CONTENTS, ACKNOWLEDGMENTS AND FOREWORD

CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

Volume Two: Enhanced and Comprehensive Resident Services
Revised and Expanded Edition

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TABLE OF CONTENTS

viii Acknowledgments
x Foreword

ENHANCED AND COMPREHENSIVE RESIDENT SERVICES

1 **Employment Services**

4 Facts on Employment Services
6 Do Your Residents Need Employment Services?
7 Effectively Partnering with One-Stop Career Centers
10 Assessing an Employment Services Provider
16 Tools to Help Residents Choose a Career
17 The Client-Intake Process
18 Addressing a Client's Barriers to Employment
20 Addressing Negative Background Information During Your Job Search
21 Introduction to "Soft" Skills
22 Sample One-Week "Soft" Skills Curriculum
26 Pre-Job Search Checklist
28 Helping a Job Seeker Prepare for an Interview
29 Tips for Success on the Job
31 Seven Ways to Boost Job Retention
32 Group Exercise on Maintaining Employment
35 Group Exercise on Common Work-Related Triggers

41 **Adult Education and English as a Second Language Services**

44 Facts on Adult Education and English as a Second Language (ESL) Courses
48 The Benefits of Attending a Community College
50 What is the GED and Why is It Helpful?
51 The Financial Benefits of Attending College
53 The Long- and Short-Term Benefits of Education
56 Resources for English as a Second Language (ESL) Programs

67 **Child Care**

70 Facts on Child Care
72 The Importance of Early Care and Education
77 Types of Child Care
80 Child Care Referral Sources
82 Understanding Child Care Subsidies
84 Resources for Finding Quality Child Care
86 Survey to Determine Parents' Child Care Goals
90 Child Care Search Worksheet for Parents
92 How Safe is Your (or Your Provider's) Home?
96 Resources and Tools for Supporting Child Care Programs

103 **Youth Education and Services**

108 Starting an After-School Program
113 Effective Administration and Policies for After-School Programs
116 Developing a Curriculum for an After-School Program
120 Finding Funding for an After-School Program
122 Hiring and Developing Staff for an After-School Program
126 Making After-School Programs Effective: Enhancing School Success
132 Enhancing Educational Success: Forging Connections Among Family, School and After-school
138 Evaluating After-School Programs
146 Creating Handbooks for an After-School Program
148 Designing Programs to Engage Youth
152 Encouraging Youth to Stay in School
154 Best Practice: Sure Track to College
156 Student Introductory Survey
158 Visioning the Future Worksheet
160 Supporting Youth Employment
163 Summer Can Set Kids on the Right—or Wrong—Course
167 Doesn't Every Child Deserve a Memorable Summer?
171 Summertime and Weight Gain
174 Parents' Checklist: How to Make the Most of Summer
175 Self-Assessment: Characteristics of Effective Summer Learning Programs

183 **A Guide to Health and Wellness**

186 Resident Services and Health and Wellness
190 Program Components
193 Introducing the Program to Residents
195 Screening Residents
198 Essential Activities and Events
208 Community Partners
210 Measuring Progress

213 **Green Operations and Maintenance**

216 Template for a Healthy Home Guide
231 Trolley Square Living Green Guide

261 **Domestic Violence**

264 Understanding Domestic Violence
268 Identifying the Dynamics of Domestic Violence
272 Safety Planning Checklist
274 Do's and Don'ts: How to Help Someone You Think Is a Victim of Domestic Violence
276 Considerations for Addressing Domestic Violence in Housing Settings
279 Domestic Violence and Economic Stability

281 Resources for Legal Advocacy
283 Children and Domestic Violence
285 Domestic Violence and Immigration Issues
286 Dating Violence: Resources for Teens
290 Facts About Stalking
292 Resources for People Who Are Abusive to Their Intimate Partners

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Community-based resident services managers and coordinators continue to partner with us and share their real-world knowledge, graciously allowing us to disseminate strategies that define, enhance and further develop 'best practices' in the field of resident services programming. We are grateful to these partners and their staff members who supported our efforts. They include Jennifer Endo, Jennifer Cavaliere and Mary Zambrano of AHC Inc., Arlington, VA; Carol Carter, Catholic Charities Archdiocese of New Orleans, New Orleans, LA; Rachel Ginsberg of the Columbus Housing Partnership, Inc., Columbus, OH; Pamela Lyons and Christopher Goett of the Community Preservation and Development Corporation, Washington, DC; John Garcia and Roxanna Chowdhry of Fordham Bedford Children's Services, Bronx, NY; Joy Gendzel and Wesley Walsman of Jubilee Housing, Washington DC; Donna Brown of Marshall Heights Community Development Center, Washington, DC; Ivy Taylor, Merced Housing Texas, San Antonio, TX; Sulema Middleton-Stewart and Gloria Castro of the Montgomery Housing Partnership, Silver Spring, MD; Margaux Morisseau, NeighborWorks, Blackstone River Valley, RI; Christopher Bentivegna, NHP Foundation, Gulf-Coast Properties, Westwego, LA; Tammy Crumpton, Providence Community Housing, New Orleans, LA; Debbie Lowder and Hazel Schnider of REACH CDC, Portland, OR; Ed Raskin, Rural Opportunities Inc., Rochester, NY.

Enterprise and NeighborWorks America have been partners in promoting affordable housing-based services since 2004, and we thank the members of the National Resident Services Collaborative who have worked with us to improve and increase awareness of the benefits of resident services for preventing homelessness, building the assets of low-income families and individuals and improving property financial performance. Members of the Collaborative have sponsored national and local policy symposia on sustainable resident services, published best practices, developed a research and policy agenda and developed and delivered training for practitioners. We want to thank these organizations and their respective staff who convene regularly to advance resident services

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FOREWORD

Sometimes affordable housing alone is not enough for low-income people to achieve housing stability and prevent homelessness or to enable families and individuals to move up and out of poverty. It takes an extra hand to help most disadvantaged adults attain quality education or a good job and career advancement. They need extra help to access quality health services or effective education programs to help their children succeed in school. Extra encouragement or coaching may be required to enable people to grow to reach their potential.

The combination of quality services and the affordable housing platform has enormous potential to create a brighter future for tens of thousands of low-income families. But the nation's complex service delivery system is daunting to navigate for most low-income, single-headed families working long hours for low pay. As the nonprofit affordable housing industry has grown in this country to manage an estimated 1.3 million units of multifamily housing, the movement to provide resident services to low-income residents has also grown. About one-third of nonprofit-managed housing was estimated to be supplemented with resident services, in a 2005 industry census by the former National Congress for Community Economic Development.

Relative to the billions the nation spends on affordable housing and social services, the investment needed to ensure service coordination in all affordable housing is modest. Yet these modest, asset-building investments will pay back the nation, communities and families in meaningful returns over a lifetime.

Between 2005 and 2009, data analyses, conducted by the Pennsylvania Housing Finance Agency, Enterprise Community Partners with Mercy Housing and NeighborWorks America with Community Housing Partners, demonstrated that provision of resident services in affordable, family rental housing improves property financial performance through savings in legal fees, bad debt and vacancy losses. These outcomes correlate well with basic services provided to residents to help them manage their finances, obtain jobs and job supports such as child care and refer them to appropriate community services if they experience health or other crises that would interfere with stable employment. More information can be found on these studies at the website of the National Resident Services Collaborative at http://www.residentservices.org.

It is critical for the industry to track family and property outcomes so the industry can move beyond anecdotal evidence of positive outcomes. Toward that end, Enterprise, NeighborWorks and service coordinators in our respective nonprofit developer networks have collaborated with the Pangea Foundation to develop low-cost, web-based software, FamilyMetrics, described in this manual.

Resident services in affordable family housing have grown in recent years as a means to provide a true avenue out of poverty and a path for low-income families to overcome the barriers that prevent them from improving their life

prospects. Resident services coordinators connect housing residents to quality services in the community, fill service gaps with direct services on-site and encourage residents to succeed in housing stability and moving toward financial self sufficiency. In addition to positive outcomes for families like better jobs, increased income, increased savings, better credit scores and qualifying for home mortgages, properties can experience savings from resident services. Recent data reviews have shown that properties with resident services have lower bad debts, legal fees and vacancy losses.

But there remains a strong need for sharing best practices with the field. Toward that end, since 2004, we have collaborated to provide training, print and Internet-based information in partnership with NeighborWorks America, The Housing Partnership Network, The Community Builders, Stewards for Affordable Housing for the Future, the American Association of Service Coordinators, Mercy Housing, REACH CDC and the other members of the National Resident Services Collaborative. A full listing of Collaborative members may be found at http://www.residentservices.org.

