatures in the first year, officials had to wait another two years to request funding again.

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

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

N=49

(Percentages do not equal 100 because of rounding.)

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

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

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

percent) will have implemented their systems statewide, and 11 states (22 percent) will have completed their partial implementation or pilot phase.

Table 4 groups states by their implementation dates. It shows even more progress in the last quarter of calendar year 1997. Respondents in 21 states (43 percent) reported that by the end of the year they will have implemented fully a statewide system. By the end of 1998, more than half of the states planning to implement a SACWIS (31) will have done so statewide (63 percent). By the end of the year 2000, nearly three-quarters of states (36) will have a SACWIS (73 percent). About a quarter of the respondents did not give a date for statewide implementation, perhaps because they are uncertain about production schedules, continued state funding, or other outside influences on timing, or because they are not far enough into their planning to know when they will complete their projects.

Table 4: Statewide Implementation Dates

Year	Cumulative		Additional States	
	Number	Percent	Number	Percent
Currently statewide	8	16	8	16
1997	21	43	13	27
1998	31	63	10	20
1999	35	71	4	8
2000	36	73	1	2
2001	37	76	1	2
No answer	—	—	12	24

N=49

(Percentages do not equal 100.)

In Pennsylvania, one of the two states that reported no plans to build a SACWIS, no child welfare automation existed in the state before October 1993. Since then, according to the survey response, 10 of the state's 67 counties—all large counties—"have invested much time and money to develop automated child welfare systems within their own counties." Because the federal funds are for statewide systems that may in fact be difficult to implement once individual counties have developed their own systems, the state decided to forego the 75

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

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

System Components

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

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

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

- ♦ *Administrative functions* are defined in the December 22, 1993, regulation and include licensing of foster care providers, fiscal functions, and others listed in Table 5.
- ♦ *Other services to child welfare clients* include non-core services that public agencies provide to families and children within the child welfare system, such as mental health or substance abuse services.
- ♦ *Out-of-scope services* are those that were not defined by the regulation but that are provided to child welfare clients or to clients of the agency in which child welfare services are located.⁸

Table 5: System Components

Child Welfare Services			Administrative Functions			Other Services		
<i>Service</i>	#	%	<i>Service</i>	#	%	<i>Service</i>	#	%
Child Protection	48	98	Licensing (foster family homes)	44	90	Mental Health	21	43
Out-of-Home Care	48	98	Licensing (facilities)	38	78	Substance Abuse	20	41
Intensive Home-Based	42	86	Payments	43	88	Domestic Violence	18	37
Adoption	46	94	Staff and Workload	45	92	Juvenile Justice/Youth Rehabilitation	25	51
Preventive Services	44	90	Contracts	30	61	Other	4	8
Independent Living	45	92	Criminal History	12	24	N/A	14	29
Other	8	16	Cost Recovery	21	43			
N/A	1	2	Other	8	16			
			N/A	1	2			

N=49 (Percentages do not equal 100.)

⁸ States have used other state and federal funds to finance components that are not dedicated primarily to serving child welfare programs under Titles IV-B and IV-E (and therefore are not eligible for the SACWIS enhanced match).

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

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

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

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

Services to the former would be listed as “other services to child welfare clients,” while the latter group would receive “out-of-scope” services.

Twenty-five respondents listed juvenile justice or youth rehabilitation in the array of other services provided to child welfare clients (see Table 5). Eight listed juvenile justice services among the out-of-scope services included in a SACWIS (see Table 6). Three states (Delaware, Rhode Island, and Tennessee) fell into both of these groups. In both groups, not all of the states house juvenile corrections within the human service or child and family services agency. It appears, therefore, that state agencies are trying to incorporate the fullest possible range of services provided to the child welfare population in one information system. By doing so, state agencies can track clients more easily and maintain more complete records.¹⁰

Table 6: Out-of-Scope Components

Component	Number	Percent
Adult Services	11	22
Mental Health	3	6
Child Care Licensing	1	2
Other Fiscal	1	2
Juvenile Justice/Youth Rehabilitation	8	16
Child Care	6	12
Investigation	1	2

N = 49

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

The administrative functions that qualify for the enhanced federal funding offer states an opportunity to integrate and streamline some program operations. A majority of SACWIS also include most of the administrative functions listed. Other reported administrative functions include eligibility, staff training, legal actions, reports, and administrative reviews of contested investigations. Criminal history checks are included on significantly fewer systems than are

¹⁰ Nebraska has a system that is integrated with systems from other human service programs, and thus reported that its system tracks a wide array of services to child welfare clients, including food stamps, job training, and other programs.