Enterprise developed a practitioner's manual first published in 2006. Based on our experiences working with practitioners in the field over the past three years, we have significantly revised the practitioner's manual. We added information on government funding of resident services; eviction prevention through better communication and procedures between resident services and property management staffs; best practices in developing services partnerships; how to get the best workforce services for residents from one-stop career centers; free tax preparation services to help people access the Earned Income Tax Credit; and best practices in after-school programs. In addition, we have added entire new sections on how to work with victims of domestic violence, helping residents be "green" and engaging residents in health and wellness programs.

The positive impact of social services on people's lives has been widely studied and documented: Early childhood education and after-school programs improve school success and likelihood of graduation. Attainment of high school diplomas and GEDs can mean additional lifetime earnings of hundreds of thousands of dollars. Job readiness, skills training and job placement services help wage earners get better paying jobs with benefits. And financial literacy and savings support help families prepare for self-sufficiency and market rental housing or homeownership.

But the key for success for affordable housing residents is site-based, knowledgeable staff to help people take advantage of these asset-building services. We hope this revised manual will help practitioners facilitate the best possible outcomes for their residents.

We encourage nonprofit affordable housing owners to adapt the manual's resources for their own uses; they can be accessed in Word and Excel in the online version on NeighborWorks America and Enterprise Community Partner's respective websites and on http://www.residentservices.org, the website of the National Resident Services Collaborative.

Section 1:
EMPLOYMENT SERVICES

CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

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EMPLOYMENT SERVICES

The average resident seeking employment services is age 16 or older, has a high school diploma or GED and has no employment history or a history of sporadic employment. Participation in proven workforce services improves access to jobs with advancement and better earning potential.

INTRODUCTION TO EMPLOYMENT SERVICES

The text and tools in this section are designed to help resident services coordinators engage, guide and support community residents in finding out about the world of work, learning about their vocational interests and abilities and preparing to access the services of a workforce development provider. Specifically, the tools in this section can be used to:

- Assess workforce development service providers.
- Identify residents' career interests and skills.
- Provide career guidance.
- Help residents identify and overcome employment barriers.
- Help residents improve their "soft" skills.
- Help residents strengthen their interview techniques.

RESOURCES AVAILABLE IN THIS SECTION:

1. **Facts on Employment Services:** This fact sheet defines employment services, identifies the typical needs of job seekers who require employment support, lists key employment trends and common barriers to employment and summarizes useful online resources for learning about employment services.
2. **Do Your Residents Need Employment Services?:** This list of key indicators can help resident managers think through the need for an employment services referral strategy. It is a useful starting point before conducting a more thorough analysis of the employment services options available to residents.
3. **Effectively Partnering with One-Stop Career Centers:** Your residents can take advantage of the vocational and educational resources available through the local Department of Labor (DOL) One-Stop Career Center. The Career Centers' services are described in this document.
4. **Tools to Help Residents Choose a Career:** This describes two effective online resources for taking an inventory of someone's career interests. It can be used by resident services staff to guide residents in their selection of colleges and majors, help new workers in making their first career decision and assist adults facing a mid-life career change.
5. **The Client-Intake Process:** This summary of the typical intake process can be used by resident services managers to advise and prepare residents for entry into an employment or welfare-to-work program. It briefly describes the typical components of an intake, including: eligibility, program orientation, data collection, identification of barriers and assets and the development of a career strategy.

6. **Addressing a Client's Barriers to Employment:** Resident managers can use this checklist to identify employment barriers that job seekers should address in order to successfully obtain and retain employment and make progress in their career paths. It includes eight steps to help resident service coordinators address attitudes or habits that are barriers to employment. Developed by California-based WorkNet Training Services (http://www.worknetsolutions.com), this document is used to train employment specialists.
7. **Addressing Negative Background Information During Your Job Search:** By sharing this list of strategies with job seekers, resident services managers can help their residents to present negative background information (such as past drug use or convictions) in the best light.
8. **Introduction to "Soft" Skills:** This is an overview of soft skills, such as communication strategies and interview techniques, why they are important and how to help job seekers to build them.
9. **Sample One-Week "Soft" Skills Curriculum:** By using this curriculum outline to plan training opportunities for job seekers, resident services staff can provide useful advice on such key topics as goal-setting, communication skills, interview techniques, proper attire and appropriate behavior on the job.
10. **Pre-Job Search Checklist:** This checklist, designed by WorkNet Training Services, can help job seekers get organized for an efficient and productive job search. It includes special tasks for recovering addicts, those diagnosed with a mental disorder, ex-convicts and those with young children.
11. **Helping a Job Seeker Prepare for an Interview:** Resident services staff can share this useful guide with job seekers to help them prepare for successful job interviews.
12. **Tips for Success on the Job:** By sharing these lessons, compiled by STRIVE, resident services staff can help job seekers steer clear of problems on the job and position themselves for career advancement.
13. **Seven Ways to Boost Job Retention:** This document provides ideas on how to increase retention rates among residents who prefer not to use the services of an employment services provider.
14. **Group Exercise on Maintaining Employment:** Through this group discussion-based exercise, developed by the National Association on Drug Abuse Problems (www.nadap.org), participants can learn positive ways to handle difficult situations and maintain their employment.
15. **Group Exercise on Common Work-Related Triggers**: This exercise, developed by the National Association on Drug Abuse Problems, encourages participants to select their most common "triggers" and develop new better solutions that can help them to prosper on the job.

FACTS ON EMPLOYMENT SERVICES

It is important to understand what constitutes employment services, what types of services are generally offered, trends in today's labor market and other related factors when developing resident referral partnerships with an employment services program. This document will provide you with the background information that you need to understand employment services.

THE FIELD OF EMPLOYMENT SERVICES

The field of employment services consists of a wide array of support services designed to meet the goals of both job seekers and employers. To that end, resources from both the private and public sector are used.

Employment service providers work to ensure that job seekers:

- Possess the skills and attitudes necessary for success in the workforce.
- Obtain and sustain employment.
- Develop and sustain personal financial assets.

Employment service providers work to ensure that employers:

- Can employ and develop a skilled and flexible workforce.
- Successfully compete in the marketplace.

Job Seekers

The average resident seeking employment services:

- Is age 16 or older.
- Has a high school diploma or GED.
- Has no employment history or a history of sporadic employment.

EMPLOYMENT TRENDS

According to the U. S. Department of Labor, Bureau of Labor Statistics' report, *Working in the 21st Century*:

- The labor force is growing more slowly.
- The labor force is getting older.
- More women are working today than in the past.
- Minorities are the fastest growing part of the labor force.
- Immigrants are found at the high and low ends of the education scale.
- The better educated you are, the more money you make.
- Some jobs with above average earnings do not require a bachelor's degree, but most require substantial training.
- Workers with computer skills are in demand.
- The trend in years spent with an employer is down for men and up for women.
- The temporary help industry has grown rapidly.
- Most mothers work.

- Married couples are working longer.
- The workplace is becoming safer.

For more information on employment trends and to read the full report, go to: http://www.bls.gov

COMMON BARRIERS TO EMPLOYMENT

These are some common barriers to employment that you may need to help your residents to overcome:

- Limited education
- Poor work history
- Lack of safe and reliable child care
- Cultural differences
- Substance abuse
- Immigration status
- Language difficulties
- Transportation logistics
- Undiagnosed disability
- Domestic violence
- Ex-offender status
- Mental health issues
- Lack of decent and affordable housing

ADDITIONAL RESOURCES

For more information on employment services, visit the online resources listed below.

Enterprise's Workforce Development Tutorial

http://www.practitionerresources.org/showdoc.html?id=56271&topic=Workforce&doctype=Tutorial

Enterprise's Workforce Development Tutorial, formerly the Workforce Support System (WSS) is an online tool for organizations that want to improve their existing workforce development program or are considering starting one up. It is a database full of model documents you can download and adapt, designed to help your workforce development program serve both job seekers and employers with equal success. It links you to tools, strategies, Internet resources and suggestions for improving program performance. It guides workforce service providers clearly, systematically and chronologically through six sections. Each section addresses key strategies and tools related to its theme. You can review the various sections in sequence or to click on a specific section to review and download relevant material.

DO YOUR RESIDENTS NEED EMPLOYMENT SERVICES?

The following list of key indicators will help resident managers assess the need for a referral strategy. If any of the following conditions are present in the community served, the resident services manager should conduct a thorough analysis of the workforce development options available to residents so that effective referrals can be made.

- Fewer than 85 percent of adult residents are employed.
- More than 15 percent of adult residents request your help in getting a job.
- More than 15 percent of Temporary Assistance for Needy Families (TANF) recipient residents are in their last (fifth) year of receiving TANF benefits.
- More than 15 percent of residents have difficulty fully participating in the workforce due to substance abuse, HIV/AIDS, mental illness, disability or cultural issues.
- Fewer than 50 percent of employed residents either earn at least $15,000 annually and have an employee benefits package or earn at least $20,000 annually but do not have an employee benefits package.
- Fewer than 50 percent of resident youth (ages 16 and older) are employed in part-time or seasonal employment.
- More than 10 percent of resident youth request your help in getting part-time or seasonal employment.
- There are fewer than two workforce providers to which you refer residents.
- Fewer than 65 percent of residents referred to workforce development services have subsequently obtained employment.
- Fewer than 65 percent of residents referred to workforce development services have subsequently retained their jobs for at least one year.

Referring residents to existing workforce development programs is usually the best strategy for helping them to find new or improve upon existing employment. To be effective, this strategy requires sufficient knowledge of locally available workforce development services. See additional resources in this section to help you take that next step.

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EFFECTIVELY PARTNERING WITH ONE-STOP CAREER CENTERS

Many residents in your housing have career goals: obtaining a job, advancing their careers or enhancing their educational skill sets. These residents can take advantage of the vocational and educational resources available through the local Department of Labor (DOL) One-Stop Career Center. There is generally a One-Stop Career Center located within reasonable commuting distance for residents to access. For a list of the One-Stop Career Center(s) nearest your location, go to: http://www.servicelocator.org/

The Department of Labor's One-Stop Career Center system was authorized by Congress under the Workforce Investment Act of 1998, with the act scheduled for a re-authorization vote in 2003. At the time of this publication, the re-authorization vote is not anticipated to occur until sometime in 2009. The system remains in operation through a Congressional continuing resolution.

The structure of the Workforce Investment Act (WIA) is broken down into five titles. The titles that relate to the most common interests of residents and their service coordinators are:

- Title I Workforce Investment Systems
- Title II Adult Education and Literacy
- Title V Rehabilitation Act

Helping Residents Navigate the System: Residents occasionally report that they had difficulty in fully understanding or navigating the One-Stop Career Center system and its array of services. To help, resident services coordinators can:

- Develop a thorough understanding of the services offered at their local One-Stop and how residents can readily gain access to the different levels of service.
- Develop and nurture professional referral relationships with One-Stop personnel and tell them about your organization and its mission, which will help to ensure that residents are taking full advantage of One-Stop resources.
- Develop measurements and track outcomes on residents referred to the One-Stop programs.
- Review the findings with One-Stop staff and discuss how to mutually maintain or improve program services for beneficial resident employment outcomes.

TITLE I: THE WORKFORCE INVESTMENT SYSTEM

The goal of the workforce investment system is to "increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and as a result improve the quality of the workforce, re-

duce welfare dependency, and enhance the productivity and competitiveness of the Nation." (National Association of Workforce Boards, 2006)

To achieve this goal, One-Stop Career Centers offer:

Core Services: This entry point into the system offers the most basic services to anyone who wants them, including:

- Outreach
- Intake and orientation
- Initial assessment
- Determination of eligibility for additional services
- Information about job vacancies
- Resume development
- Assistance with improving interviewing skills
- Job search and placement assistance
- Career counseling
- Information on the availability of supportive services such as child care, transportation and student financial aid, labor market information and follow-up services

Intensive Services: This level of service is available to people who are unable to obtain employment through Core Services and for those employed individuals who need services to obtain or retain employment allowing for self-sufficiency. If a One-Stop Career Center states that its funds are limited, then welfare recipients and low-income individuals are to receive priority. Services include:

- Comprehensive assessment of skill levels and service needs
- Development of individual employment plans
- Individual counseling and career planning
- Group counseling
- Case management
- Short-term pre-vocational services, such as development of learning, communication and personal maintenance skills

Training Services: This level of service is for individuals who are unable to obtain or retain employment through Core Services and Intensive Services. As in delivery of Intensive Services, if a One-Stop Career Center states that its funds are limited, then welfare recipients and low-income individuals are to receive priority. Services include:

- Occupational skills training
- On-the-job training
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Job readiness training
- Adult education and literacy activities
- Customized training

State Regulations: All One-Stop Career Centers adhere to these guidelines; however, resident access to services beyond the Core Services level is regulated differently by each state. For instance, one state might require several failures in obtaining or retaining a job through Core Services before offering to provide a resident with access to Intensive or Training Services. Another state might allow a resident to quickly gain access to Intensive or Training Services based on clear evidence that the resident would likely require more then the Core Service level of resources to be successful/self-sufficient in the employment arena.

TITLE II: ADULT EDUCATION AND LITERACY

Title II of the Workforce Investment Act of 1998 is also referred to as the Adult Education and Family Literacy Act. At One-Stop Career Centers, several programs come under Title II, including: adult basic education, adult secondary education, GED, English as a second language and literacy.

The goal of the adult education and literacy programs are to assist:

- Parents to obtain the educational skills necessary for employment and self-sufficiency.
- Parents to obtain the educational skills necessary to become full partners in the educational development of their children.
- Adults in the completion of a secondary education.

A resident who has successfully completed the One-Stop Career Center's educational program can expect:

- Placement in unsubsidized employment
- Retention/advancement in employment
- Receipt of a secondary school diploma or its equivalent
- Demonstrated improvement in: skills level in reading, writing and speaking English, numeracy, problem solving, and other literacy skills
- Placement in, retention in, or completion of postsecondary education and training

TITLE V: REHABILITATION ACT

Residents who have disabling conditions and would like to obtain employment may find it difficult, even after using the core, intensive and training services at the One-Stop Career Centers. The Department of Vocational Rehabilitation offers services through the One-Stop Centers that may help these residents. Resident services managers can find out about services available at their nearest centers.

Some residents may fear jeopardizing their benefit levels or eligibility if they get jobs. The Ticket to Work program is intended to allow Social Security recipients the opportunity to work full or part-time without penalty. The Social Security Administration website containing information on this program can be found at http://www.socialsecurity.gov/work/newregs.html

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ASSESSING AN EMPLOYMENT SERVICES PROVIDER

This form is intended to help organizations gather and assess information about the scope and quality of services offered by local workforce development agencies. Your organization's resident services manager should complete this form during an on-site interview with the agency being assessed.

Agency Name: _____

SERVICE LOGISTICS

1. Where is the office located? _____

2. Is the office easy to find? ☐ Yes ☐ No

3. Can the office be reasonably reached by public transportation? ☐ Yes ☐ No

4. What are the hours of operation? _____

5. Does the organization have a website? ☐ Yes ☐ No
   If yes, what is the URL? _____

6. Can clients apply and expect to begin in the program within 14 to 21 days?
   ☐ Yes ☐ No

7. Is there a waiting list for services? ☐ Yes ☐ No
   If yes, how long is the waiting list? _____

8. Do you charge for your services? ☐ Yes ☐ No
   If yes, what is the fee structure? _____
   Do the fees have to be paid up-front or when clients find a job? _____

9. Do clients have to pay to travel to training sessions, job fairs, interviews etc.?
   ☐ Yes ☐ No
   If yes, specify: _____

10. Do you offer travel vouchers? ☐ Yes ☐ No

PROGRAM BACKGROUND

1. How long have you been providing workforce development services? _____
   _____
   _____
   _____

2. How much experience does your staff have in working with people who have difficulty in obtaining or retaining employment?_____

3. Does your organization have a high staff turnover rate? ☐ Yes ☐ No

PROGRAM SERVICES

In asking the questions, keep your residents' vocational goals and interests in mind. Compare the answers you receive to what your residents are looking for.

Do you offer the following services?

1. Career Interest Inventory Testing ☐ Yes ☐ No

   If no, please describe how you help job seekers understand their vocational interests and vocational potential. _____

2. Career Counseling ☐ Yes ☐ No

   If no, please describe how you help job seekers develop a reasonable career path.

3. Vocational Evaluation ☐ Yes ☐ No

   If no, please describe how you help job seekers identify their vocational strengths and weaknesses. _____

4. Job Readiness Training ☐ Yes ☐ No

   If no, please describe how you help job seekers become work-ready. _____

5. Job Shadowing ☐ Yes ☐ No

   If no, please describe how you help job seekers obtain concrete or first-hand information on potential employment opportunities. _____

6. Apprenticeship ☐ Yes ☐ No
   If yes, what labor unions are involved? _____
   What is the duration of the apprenticeship? _____

   What are the apprentice wages? _____

   What are the future job prospects for apprentices? _____

7. School-to-Work Program ☐ Yes ☐ No
   If yes, what schools are involved? _____

   What employers are involved? _____

   How long is the program? _____

   What are the eligibility requirements? _____

   What wages are offered? _____

   What are the future job prospects for participants? _____

8. Employment Sector-Specific Training ☐ Yes ☐ No
   If yes, who are the employers? _____

   What wages are offered? _____

   What are the future job prospects for participants? _____

9. Job Development/Placement ☐ Yes ☐ No
   If yes, what percentage of your clients find jobs in their desired field? _____

   How many employers does your placement service have business relationships with?