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

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

Table 7: Risk Assessment

Risk Assessment	Number	Percent
Yes	36	73
No	9	18

N=49

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

System Interfaces

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

IV-A, IV-D, and XIX, as well as the child abuse and neglect data system.¹¹ Interfaces deemed “not practicable” were those that states could demonstrate were technically infeasible or cost-prohibitive.

When they are possible, interfaces can benefit public agencies because they allow for information sharing among programs on common clients or the services provided for those clients. The February 8, 1995, action transmittal noted that “each of the programs supported by the systems which require an interface to SACWIS are intricately related to the title IV-E programs.” It offered the following specific rationales for the required interfaces:

- ◆ Eligibility for some programs is based on the calculations made by Title IV-A systems for cash assistance. When Congress passed P.L. 103-66 in 1993, eligibility for Title IV-E foster care and adoption assistance was one of those programs. In addition, the SACWIS final rule specified that enhanced funding would not be approved for components that duplicated already-existing capabilities—in particular, eligibility determination. The 1996 welfare reform legislation, however, altered this eligibility link by allowing states to create their own Temporary Assistance for Needy Families (TANF) programs and by tying IV-E eligibility to past IV-A criteria. The extent to which this change will affect SACWIS is unclear, but ACF has indicated a willingness to consider enhanced funding for additional SACWIS components that would help determine IV-E eligibility.¹²
- ◆ Title IV-D systems may allow state agencies to locate absent parents of children in the child welfare system, benefiting reunification or placement efforts as well as child support collections.
- ◆ Title XIX programs share many clients with child welfare programs.

Furthermore, the enhanced funding is available for optional interfaces if state officials can demonstrate in their APDs that these interfaces are appropriate and cost-justified.

Table 8 shows that states will take advantage of the opportunity to reduce duplicative data entry and improve links among programs that serve overlapping or related populations.¹³ Forty-three state systems (88 percent) will

¹¹ In reality, states have integrated their child abuse and neglect data systems into SACWIS, making interfaces unnecessary.

¹² Project managers in four states (Alaska, Delaware, Iowa, and Nevada) reported including an eligibility component in their SACWIS.

¹³ See Reference Table A-2 in Appendix A for a state-by-state summary of interfaces.

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

Table 8: Interfaces

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

N = 49

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

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

System Integration

Interfaces permit data exchange among the information systems used by various programs. State staff and field workers who need the information contained in these systems—to determine program eligibility or participation, for example—can access it through the interface, rather than collect duplicative information. Another way to streamline program operations is to integrate the information systems, creating a kind of mega-system that serves multiple programs. Twelve SACWIS project managers (24 percent) reported building integrated systems, rather than stand-alone child welfare information systems (see Table 9).

Table 9: Stand-Alone vs. Integrated Systems

Stand-Alone		Integrated		N/A	
<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
32	65	12	24	5	10

N=49

(Percentages do not equal 100 because of rounding.)

Sometimes the distinction between integration and interface is not well-defined. In some of the 12 states that reported having integrated systems, project managers indicated that systems were integrated through interfaces, or that SACWIS was integrated with state information databases through interfaces. Other project managers reported that SACWIS was integrated with systems for Medicaid, individual counties, juvenile justice or juvenile courts, public health, and motor vehicle departments, or common intake among human service programs. Nebraska appears to have the most extensively integrated system. The Nebraska SACWIS is integrated with the state's systems for cash assistance, food stamps, child care, medical assistance, and job training.

System Architecture

In the majority of states, the SACWIS being developed represents the state's first system with a client-server architecture. The term "client server" has come to be used rather loosely. For the purposes of this report, client-server

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

Table 10: System Architecture

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

N = 49

(Percentages do not equal 100 because of rounding.)

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

SACWIS Contracting Activity

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

program expertise to the table, but very little experience with information technology. With little existing automation in 1993, vendors, for their part, were unfamiliar with the nature and complexity of child welfare programs.

Table 11 summarizes state contracting activity for SACWIS.¹⁴ The greatest need for vendor expertise appears in the application development stage, i.e., the design of the system itself: how it collects information, processes it and presents it to the users. This may be the most complex and technologically specialized stage. It is the stage when state staff at all levels provided their knowledge of the child welfare system and its procedures, and technical experts from agencies and private vendors used their expertise to translate that knowledge into an automated system. Twenty-three states contracted this activity out completely, while an additional 18 states combined vendor contracts with in-house work. In all, a total of 41 states (84 percent) used vendors for application development.

Table 11: Use of Contractors

Activity	In-House		Contracted		Both	
	#	%	#	%	#	%
Mainframe/Server	27	55	12	24	5	10
PCs	21	43	14	29	8	16
Infrastructure	22	45	7	14	14	29
Application Development	4	8	23	47	18	37
Implementation	13	27	15	31	16	33
Interfaces	10	20	15	31	18	37
Data Conversion	17	35	14	29	12	24
Training	15	31	13	27	15	31

N=49

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

More than half the respondents reported using vendors—either exclusively or in combination with in-house resources—to implement, or roll out, their systems (31 states, or 63 percent); develop interfaces with other systems, such as Title IV-A/cash assistance (33 states, or 67 percent); convert data from existing

¹⁴ For a listing of contractors used, see Reference Table A-1 in Appendix A.

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

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

Networks

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

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

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

half of the SACWIS (26, or 53 percent) are connected to the Internet. Twenty states (41 percent) have built an intranet. Three of these states (Colorado, Michigan, and New York) have an intranet but no Internet connection. Seventeen states (35 percent) have both intranet and Internet connections.

Table 12: LANs and WANs

LAN		WAN		Both	
<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
45	92	42	86	42	86

N=49

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

Table 13: Internet Connections

Internet		Intranet		Both	
<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
26	53	20	41	17	35

N=49

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

User Access and Security

SACWIS are changing dramatically the look of the child welfare field office. In all but a few states, every system user soon will have his or her own computer terminal from which to access the system. All users, from frontline workers to state central office staff, also will have new tools to improve their efficacy and efficiency on the job—electronic mail, word processing, spreadsheets, and the specialized applications for child welfare programs and services. This survey touched on two important implications of this new way of doing business: remote access and system security.

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

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

Table 14: Remote Access

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

N = 49

(Percentages do not equal 100.)

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

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

information. With SACWIS, paper case files stored throughout the state will be replaced by centralized, computerized records. States are trading one set of vulnerabilities for another. But information systems also come with new tools to ensure data security and confidentiality.

Reference Table A-5 (in Appendix A) contains information provided by SACWIS project managers on the security measures included in these systems. Log-on identification, restricted access to information or functions that corresponds to a user's job responsibilities, and security at different levels of the system are typical. Some respondents listed software packages or security protocols to provide a snapshot of the kinds of measures system developers are taking to ensure the confidentiality and security of child welfare data.



Conclusions and Outlook

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

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

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

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

determine how to achieve those outcomes. States also have been able to phase in their projects gradually—to buy equipment over time, for example, rather than wait until the end of a project to claim federal funding. This approach recognizes that information system projects of this magnitude are long-term commitments. It allows staff and frontline workers to absorb gradually the changes introduced by the new technology and acknowledges technology's constantly changing nature.

As SACWIS continues to take hold in child welfare agencies, administrators, program managers, and frontline staff will face a set of challenges that undoubtedly will be more complex than learning to navigate a graphical user interface. Improved access to more and higher quality data requires better coordination between data users and data gatherers. Policymakers will have improved tools themselves, which they can use to develop the outcome measures and benchmarks to track program success in ways that were not possible before. But the ability of frontline workers to provide that information in their work with clients at the front end of the system will be critical to its ultimate quality and usefulness. The expectations of the system's capabilities must not exceed the capacity of its users.