10. Job Coaching ☐ Yes ☐ No
    If yes, what is the nature and intensity of the job coaching? _____

    If no, how do you help clients transition to working without job coaching?_____

11. On-the-Job Training ☐ Yes ☐ No
    If yes, are on-the-job trainees paid? _____

12. Employment Retention Support ☐ Yes ☐ No
    If yes, how do you support newly employed clients? _____

    How long does the support last? _____

    Is support provided in-person or over the phone or email? _____

    What is the employer's involvement? _____

13. Career Advancement Services ☐ Yes ☐ No
    If yes, how? _____

    If no, please describe how you help clients advance in their new career. _____

14. Earned Income Tax Credit (EITC) and Tax Filing Assistance ☐ Yes ☐ No
    If yes, do you inform clients about the Advanced EITC? Do you help them to apply for this tax credit? _____

15. Financial Literacy Education ☐ Yes ☐ No

16. Assistance with Individual Development Accounts (IDAs) ☐ Yes ☐ No

17. Assistance in using Web-based employment services ☐ Yes ☐ No

18. Does each customer have an individualized service plan? ☐ Yes ☐ No

19. How do you involve clients in identifying and accessing services that meet their vocational interests? _____

_____

_____

_____

20. Do you maintain an outcomes measurement system? ☐ Yes ☐ No
    If yes, how do you protect your clients' confidentiality? _____

_____

_____

_____

21. Please specify your organization's:
    Rate of placement success _____
    Average amount of time from enrollment to placement _____
    Retention rates _____
    Advancement rates _____
    Average wage outcomes _____
    Average employee benefits package _____

22. Is there are grievance policy in place if a client is dissatisfied? ☐ Yes ☐ No

23. Do you provide clients with references of people you have served? ☐ Yes ☐ No

PARTNERSHIPS

Note: Each workforce entity generally has its own methodology in delivering services that may or may not fit the personality of a job seeker. Also, most providers have established a niche within the employer market that may or may not land within a client's vocational interest area.

1. Do you help clients to access the following resources?
   a. Child care resources ☐ Yes ☐ No
   b. ESL courses ☐ Yes ☐ No
   c. GED courses ☐ Yes ☐ No
   d. Substance abuse treatment ☐ Yes ☐ No
   e. Mental health services ☐ Yes ☐ No

2. Do you have any memoranda of understanding between your agency and other workforce service entities? ☐ Yes ☐ No

Thank you for your time.

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TOOLS TO HELP RESIDENTS CHOOSE A CAREER

Resident services staff can play a key role in helping residents to identify their career interests, guiding students in selecting college majors, new workers in making their first career decisions and middle-aged workers in choosing career changes.

In order to help your residents with these important career decisions, however, it is necessary for you to guide them through the process of identifying their interests and abilities and then marketing their skills to get jobs. Although there are many online resources available to help both you and your residents through this process, the following two are particularly helpful. Each offers job seekers useful information and self-evaluation tools.

THE CAREER KEY™

The Career Key is a free online service at http://www.careerkey.org/english/ that helps job seekers and students. Available topics include: job search strategies, career counseling, career majors, career exploration, career decisions, networking, graduate school and study abroad and informational interviewing. Users can take a 10-minute professional career test that measures their skills, abilities, values, interests and personality. This resource can help job seekers to identify promising jobs and obtain accurate information about them.

INTERNET CAREER CONNECTION – CAREER FOCUS 2000 (CF2II)

The CF2II is an online, interactive career interest inventory that takes approximately 20 minutes to complete at http://www.iccweb.com. It is designed to help users assess their personal interests and identify matching occupations. The CF2II is suited for anyone wishing to identify career options related to their personal interests (from high school students to adults in the middle of their careers). Upon completing this exercise, users receive a personalized analysis report that identifies their score in each of 18 occupational fields and a list of occupations that match their strongest interests. There is also an option to print out a personalized report, as well as a step-by-step career guide that illustrates how to use the CF2II results to select a specific career goal and to develop a plan to reach that goal.

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THE CLIENT-INTAKE PROCESS

The term "intake" refers to the initial process that typically occurs when someone enters a workforce development or welfare-to-work program for employment services. The intake process is vital to the smooth running of any program. It typically addresses the following areas:

1. **Eligibility:** Determine if the individual is eligible to receive services. This is usually based on the organization's funding requirements. (For example, if the organization uses welfare-to-work funds, then normally the candidate must be a former welfare recipient in order to be eligible for services.) If the candidate would be better served by another provider (i.e. the candidate speaks little to no English), a referral should be made to an appropriate provider or service (such as an ESL program).
2. **Program orientation:** The client may be learning about the employment program during the intake process. Therefore, this is an important opportunity for the program staff to lay out their expectations for participants as well as highlight how the program will help participants to meet their goals. The staff needs to make program participants feel welcome and respected.
3. **Basic data collection:** It is at this point that clients provide biographical information, such as employment and educational history and family status, that serves as the basis for their case files. This information will also be used to help match a client with an employer or vocation and for the tracking necessary to comply with any applicable state and federal agencies.
4. **Identification of assets and any required vocational or employment supports:** Some intake processes are restricted to basic data collection and information exchange while others may, at this point, identify a client's employment barriers and employment assets. (This is vital information, which, if not done during intake, should be done in a separate assessment phase.)
5. **Career strategy:** Organizations may also elect at this time to have a client sign a commitment to pursue an individual career strategy in cooperation with his or her case manager. Such an agreement is a means to promote the participant's accountability and establish a clear set of objectives.

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ADDRESSING A CLIENT'S BARRIERS TO EMPLOYMENT

It is important to identify and address all of an individual's barriers to employment. This list will help you identify the resident's barriers, so that together you can create a plan to address them. At the end of this list are eight steps you can take to help you share what you have identified in a respectful and effective manner.

☐ Addict, recovering
☐ Addict, non-recovering
☐☐Address, lack of
☐☐Age, older
☐☐Age, young
☐☐Appearance, body language
☐☐Appearance, disfigurement
☐☐Appearance, hair cut
☐☐Appearance, hygiene
☐☐Appearance, presentation
☐☐Appearance, tattoos
☐☐Appearance, wardrobe
☐☐Application, incomplete/messy
☐☐Application, no English
☐☐Application, poor spelling
☐☐Application, lacks selling points
☐☐Attitude, anger
☐☐Attitude, dishonesty
☐☐Attitude, lacks initiative
☐☐Attitude, negativity
☐☐Attitude, rudeness
☐☐Attitude, unprofessional
☐☐Attitude, unwillingness to learn
☐☐Business Culture, lacks knowledge of
☐☐Business Culture, fears
☐☐Business Culture, inappropriate
☐☐Child Care, lacks reliable
☐☐Chronic Illness
☐☐Communication, limited vocabulary
☐☐Communication, speech impediment
☐☐Communication, strong accent
☐☐Communication, uses slang or poor grammar
☐☐Computer Literacy, lacks
☐☐Criminal Record
☐☐Dependable, not
☐☐Dependability, many sick days
☐☐Dependability, sense of time
☐☐Disability, emotional
☐☐Disability, learning
☐☐Disability, mental
☐☐Disability, physical
☐☐Displaced Homemaker
☐☐Domestic Violence, new identify
☐☐Domestic Violence, self-esteem
☐☐Education, computer literacy
☐☐Education, English literacy
☐☐Education, lacks GED
☐☐Education, lacks college education
☐☐Employer, gender
☐☐Employer, race
☐☐Fear, failure
☐☐Fear, rejection
☐☐Fear, responsibility
☐☐Fear, success
☐☐Fired from past jobs
☐☐First job
☐☐Gang Member, former
☐☐Gang Member, looks like
☐☐Gang Member, active
☐☐Homeless, currently
☐☐Homeless, formerly
☐☐Identification, lacks current
☐☐Illiteracy
☐☐Immigrant, illegal
☐☐Immigrant, legal
☐☐Job Search, lacks resources
☐☐Laid-off from past jobs
☐☐Limited English
☐☐Market Themselves, inability to
☐☐Medical Benefits, needs
☐☐Message Service, lacks
☐☐Needs Job Now
☐☐Negative Environment
☐☐Network, lacks positive
☐☐Network, lacks professional
☐☐New Field, entering
☐☐Non-English speaking
☐☐Non-English speaking household
☐☐Overly Qualified
☐☐Overweight
☐☐Phone Number, lacks
☐☐Pregnant
☐ Professional References, poor or lacks
☐ Public Assistance, dependent upon
☐ Quit Past Jobs
☐ Recently Relocated
☐☐Residential Instability, living with friends
☐☐Residential Instability, living in a shelter
☐☐Resume, ineffective
☐☐Self-Esteem, lacks confidence
☐☐Self-Esteem, non-supportive environment
☐☐Short Periods of Employment
☐☐Single Parent
☐☐Transferable Skills, lacks
☐☐Transportation, disabled
☐☐Transportation, using public transportation
☐☐Vocational Skills, lacks
☐☐Wardrobe, lacks appropriate
☐☐Work Experience, none in field
☐☐Work Experience, no legal
☐☐Work Experience, none in USA
☐☐Work History, changing fields
☐☐Work History, out-of-date skills
☐☐Work History, survival jobs only
☐☐Worker's Compensation Claim, has filed

COMMUNICATING ABOUT EMPLOYMENT BARRIERS

No one likes to tell someone that they have bad breath or body odor or an attitude that will turn off an employer minutes into a job interview. But, as a resident services coordinator who helps connect people with jobs, you often need to deal with such personal issues.

Here are eight steps that you can take to make sure that you share difficult information with clients in a way that generates a positive outcome.

1. **Introduce the idea in general:** Raise the subject during an orientation or group setting and speak in general terms. This allows the person to hear about the topic without feeling targeted.
2. **Build trust:** Assure the client that you have his or her best interest at heart and offer real help and practical solutions, not just advice.
3. **Create a regular opportunity to say the hard things:** When you meet to discuss clients' plans and progress, don't avoid the hard topics. Offer your praise and support first, but then address the negatives.
4. **Ask permission to share the "hard things":** Never offer an unwanted opinion, make sure that the client is interested in improvement.
5. **Start and end with a positive attitude:** Don't dive directly into a difficult topic and make sure that you end on a positive note. This can help to take the edge off the negative.
6. **Remember, it is his/her life.** Listen as well as talk.

For more information, contact:

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ADDRESSING NEGATIVE BACKGROUND INFORMATION DURING YOUR JOB SEARCH

Here is some practical advice for job seekers on addressing negative background information on job applications and in job interviews:

Answer only the question asked.

Do not volunteer information about drug usage or convictions, being fired from jobs or other issues. Instead, honestly answer the question being asked.

Use the "Yes, but…." response.

When you have to admit negative information, focus on the positive steps that you have taken since the issue occurred. For example:

> "Yes, I was convicted of a crime, but while I was in jail I earned my GED and completed a food-service training program."

> "Yes, I had a number of short-term jobs. At the time I was having some problems with drugs. After losing my last job, though, I realized that I had a drug problem and chose to get treatment. I have been sober for one year now. I have a letter from my treatment program that talks about the progress I have made."

Demonstrate positive behavior.

Arrive early and alert for appointments. Dress conservatively and always come prepared with your resume, a pen and paper. Answer application questions neatly and completely. Make sure that you know something about the field, company and position you are applying for.

Practice careful listening and responding as well as reading and writing skills in interview and application exercises.

Work with your job coach to practice these skills through role-playing to become more comfortable and articulate in talking about negative background information. Use videotaping, if available, to help review and critique your progress.

Target jobs that do not require as much background information, such as temporary, part-time or entry-level positions.

Working at these types of jobs can help you prove to other employers that you are trustworthy and a hard worker.

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INTRODUCTION TO "SOFT" SKILLS

What are soft skills? The phrase covers a wide variety of basic knowledge, values and life skills that are necessary to obtain and keep a job. An effective soft skills training course will assist the job candidate in developing a positive attitude, setting goals, building confidence and resolving other barriers to employment. Specific soft skills range from effective interview techniques and communication (such as eye contact, posture and body language) to dressing for success, appropriate behavior in the workplace, smart money management, conflict resolution and understanding the importance of punctuality and a strong work ethic.

Even in an economy with entry-level workers in great demand, job candidates need to have the requisite soft skills to get hired. Employers look at soft skills as an indication of a person's motivation for being a good employee. Someone who shows up for an interview in a dirty T-shirt and sandals is subconsciously telling the interviewer: "I don't care whether you hire me or not."

Luckily, there are resources available for job seekers who need to improve on their soft skills. Most One Stop Career Centers or Workforce Investment Boards offer a variety of job readiness training courses that cover soft skills. Nonprofit and for-profit training and job placement providers also offer soft skills training ranging in length from a few days to three weeks. Under the Workforce Investment Act of 1998 (WIA), there is federal funding available to cover the cost of soft skills training for welfare recipients or disadvantaged adults and youth eligible for Temporary Assistance for Needy Families (TANF).

Not every resident is going to choose the services of a workforce development provider. There are those individuals who will choose to seek a job on their own. Resident services staff can still assist these individuals, and the tools in this manual should be of some assistance in helping those who choose to go it alone.

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SAMPLE ONE-WEEK "SOFT" SKILLS CURRICULUM

Soft skills, such as interviewing, actively listening and dressing appropriately for work, can mean the difference between someone finding a job and remaining unemployed. Enterprise created the following sample soft skills curriculum to give you an idea of how you can run a soft skills workshop for your residents that will help them improve their chances of finding a job.

DAY ONE

- **Orientation:** The trainer introduces the group and provides a brief summary of what the class will cover. The trainer immediately creates a business environment by establishing the training session's attendance rules. For example, punctuality is a top priority. Training starts promptly at 9:00 a.m., by which time everyone should be in the room. A participant who arrives late without an excuse more than three times will be dropped from the training. Absence from the training is not permitted except in cases of illness or a family emergency.
- **Goal-setting and improving communication skills:** Participants voice their personal goals and objectives, including what they want to get out of the training and what kind of job they are seeking. This encourages participants to take personal responsibility for achieving their goals. The exercise is also designed to improve participants' communication skills and boost their self-confidence. Most employers consider communication skills to be the most important quality when making hiring decisions.
- **Interview techniques and active listening:** In this segment, participants learn the importance of eye contact, posture, body language and a firm handshake and practice these techniques with other class members. If possible, videotape these drills and play them back for the class so that they can self-critique as well. You may also enhance this portion of the lesson with two handouts available in this section: "Helping a Job Seeker Prepare for an Interview" and "Addressing Negative Background Information During Your Job Search."
- **Active listening:** Knowing how to listen effectively in a work environment is key to understanding assigned tasks and completing them with minimum supervision. Students can practice active listening techniques through mock interviews or role plays in which they pretend to be a worker receiving a task from a manager and must repeat the critical information back to the manager.

DAY TWO – DAY THREE

- **Employability:** This segment addresses various issues that are important to making a positive impression when beginning a new job. You may use the "Tips for Success on the Job" document as a handout for participants. This session would also be a good opportunity for the trainer to mention potential personal barriers to employment and how to address them (see "Addressing a Client's Barriers to Employment" in this section for more information).
- **Time management:** Participants discuss the importance of being on time and learn to make a "be-on-time checklist" to ensure punctuality. This discussion should also include how to deal with such personal issues as a lack of child care or transportation.
- **First day on the job:** In this session, the trainer should review the information that a new worker should have before the first day of work, including where to go, what the job entails and who to report to. The trainer should also review first-day issues, such as filling out forms (practice doing this), social security, insurance benefits, etc.
- **Proper attire:** This segment will provide instruction and discussion on how to look and dress appropriately for a specific workplace. New workers need to be sure that they are aware of the employer's dress code prior to starting work. In addition, the trainer should address where participants can purchase reasonably priced clothes to wear to an office. This lesson should be integrated into dress requirements for training participants; at least two to three times a week they should come to class dressed as they would be in an office setting.
- **Getting along with supervisors and co-workers:** The trainer should use a mixture of instruction, discussion and role-playing to help participants learn how to do such things as accept feedback and criticism, ask for help, accept and give compliments and work-related suggestions, and resolve conflicts in a professional and constructive manner with supervisors or coworkers. Two documents in this section, "Group Exercise on Common Work-Related Triggers" and "Group Exercise on Maintaining Employment," provide a framework for group discussions of these and related issues.
- **Appropriate behavior on the job:** This session should focus on do's and don'ts of behavior in the workplace. For example: do conduct yourself at all times in a professional manner; don't talk loudly or be disruptive to other workers and customers.
- **Being flexible:** A change in job assignments, schedules or supervisors is a normal part of the workplace. Participants need to be able to adapt to these changes in order to be valued and promoted. Therefore, trainers should provide participants with strategies for accepting and dealing with changes in the workplace.

DAY FOUR

- **Money management:** New workers must learn how to manage their incomes and not spend more than they earn. This segment should include how to create a budget and stick to it; understand gross income, net income, deductions and benefits; establish credit and rehabilitate a bad credit rating; and how to open a checking and savings account. The Financial Management Education and Asset Building section (in the first book of this manual) contains sample training outlines and handouts that would be useful for this session.
- **Good health and stress management:** Poor health for the new worker or family members can lead to missed work and, ultimately, the loss of the job. It's also important for participants to understand how to keep a balance between work and family pressures. Therefore, this segment should include tips on nutrition, dieting, avoiding unhealthy behaviors and using sick time benefits wisely.
- **Handling family responsibilities:** New workers can be sidelined by such family issues as a lack of child care, an abusive spouse or a family member's criminal behavior. This session should provide participants with a chance to discuss these issues and offer one another practical suggestions and advice. Equally important is identifying local contacts for help with specific family or domestic violence problems.