This point-in-time survey can only hint at the fundamental culture change introduced by technology. Past APWA reports have underscored the magnitude of this change. At all levels of child welfare agencies, effective management of these changes will help ensure that users receive the maximum benefit from the substantial investment states and the federal government have made in SACWIS. Challenges range from finding a new role for clerks who no longer need to input information from paper forms to making agency-wide outcome measures real and relevant to frontline practice. States must adapt constantly to new and emerging technologies and incorporate ever more flexibility into systems to heed calls for more streamlined organizations, more integration among programs, and more local control.



Appendices

Appendix A: Reference Tables*

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

Reference Table A-1: General Information/Status

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

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

Reference Table A-1: General Information/Status

State	# Children in Care	# System Users	Current Status as of 4/4/97*	Expected Statewide Implementation Date	Contractor(s)
ID	900	450	Design completed; now in construction	4/98	Several
IL	51,358	≈6,500	Systems requirements	N/A	TBD
IN	10,257 + 2,685 CHINS own home	1,300	State	2/97	Unisys
KS	N/A	≈800– 1,000	IAPD	N/A	N/A
KY	3,800	2,000; currently 300+	State	9/96	Memorex/Telex, Unisys
LA	6,082	2,077	Existing system enhanced in-house	1/88	
MA	12,208	3,000+	Pilot	8/97	State central office, Deloitte Touche
MD	8,268 foster care; 3,327 kinship care	≈2,700	RFP	N/A	N/A
ME					

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

Reference Table A-1: General Information/Status

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

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

Reference Table A-1: General Information/Status

State	# Children in Care	# System Users	Current Status as of 4/4/97*	Expected Statewide Implementation Date	Contractor(s)
PA	20,706	No SACWIS			
RI	≈3,000	700	Install	8/97	AMS, University of RI, Child Welfare Institute
SC	≈5,000	≈1,400	Design	12/98	Compucom Svcs. Inc.
SD	526	250	Design	7/98	Walter R. McDonald Assoc.
TN	9,500	3,000	IAPD	3/98	Multiple contracts
TX	11,000+	6,000	State	9/96	Andersen Consulting
UT	2,333	650-700	Pilot	Begun 12/96	Several
VA					
VT	1,372	No SACWIS			
WA	9,800	2,000; ≈700 concurrent	State	9/96	Other state agency, contractors
WI	N/A	N/A	Design	2001	Brainstorm
WV	3,145	700	Install	9/97	Deloitte Touche
WY	1,234	200-225	Development	9/98	Andersen Consulting

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

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

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

ConNeg = Contract negotiations

Design = Designing system

IAPD = Awaiting IAPD approval

Install = Installing equipment

Pilot = Partial implementation/pilot

Plan = Planning (preparing PAPD/awaiting PAPD approval)

RFP = Released RFP; awaiting bids

State = Already implemented statewide

Reference Table A-2: System Components

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

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

Reference Table A-2: System Components

State	Child Welfare Services*	Administrative Functions*	Other Services to Child Welfare Clients*	Out-of-Scope Services*	Interfaces*	Risk Assessment Component
DC	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, CR	MH, SA, DV		IV-A, IV-D, XIX, Acc, Pers	Y
DE	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, Crim, CR, Fin, Elig	MH, SA, DV, JJ/YR	YRS, CMH, Fin	IV-A, IV-D, Edu	Y
FL	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con	MH, SA, JJ/YR	APS	IV-A, IV-D, XIX, JJ, Acc, Lic, Vital, Edu, Crim, Pers	Y
GA	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Staff, CR		APS	IV-A, IV-D, XIX	Y
HI	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, Crim, CR, Fin		APS, CC	IV-A, IV-D, XIX, Acc, Lic	Y
IA	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, Elig, Fin, Admin	MH	APS	IV-A, IV-D, XIX, Acc	N
ID	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con	MH		IV-A, IV-D, Acc	Y