DAY FIVE

- **Job search and career options:** One of the most important lessons new job seekers must understand is that their next job will not be their last one. In this segment, the trainer should teach participants how to network, how to call to set up an interview and how to use job websites to find a good job and career path. The trainer can introduce participants to specific online resources highlighted in this section under "Tools to Help Residents Choose a Career."
- **Effective resume writing:** One of the important tools for a job search is the resume. All job seekers, regardless of skills or work experience, must understand the importance of a properly prepared resume, how to produce one and how to write an effective cover letter when responding to a job opening. Therefore, the trainer should devote a good portion of the workshop's final day to helping participants learn to write an effective resume and cover letter.
- **More interview techniques:** This segment should include the do's and don'ts of what to say and what not to say in an interview. While some of this may be review for the participants, the trainer must ensure that participants are fully prepared for job interviews. In this segment, the trainer should also help participants fill out employment application forms.

- **Course review:** The trainer should take the last two hours of the week to review the important lessons learned and to reinforce and encourage the participants in their readiness and ability to seek and obtain employment.

Note: If a trainer perceives that a participant requires additional preparation before seeking work, an appointment should be scheduled to meet with that participant individually. During that one-on-one meeting, the trainer can identify potential barriers to employment and help the participant to develop a plan to remove or reduce those issues.

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PRE-JOB SEARCH CHECKLIST

This checklist will help you track the steps you need to complete prior to searching for a job. You can start using the checklist right away, before beginning your job search. Work with your job developer or coach as you move through these steps.

1. Obtain current identification required to complete the federal Form I-9, the form that assures the government of the employee's legal residency. You will need a current photo ID (do not use your ID for Temporary Aid to Needy Families [TANF]) plus one of the following forms of identification:
   - Social Security card
   - Green card, if applicable
   - Birth certificate
   - If applicable, your DD214 (records of separation or discharge from military service)
2. If you have a criminal record:
   - Get a copy of your felony record if you're not sure of your felony status.
   - Check whether or not you have outstanding warrants.
3. If you are a recovering addict:
   - Find and attend a recovery meeting at least three times a week.
   - Find a sponsor.
4. If you have young children:
   - Research after-school programs.
   - Research and secure full-time child care as needed.
   - Develop a back-up plan in case your child is sick and cannot attend the after-school program or child care.
5. If you have been diagnosed with a mental disorder:
   - Investigate where to get treatment.
   - Secure permission from your doctor to seek employment.
6. If you will not be using the employment resource area, you need to figure out where you can:
   - Make daily phone calls about job leads.
   - Send and receive faxes.
   - Use a computer and laser printer.
   - Get a copy of the classified ads.
7. Gather names, addresses and phone numbers of all employers for the past 10 years, and give this information to your career developer or job coach for reference checking.

8. Call all references, both personal and professional. If you discover any issues with previous employers, try to resolve the issue to make sure that the employer will give you a good reference.
9. Have your hair cut and conservatively styled. Secure three appropriate interview outfits and show them to your career developer. The outfits should include:
    - Dress slacks, pants or a skirt
    - Dress shirt or blouse
    - Dress shoes
    - Socks or nylons
10. Research transportation options:
    - Develop a plan for getting to and from potential work locations.
    - Make sure that you have a back-up plan as well (in case, for example, the bus is late or your car dies).
    - Share your transportation plan with your career developer.
11. Get a copy of all your job-related licenses and certificates, and make sure they are current.
12. Make a list of special tools, clothing or union memberships that you need for jobs that you are interested in, find out how and where to get what you need, and show your list to your career developer.
13. Research education opportunities in the area to find out if there are any local training programs that will help you to advance in your career.
14. Conduct informational interviews, contact companies that you're interested in working for and find out about the company and the positions available.
15. Find a professional mentor. Ask someone in the same field or a related field to help guide you through your job search and your work experiences.

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HELPING A JOB SEEKER PREPARE FOR AN INTERVIEW

This document provides tips that you can use to help your residents prepare for a successful job interview. While this document was prepared specifically for a situation in which a job placement staff person set up the interview, many of the tips also apply when the job seeker has scheduled the interview.

1. **Start with a good match**. You must first make a good decision in sending a person on a given interview. Consider whether or not the position meets the candidate's skills, interests and logistical needs (such as proximity to public transportation).
2. **Review with the job seeker in advance**. Meet with the job seeker before the interview to review the position, its duties and any thoughts you have about what this particular employer is looking for in an employee.
3. **Do a mock interview**. It's always a good idea to run a mock interview with the candidate to simulate the questions that will likely arise during the interview. This will help the job seeker to build confidence and to practice appropriate responses.
4. **Go on a test run to the interview site**. If a candidate is unsure of the exact location of the job interview or is nervous about the timing, encourage him or her to go on a practice run to the interview site at the same time of day that the interview is scheduled for (and during the work week if possible). This will enable the job seeker to best estimate the amount of time required to get to the interview site as well as to determine the best route.
5. **Check the candidate's wardrobe**. If a candidate does not have adequate clothes for the interview, help him or her acquire an appropriate outfit through a church, clothes pantry or other resource.
6. **Prepare references**. The candidate should have three employment references that the employer can call. Make sure that you and the job seeker have called these references in advance to confirm them and to clear up any misunderstandings or neutralize any negative experiences that may have occurred.
7. **Review the time schedule for the interview day.** Make sure that the job seeker plans to arrive at the interview 30 minutes before the scheduled time to allow for any unexpected delays.

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TIPS FOR SUCCESS ON THE JOB

The following tips will help you to be successful at any job.

1. Review personnel policies and make sure you know and follow the employer's rules.
2. Arrive on time for work. If you're running late, call.
3. Look for ways a job can be done instead of reasons why it can't be done.
4. If a project seems too difficult or complicated, break it into several steps. Reward yourself each time you complete a step.
5. Ask yourself whether the work you are doing is getting you where you want to go in life. If not, consider looking for a different position within the same company or moving to a new company.
6. When you leave a company, leave on a positive note.
7. Ask your supervisor to rate your performance every month or two, rather than twice a year. This will give you a clear idea of how you are doing.
8. Never assume it's okay to swear, even if others do.
9. When your supervisor suggests a change, try it. If it doesn't work, you can always suggest going back to the old way.
10. Never say anything at work you wouldn't want your co-workers or supervisor to hear.
11. Don't borrow money from your co-workers.
12. If you believe you are a victim of sexual, racial, age or religious discrimination or abuse, tell your supervisor. If your supervisor won't or can't help you, tell the next person up the line of command.
13. Break down your yearly goals into monthly, weekly and daily goals. Review your goals every day and check that you are making progress toward accomplishing them.
14. Try not to be sick on Fridays or Mondays. No one will believe you.
15. Don't let things build up. If you have a problem with a co-worker, talk about it and find a solution that works for both of you.
16. Don't date someone you work with. You can get distracted from your work and, if the relationship ends, it will be especially difficult to deal with.
17. Take notes when your supervisor gives you instructions. Ask your supervisor to slow down and repeat anything that you missed or did not understand.

18. If you don't have anything to do, find something.
19. Look for ways to save your manager and your company time and money.
20. When you tell your supervisor about a problem, have a few solutions to suggest.

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SEVEN WAYS TO BOOST JOB RETENTION

Here are seven ways that you can help to ensure that your residents find and keep a job:

1. **Enforce attendance standards in your pre-employment program.** Tardiness and absenteeism are leading causes for people being fired. By maintaining strict attendance standards during the pre-placement phase of your jobs program you can ensure that participants who tend to be late improve their behavior before seeking a job.
2. **Make quality job placements.** The quality of a job placement is affected by the job itself (pay, nature of the work, career opportunities, etc.) and the appropriateness of the job match. By making quality job placements, you can help to ensure that your clients remain employed.
3. **Conduct a "personal barrier check" prior to the job start.** Before a candidate begins work, a staff person should work with the candidate to identify and overcome any barriers that might cause problems for the person during the early weeks on the job. Potential barriers include transportation and health issues, availability of child care and financial problems. For a complete list of possible barriers, see the "Employment Barrier Checklist" in this section.
4. **Prepare a "job starter kit" prior to placement.** Job placement staff should put together a job starter kit for clients that includes handy tips on surviving the first weeks on the job, an envelope to hold pay stubs and other official information (such as health benefit and tax documents) and any other items that you think might be useful.
5. **Complete the Advanced Earned Income Tax Credit form.** Upon starting work, all clients should receive help completing the Advanced Earned Income Tax Credit form, available at www.irs.gov, which usually adds at least $.25 per hour to a worker's wage.
6. **Visit the candidate on the first day of work.** It's always a good idea to visit a candidate on the first day of work to provide any needed support, information, etc.
7. **Provide intensive follow-up services.** A retention staff person should be in contact with the candidate and the direct supervisor on a regular basis to address potential performance issues and personal matters that might cause trouble at work. Many successful employment placement entities implement the following schedule to ensure that clients retain their jobs:
   Week one: Daily
   Weeks two to 12: Once a week
   Weeks 13 to 26: Once every other week
   Weeks 27 on: Monthly

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GROUP EXERCISE ON MAINTAINING EMPLOYMENT

The following group exercise involves job seekers reading and analyzing typical scenarios that represent common issues for new workers.

INSTRUCTIONS

To use this exercise in a workshop, place the participants into groups of three or four. Give each group a copy of the scenarios from part one. Ask the groups to brainstorm ideas for handling each situation as well as the consequences of the suggested responses. Then, using the possible answers provided in part two of this document as a guide, lead the entire class in a discussion of each group's ideas.

PART 1: SCENARIOS

A. Maintain confidentiality

Tom's work schedule has been changed, and he will have to report to work at 8:00 a.m. (instead of 8:30). Tom needs to pick up his methadone once a week and the earliest he can do this is at 7:30 a.m. It will be impossible for him to get his methadone and get to work on time. Tom's supervisor does not know he is on methadone, and Tom does not want to tell him.

B. Asking for help

Jean was hired as a receptionist for a large photocopy supply company and her main responsibility is handling the switchboard. In her employment interview, Jean said that she had more switchboard experience than she really has. She is now having trouble operating the switchboard, but she's afraid to admit it to her boss.

C. Staying sober and being social

Peter enjoys his job. He gets along well with his co-workers and they have begun to invite Peter to parties and activities after work. Peter would like to accept these invitations and remain friendly with his co-workers, but he is a recovering alcoholic. Peter is worried about handling the alcohol that may be available at these gatherings. In addition, he attends meetings after work to help him stay sober. If Peter hangs out with his co-workers after work, he will miss these meetings.

D. Flexibility and perspective

Ron was hired as an inventory/stock clerk in a stationery store. Since he began his job, some people have been laid off because the store is not making enough money. Ron has been told that, as a result, the company expects him to help in the shipping department after he completes his assigned tasks. Although Ron admits that he does not have a full day's work at the moment, he resents his new assignment and thinks the boss is taking advantage of him.

E. Setting boundaries and saying no

During the past two years that Margaret has worked for this company, her supervisor and co-workers have occasionally asked her to help them with projects. At first, she didn't mind the additional work and she felt good to be needed. Now, however, the situation has gotten out of hand, and Margaret is finding that they call on her so often she has trouble completing her assigned work.

PART II: POSSIBLE RESPONSES

A. Maintaining confidentiality

1. Tom can request that his methadone program put him on a take-home schedule.
2. Tom can try to locate a methadone program closer to his job where he can make a morning pick-up and still arrive at work on time. Or, he can locate a program that he can go to after work. Tom can also try to locate a methadone program that opens earlier than his current program.
3. Tom can ask his supervisor if he can arrive at 8:30 a.m. one day a week and in return work an extra half hour at the end of the day.

B. Asking for help

1. Jean can tell the supervisor that this switchboard is different from the one she had used previously and that she would appreciate it if someone (preferably the supervisor) would give her instructions so she does not make any mistakes.
2. Jean can make sure that she asks questions, pays careful attention and takes notes. Once she begins work at the switchboard, she should ask questions about what she doesn't understand.

C. Staying sober and being social

1. Peter can join his co-workers for activities that do not include alcohol or suggest alternate activities.
2. Peter can suggest activities that do not take place at the same time as his meetings.

D. Flexibility and perspective

1. Ron can talk to his boss and clarify how these new responsibilities will affect his current job. He can then ask the boss how to schedule each assignment so that he is able to complete all of the work during his scheduled hours.
2. Ron can discuss the way he feels with his job coach to get other perspectives and avoid building up resentment.

E. Setting boundaries and saying no

1. Margaret can limit taking on additional responsibilities and explain that she will help out when her own work is completed.
2. Margaret can set limits by stating when she is available to do extra work and when she is not.

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GROUP EXERCISE ON COMMON WORK-RELATED TRIGGERS

INSTRUCTIONS

You can use this document to help your residents analyze situations that commonly trigger them to use drugs or alcohol and to plan ways to prevent these situations from being a problem. Clients can work alone or in groups.

Directions: Choose the three situations that, in the past, would have been most likely to cause you to drink or use drugs. Write how you used to respond and brainstorm ideas for healthier responses.

1. Active drinking or drug use by other employees during work hours

Old response:_____

_____

_____

New solution: _____

_____

_____

2. Required business meetings, lunches and dinners where alcohol is served

Old response:_____

_____

_____

New solution: _____

_____

_____

3. Receiving your paycheck

Old response:_____

_____

_____

New solution: _____

_____

_____

4. Receiving cash tips as part of your job

Old response:_____

_____

_____

New solution: _____

_____

_____

5. Having easy access to cash or merchandise

Old response:_____

_____

_____

New solution: _____

_____

_____

6. Having too much free time on the job

Old response:_____

_____

_____

New solution: _____

_____

_____

7. Not getting along with your supervisor

Old response:_____

_____

_____

New solution: _____

_____

_____

8. Working in an area where drug use is common

Old response:_____

_____

_____

New solution: _____

_____

_____

9. Not having much supervision on the job

Old response:_____

_____

_____

New solution: _____

_____

_____

10. Having too much pressure on the job

Old response:_____

_____

_____

New solution: _____

_____

_____

11. Working too much overtime

Old response:_____

_____

_____

New solution: _____

_____

_____

12. Working a rotating shift, graveyard shift or seasonal work

Old response:_____

_____

_____

New solution: _____

_____

_____

13. Working two jobs (or going to school and having a job)

Old response:_____

_____

_____

New solution: _____

_____

_____

14. Having a long commute to work

Old response:_____

_____

_____

New solution: _____

_____

_____

15. Having drugs or alcohol available on the job

Old response:_____

_____

_____

New solution: _____

_____

_____

16. Being bored or unhappy with your job

Old response:_____

_____

_____

New solution: _____

_____

_____

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Section 2:
ADULT EDUCATION AND ENGLISH AS A SECOND LANGUAGE SERVICES

CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

Volume Two: Enhanced and Comprehensive Resident Services
Revised and Expanded Edition

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ADULT EDUCATION AND ENGLISH AS A SECOND LANGUAGE SERVICES

Approximately 23 percent of the adult population in the United States has not earned a high school diploma or its equivalent. Completion of high school and post-secondary education dramatically increases lifetime earnings.

INTRODUCTION TO ADULT EDUCATION AND ENGLISH AS A SECOND LANGUAGE SERVICES

Going back to school—whether for a GED, college or to learn English as a second language (ESL)—requires a serious commitment. For most people, however, the short-term sacrifices needed to increase their education level will be repaid handsomely with the long-term benefits of better jobs, better pay and a higher quality of life. According to a study by Brown University and the National Bureau of Economic Research, after a few years, individuals who attained a GED earned between 10 and 20 percent more than those who opted against gaining their high school equivalency. In order for people to reap these rewards, however, they must take part in a successful adult education program. Major factors in successful adult education initiatives include a solid program structure and qualified teachers.

Resident services coordinators can play a vital role in helping residents locate and enroll in appropriate quality adult education and ESL programs. In order to do so, they must first understand their residents' educational goals and the attributes of quality adult education programs.

This section of this manual provides several resources on adult education and ESL training aimed at helping resident services coordinators communicate the benefits of adult education and ESL courses to their residents, locate area programs and evaluate these programs based on their residents' goals.

RESOURCES AVAILABLE IN THIS SECTION

1. **Facts on Adult Education and English as a Second Language (ESL) Courses:** This document provides several facts about adult education and ESL course participants and programs. Moreover, it has a list of additional resources residents or service managers can access to increase their understanding and evaluation of such programs.
2. **The Benefits of Attending a Community College:** Designed for resident services coordinators, this resource is an overview of the purposes and benefits of community colleges.
3. **What is the GED and Why is it Helpful?:** Both residents and resident service coordinators will find this document, which describes the process of attaining a GED certificate, useful and informative. In addition to information about the GED, it provides links to outside resources for preparing to take the GED test.
4. **The Financial Benefits of Attending College:** This document describes in detail the salary increases that can be obtained through increased education levels.