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

Reference Table A-2: System Components

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

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

Reference Table A-2: System Components

State	Child Welfare Services*	Administrative Functions*	Other Services to Child Welfare Clients*	Out-of-Scope Services*	Interfaces*	Risk Assessment Component
MN						
MO	CPS, OOH, IHB, Adop, Prev, IL, FPS	LicFH, LicFac, Pay, Staff, Con, Crim, CR	DV		IV-A, IV-D, XIX, JJ, Crim, Pers	N/A
MS	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff	MH, SA, JJ/YR		IV-A, IV-D, XIX, JJ, Acc, Vital	Y
MT						
NC						
ND	CPS, OOH, Adop, Prev, IL	LicFH, LicFac, Pay, Staff	SA, JJ/YR		IV-A, IV-D, XIX, JJ, Lic	N
NE	CPS, OOH, IHB, Adop, Prev, IL, HS	LicFH, LicFac, Pay, Staff, Con, Crim, CR, Legal	MH, SA, DV, JJ/YR	CC	IV-A, IV-D, XIX, Edu	Y
NH	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Admin	JJ/YR	JJ	IV-A, IV-D, XIX, Edu	N
NJ	CPS, OOH, IHB, Adop, Prev, IL	Pay, Crim			IV-A, IV-D, XIX	N
NM	CPS, OOH, Adop, Prev, IL	LicFH, LicFac, Pay, Staff		APS, CC	IV-A, IV-D, XIX, Acc	Y

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

Reference Table A-2: System Components

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

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

Reference Table A-2: System Components

State	Child Welfare Services*	Administrative Functions*	Other Services to Child Welfare Clients*	Out-of-Scope Services*	Interfaces*	Risk Assessment Component
TN	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con, Crim, CR	JJ/YR	JJ	IV-A, IV-D, XIX, JJ, Acc, Edu, Pers	Y
TX	CPS, OOH, IHB, Adop, Prev, IL, Fin	LicFH, Staff, Con, Crim, Admin		APS, MH/MR	IV-A, IV-D, XIX, Acc, Lic, Vital, Edu, Crim, Pers	Y
UT	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, CR	DV		IV-A, IV-D, XIX, JJ, Acc, Lic	Y
VA						
VT	No SACWIS					
WA	CPS, OOH, IHB, Adop, Prev, IL	LicFH, LicFac, Pay, Staff, Con		CC	IV-A, IV-D, XIX, Acc, Vital	Y
WI	CPS, OOH, IHB, Adop	LicFH, LicFac, Pay, Staff, Con, Crim	MH, SA, DV, JJ/YR		IV-A, IV-D, XIX, Acc	Y
WV	CPS, OOH, Adop, IL	LicFH, LicFac, Pay, Staff, CR			IV-A, IV-D, XIX, Acc	Y
WY	CPS, OOH, IL	LicFH, LicFac, Pay, Staff, Con	JJ/YR	JJ, APS	IV-A, IV-D, XIX, Acc, Edu	Y

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

Abbreviations in Reference Table A-2: System Components

Column 2, Child Welfare Services:

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

Courts = Services related to court proceedings

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

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

FPS = Family preservation services

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

HS = Home studies

IHB = Intensive home-based services

IL = Independent living

JJ = Juvenile justice programs

Legal = Legal services

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

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

Column 3, Administrative Functions:

Admin = Miscellaneous administrative or management functions

Con = Contracts

CR = Cost recovery

Crim = Criminal history

Elig = Eligible determination for Title IV-E

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

Abbreviations in Reference Table A-2: System Components

Column 3, Administrative Functions (continued):

Legal = Legal services

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

LicFH = Licensing/certification of foster family homes

Pay = Payments

Staff = Staff and workload administration and management

Train = Training

Column 4, Other Services to Child Welfare Clients:

CC = Child care

DV = Domestic violence

JJ/YR = Juvenile justice/youth rehabilitation programs

MH = Mental health

SA = Substance abuse

Column 5, Out-of-Scope Services:

APS = Adult protective services

CC = Child care

CMH = Children's mental health

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

JJ = Juvenile justice programs

Abbreviations in Reference Table A-2: System Components

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

MH = Mental health

MH/MR = Mental health/mental retardation

YRS = Youth rehabilitative services

Column 6, Interfaces:

Acc = Accounting

Admin = Miscellaneous administrative or management functions

Courts = Services related to court proceedings

Crim = Criminal history check

Edu = Education

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

IV-A = Title IV-A

IV-D = Title IV-D

JJ = Juvenile justice programs

Lic = Licensing

MH = Mental health

Pers = Personnel/human resources

SA = Substance abuse

Vital = Vital statistics

XIX = Title XIX

Reference Table A-3: Technical Elements

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

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

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

Reference Table A-3: Technical Elements

State	System Architecture*	Networks*	Remote Access	Central Processing Unit	Operating System*‡	Database*
GA	N/A	N/A	N	TBD	TBD	B
HI	M	N/A	N	IBM 30-90-200E	MVS/CICS	C
IA	M	LAN, WAN, Inter, Intra	Y	IBM 3090(J)	Win 95, <i>NT</i> , Win NT	C
ID	Combo	LAN, WAN, Inter, Intra	Y	ES 9000 mainframe	Win 3.11	C
IL	Combo	LAN, WAN	Y	TBD	TBD	C
IN	C/S	LAN, WAN, Inter, Intra	Y	Tricord	Win 95, <i>NT</i> , NT	B
KS	N/A	Inter	N	Andahl mainframe	Win, Net	C
KY	C/S	LAN, WAN	N	N/A	NT 3.51, <i>NT 3.51</i> , <i>Unix</i> , <i>Sol 2.5</i>	C
LA	M	LAN, WAN, Inter, Intra	Y	IBM mainframe	N/A	C
MA	Combo	LAN, WAN, Inter	Y	HP 520(2)	Win 95, <i>Ban</i>	C
MD	N/A	N/A	N/A	N/A	N/A	N/A
ME						
MI	C/S	LAN, WAN, Intra	N	N/A	Win Wkgps, <i>Unix</i> , IP Network	D

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

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

Reference Table A-3: Technical Elements

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

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

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

Reference Table A-3: Technical Elements

State	System Architecture*	Networks*	Remote Access	Central Processing Unit	Operating System*‡	Database*
OR	Combo	LAN, WAN, Inter, Intra	N	IBM mainframe	Win 3.1, <i>Syb</i> , Net	B
PA	No SACWIS					
RI	C/S	LAN, WAN	Y	HP420	Win 95, <i>HP-UX</i> , <i>Syb</i> , Net	B
SC	Combo	LAN, WAN	Y	NAS-XL100	OS/2W, <i>OS/2W</i> , OS/2W	C
SD	C/S	LAN, WAN, Inter	Y	Compaq Proliant 5000	Win 95, <i>NT</i>	C
TN	C/S	LAN, WAN, Inter	Y	Sun Enterprise server	Win 95, <i>Unix</i> , <i>Net</i> , <i>Sol</i> , <i>Com</i> , Sol , Net	B
TX	C/S	LAN, WAN, Inter, Intra	Y	HP9000 K420	DOS/Win 3.1, <i>HP-UX 10.10</i> , Net 4.1	C
UT	C/S	LAN, WAN, Inter, Intra	Y	N/A	Win 3.1/95, <i>Unix</i>	D
VA						
VT	No SACWIS					
WA	M	LAN, WAN, Inter, Intra	Y	IBM mainframe	Win NT, <i>MVS</i> , <i>Sol</i> , <i>Unix</i> , Win NT	C
WI	C/S	LAN, WAN	N/A	N/A	Win NT, <i>Win NT</i>	B

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

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

Reference Table A-3: Technical Elements

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

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

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

Abbreviations in Reference Table A-3: Technical Elements

Column 2, System Architecture:

Combo = Combination of mainframe and client/server
C/S = Client/server
M = Mainframe

Column 3, Networks:

Inter = Internet connection
Intra = Intranet
LAN = Local Area Network
WAN = Wide Area Network

Column 6, Operating System:

Ban = Banyan
Com = Compaq
Net = Novell Netware
Ora = Oracle
OS/2W = OS/2 Warp
Pb = Powerbuilder
Sol = Sun Solaris
Syb = Sybase
Win = Windows

Abbreviations in Reference Table A-3: Technical Elements

Column 7, Database:

B = Both centralized and distributed

C = Centralized

D = Distributed

Reference Table A-4: Software

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

Reference Table A-4: Software

State	Application Development	Database	Application	Ad Hoc Reporting	Office	E-Mail
IN	Powerbuilder	Oracle	Powerbuilder	TBD	MS	MS Exchange
KS	IEF generated Cobol	DB2	Cobol	N/A	N/A	N/A
KY	Terrain, Bachman Groundworks, Gupta SQL Windows	Sybase Sys II Replication Servers	Gupta, SQL Windows 5.03	Crystal Info	MS Office 4.3	MS Mail; plans to go to MS Exchange
LA	Software AG Natural	Software AG Natural	Software AG Natural	Software AG Natural	Novel Perfect Office	Futurus Team/Groupwise
MA	Oracle, MQ Series, C, Word, Beyond Mail	Oracle 7	Oracle Developer	Oracle-Discover 2000	Office 97	Beyond Mail
MD	N/A	N/A	N/A	N/A	N/A	N/A
ME						
MI	Mapper	Mapper	Mapper/Visual Basic	Data Warehouse SPL & Access	MS Suite	Novell Groupwise - pilot in some counties
MN						
MO	Texas Instruments	Dbase 2	IEF Composer	FOCUS	MS Suite	IBM Office Vision

Reference Table A-4: Software

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

Reference Table A-4: Software

State	Application Development	Database	Application	Ad Hoc Reporting	Office	E-Mail
OR	Cincom's Object Studio	Sybase, IMS	Smalltalk, Cobol II	TBD, Cobol, EZ Plus	WordPerfect	Groupwise
PA	No SACWIS					
RI	Powerbuilder	Sybase	Powerbuilder, Access	Infomaker, SQR—Cobol	MS Office, Novell Groupwise	N/A
SC	Natural	Adabas	Natural	Natural	Lotus Smartsuite	cc:Mail
SD	Visual Basic 4.0	MS SQL server 6.5	N/A	Crystal Reports 5.0	MS Office Suite	MS Mail, moving to MS Exchange
TN	ER Win, BP Win, Powerbuilder, Oracle	Oracle 7.xx	In-house "CCIS"	SQR (latest Oracle), Data Query	MS Office Suite	Novell Groupwise
TX	FCP	Oracle	FCP	Oracle, MS Access	MS Office	MS Mail
UT	Powerbuilder 5.0	Sybase II	N/A	Infomaker	WP	Groupwise
VA						
VT	No SACWIS					
WA	N/A	Adabas, Oracle	Natural, Delphi, Info Session	Info. Advantage	MS Office	Novell Groupwise
WI	Visual Basic	SQL server	Visual Basic	Crystal Reports	MS Office	Groupwise

Reference Table A-4: Software

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

Reference Table A-5: Security

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

Reference Table A-5: Security

State	Security
NJ	At network level, at mainframe level
NM	Physical passwords
NV	Dependent on system selection
NY	Windows NT for network access, additional security specific to user role (supervisor, caseworker) within application
OH	N/A
OK	Netware security, user ID/password
OR	RACF application-specific security, mainframe application-specific security, log-on/password—client/server
PA	No SACWIS
RI	Combination—Novell security on log-ins, log-ins used w/ application security, security profiles describe individual access to system
SC	Mainframe: RACF for resources, NATURAL security for programs; LAN/WAN: WARP server advanced security
SD	Log-on security provided with the federal prototype, SQL server built-in security
TN	Novell—C2 level, Sun—C2 level
TX	Network & application access by Novell Netware 4.1 Security; log-in authentication, password, netware directory services, file system security
UT	N/A
VA	
VT	No SACWIS
WA	Mainframe RACF, network NT security in the application varies by procedure, with some procedures read-only and/or restricted to designated users
WI	N/A
WV	Network security—NT; data security—Oracle
WY	N/A

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

Name of SACWIS Project Manager _____

Title _____ Agency _____

Address _____

Phone _____ Fax _____

E-mail address _____

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

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

_____ Yes, may attribute to state.

_____ No, please keep confidential.

I. Background

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

_____ No automation

_____ Certain functions were automated (please specify: _____)

_____ Already had begun planning an information system

_____ Counties had individual systems

_____ Other (please specify: _____)

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

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

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

II. Plans for SACWIS

1. Does your agency plan to have a SACWIS?

_____ Yes (please skip to Question 3)

_____ No (please complete Question 2)

_____ Undecided (please indicate why: _____)

2. If your state is not planning to build a SACWIS, please indicate the reason(s).

_____ Legislature has not appropriated funds

_____ Agency determined there is no need

_____ Other (please specify: _____)

Comments:

The rest of this survey concerns states that have a SACWIS or plan to implement one. If your state does not plan to implement a SACWIS, please return this survey (completed pages only) to Theresa Finchio at APWA. Thank you.

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

3. What is the status of your SACWIS project?

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

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

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

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

5a. How many users are on your state's SACWIS?

5b. Who are the users on your state's SACWIS (check all that apply)?

_____ Clerical staff

_____ Workers

_____ Supervisors

_____ Managers

_____ Other (please specify: _____)

6. In the table below, please check (✓) which activities you have contracted out (or plan to contract out), and which are/will be kept in-house. Also, please indicate the contractor(s) for each activity, where applicable, in the far right-hand column.

Activity	In-House	Contracted	Both	Name of Contractor
Mainframe/server				
PCs				
Infrastructure				
Application Development				
Implementation				
Interfaces				
Data Conversion				
Training				

III. System Functions and Interfaces

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

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

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

_____ Intensive home-based services

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

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

_____ Independent living

_____ Other (please specify: _____)

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

_____ Licensing/certification of foster family homes

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

_____ Payments

_____ Staff and workload administration and management

_____ Contracts

_____ Criminal history

_____ Cost recovery

_____ Other (please specify: _____)

3. Does your state's SACWIS include a risk-assessment component?

_____ Yes

_____ No

4. Which other *services to child welfare clients* does your state's SACWIS track?

_____ Mental health

_____ Substance abuse

_____ Domestic violence

_____ Juvenile justice/youth rehabilitation

_____ Other (please specify: _____)

5a. Does your state's SACWIS include any components that are outside the scope of SACWIS, as defined by the interim final rule of December 22, 1993 (e.g., adult services, juvenile justice, child care)?

_____ Yes (please complete Question 5b)

_____ No (please skip to Question 6)

5b. If yes, please indicate which other components are in your SACWIS.

6. Check all applicable interfaces your state's SACWIS includes:

_____ IV-A

_____ IV-D

_____ Title XIX

_____ Juvenile justice

_____ Accounting

_____ Licensing

_____ Vital statistics

_____ Education

_____ Mental health

_____ Criminal history
check

_____ Personnel/human
resources

_____ Other (please
specify: _____)

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

_____ Stand-alone

_____ Integrated

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

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

_____ Yes

_____ No

Comments:

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

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

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

IV. System Architecture

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

_____ Mainframe (please describe: _____)

_____ Client/server (please describe: _____)

_____ Combination (please describe: _____)

_____ Other (please specify: _____)

2a. Does your state's SACWIS have either of the following networks?

_____ Local Area Network (LAN): Network Speed _____

_____ Wide Area Network (WAN): Network Speed _____

_____ N/A

2b. Does your network have an Internet or intranet connection?

_____ Internet

_____ Intranet

_____ N/A

3a. What type of workstation does your system support?

_____ Dedicated/desktop workstation (please answer Question 3b, then go on to Question 4)

_____ Mobile/laptop workstation (please answer Questions 3c and 3d)

_____ Both (please answer questions 3b, 3c, and 3d)

_____ Other (please specify: _____)

3b. What type of dedicated workstations do users have?

_____ Terminal

_____ Personal computers

3c. Who in your state has mobile/remote access (check all that apply)?

_____ Clerical staff

_____ Workers

_____ Supervisors

_____ Management

_____ Other (please specify: _____)

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

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

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

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

Client: _____

Server: _____

Network: _____

6. Is your SACWIS database centralized or distributed?

_____ Centralized

_____ Distributed

_____ Both

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

7. Please indicate the software used for the following aspects of SACWIS development and implementation:

Application development: _____

Database: _____

Application: _____

Ad hoc reporting: _____

Office: _____

E-mail: _____

8. What is the user-to-terminal (or PC) ratio in your state?

9. Describe the types of security your state's system has:

10. Is your state's SACWIS Year 2000 compliant?

_____ Yes

_____ No

Thank you for taking the time to complete this survey.