5. **The Long- and Short-Term Benefits of Education:** This document includes a series of tables that outline the typical earnings for several occupations, as well as earning differences based on occupation type and education level.
6. **Resources for English as a Second Language (ESL) Programs:** This document contains information on more than 50 ESL resources available online or through direct ordering. It covers such topics as curriculum, instruction, recruitment and assessment.

FACTS ON ADULT EDUCATION AND ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

Connecting your residents to adult education and English as a Second Language (ESL) courses can help them to build the knowledge and skills they need to move up and out of poverty. This document contains background information on and a list of resources to help you learn more about these courses and the learners who take them.

DEFINITIONS

In order to understand the contents of this section you should be familiar with the following terms:

- Adult population: Anyone age 16 or older
- Adult education target population: Individuals age 16 or older who have not attained a high school diploma or equivalent and are not currently enrolled in school
- Adult ESL programs: Courses (or programs) in the United States that serve adults whose first language is not English
- ESL literacy courses: Instruction specifically for English-language learners who are not fully literate in their native languages; includes those who have limited or no reading and writing skills in their native languages but may have acquired some conversational skills in English

DATA ON THE ADULT EDUCATION TARGET POPULATION

In order to serve your residents' adult education goals, it is important to understand the data on the adult education target population. The following information is from a report entitled "Profiles of the Adult Education Target Population, Information from the 2000 Census," which was prepared for the Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education, by Beth Lasater and Barbara Elliot, Center for Research and Education, RTI International, Research Triangle Park, N.C.

- More than 51 million adults, or approximately 23 percent of the adult population, in the United States possess limited literacy capability, which means that they have not completed a high school diploma or its equivalent.
- Of the target population, 31 percent have completed eight or fewer years of education and 9 percent have completed four or fewer years of schooling.
- English is a second language for 30 percent of the target population.
- Twenty-five percent of the target population lives in households at or below the poverty level.

- About 40 percent of the target population are White; 26 percent are of Hispanic or Latino origin; 15 percent are African American; 3 percent are Asian; 3 percent are members of two or more racial groups; 1 percent are American Indian and Alaskan Native; less than 1 percent are Native Hawaiian and other Pacific Islander and 11 percent are some other race.
- Thirty-seven percent of the target population are employed, and about 5 percent are unemployed. The majority of the target population, 58 percent, is not in the labor force.

PROFILE OF ADULT ENGLISH-LANGUAGE LEARNERS

The following information, which was taken from a national study of federally funded ESL programs (National Center for ESL Literacy Education, 1999), provides specific data on adult English language learners:

- Age: In any one ESL class, students' ages may range from 16 to 95; 61 percent of the students studied were under 31 years of age.
- Educational background: At least half of the target population studied had a high school education, whereas 32 percent had fewer than nine years of education. Of that 32 percent, 9 percent had fewer than five years of schooling.
- Literacy: In the United States, 64 percent of the foreign-born population speaking English as a second language scored at level one (out of five levels) on the prose scale of the National Adult Literacy Survey (NALS).

USEFUL RESEARCH FINDINGS ON ADULT LEARNING

The following information will help you to better understand how adults learn:

- The quickest group to learn a second language is adolescents, followed by adults and then children. Perhaps this is because adult learners have more opportunities than children do to negotiate meaning in the additional language or perhaps it is because adults have better developed cognitive abilities. Children, on the other hand, normally acquire native-like pronunciation skills, whereas adults generally do not.
- Adults learn best when learning is contextualized, emphasizing communication of meaning and use of English in real situations.
- It is generally accepted that it takes from five to seven years for someone to move from not knowing any English to being able to accomplish most communication tasks, including academic tasks.
- The Mainstream English Language Project (MELT) conducted by the Office of Refugee Resettlement of the U.S. Department of Health and Human Services in the 1980s, identified 10 Student Performance Levels (SPLs) on a scale of "no proficiency" to "fluency equal to that of a native English speaker." Field testing for MELT at various programs

in the United States indicated that a range of 120 to 235 hours of study may be needed for an individual learner to move up one SPL.

FACTORS THAT AFFECT AN ADULT'S ABILITY TO LEARN ENGLISH

Adult English-language learners, like all learners, progress at different paces based on their backgrounds. Here are some of the factors that affect the rate at which an adult will learn English while living in the United States:

- Language background: Learners whose language does not use the Roman alphabet tend to learn English more slowly.
- Level of prior education: Learners with a higher level of education commonly progress more quickly than those with less education.
- Degree of literacy in native language: Adults who have limited or no literacy skills in their native language face additional learning challenges.
- Cultural background: A learner's cultural background can affect his or her receptiveness to learning English. For example, adults from some cultures may not be accustomed to being taught by a member of the opposite sex, which could make them uncomfortable with their learning.

ISSUES THAT INTERFERE WITH THE LEARNING PROCESS

Adult learners are at a particular disadvantage because of the responsibilities that come from being adults. Here are some of the issues that can interfere with an adult student's learning process:

- Work demands, including long hours, split shifts and changing schedules
- Family responsibilities, including child and elder care
- The learner's overall health and well-being
- Access to an adult-education ESL program, including availability of transportation

Additional Resources

For more information on adult education or ESL programs, contact the following organizations:

ADULT EDUCATION

U.S. Department of Education Office of Vocational and Adult Education

http://www.ed.gov/about/offices/list/ovae/index.html?exp=0

This website has information, research and resources to help prepare young people and adults for post-secondary education, successful careers and productive lives.

National Center for Family Literacy (NCFL)

http://www.famlit.org/
NCFL's mission is to create educational and economic opportunities for the most at-risk children and parents. NCFL's services include professional development for adult education practitioners, model program development and policy and advocacy support to sustain and expand literacy services for families.

American Council on Education (ACE)

http://www.acenet.edu/AM/Template.cfm?Section=CLLL
ACE is the major coordinating body for U.S. higher education institutions and seeks to provide leadership and a unifying voice on key issues effecting education. The organization's Center for Lifelong Learning provides useful information on increasing adult access to post-secondary education.

Youthbuild GED Preparation

http://www.youthbuild.org
This website offers numerous links to a wide array of GED resources, and is beneficial for young adults interested in pursuing their GED. Also, it provides links to free or inexpensive training for the GED examination.

Vocational Information Center

http://www.khake.com/page52.html
The Vocational Information Center provides an extensive, state-by-state listing of vocational and technical training programs across America.

ENGLISH AS A SECOND LANGUAGE

Teachers of English to Speakers of Other Languages, Inc. (TESOL)

http://tesol.org
This website for ESL teachers provides news, information, publications and other resources.

Center for Adult English Language Acquisition (CAELA)

http://www.cal.org/CAELA/
CAELA assists states as they respond to the growing need for ESL education and has replaced the National Center for ESL Literacy Education.

THE BENEFITS OF ATTENDING A COMMUNITY COLLEGE

College graduates have access to better jobs and typically earn nearly twice as much as those without a college degree. Your residents do not always need to attend a four-year university, however, to reap the benefits associated with a college degree. Community colleges can help people to both further their education and increase their marketable skills. They provide a convenient and cost-efficient option for your residents, offering job training opportunities and enabling those with a GED to acquire post-secondary credits before moving on to a four-year university. Older workers can take courses to upgrade their skills in order to re-enter or advance in the workforce.

CAREER TRAINING

Through their role under the Workforce Investment Act, community colleges offer courses specific to career paths or for upgrading workforce skills. Students at community colleges can earn a two-year associate degree in arts or science (A.A. or A.S.), a degree in a specialized field such as construction technology, computer repair or electronics or a degree in applied science (A.A.S.). Many community colleges also offer six- to 12-month certificate programs that prepare students for immediate entry-level jobs in such fields as computer-assisted drafting, food service technology and paralegal studies.

POST-SECONDARY CREDITS

Attending a community college can also be a cost-effective means for acquiring post-secondary credits. Most community college students receive financial aid that is primarily based on financial need. In addition, community colleges offer benefits to students that surpass those of state or private colleges and universities. Comparatively, community colleges are open to everyone; cost less (offering lower tuition and the opportunity to live at home); tend to have smaller classes; and offer classes and tutoring to strengthen students' basic skills. Many students take two years of courses at a community college and then transfer to a four-year college to complete the requirements for a bachelor's degree.

HOW RESIDENT SERVICES MANAGERS CAN HELP

Your residents may not be aware of all of the benefits of attending a community college. Therefore, it is important for resident services coordinators to provide one-on-one counseling and advice to all young adult and adult residents concerning their educational and training options. A resident services coordinator can also link groups of residents to their local community college by inviting guest speakers from the college and organizing group field trips to the campus.

The College Board's website (http://www.collegeboard.com) is a useful resource for researching educational opportunities both in and outside of your area. The site contains articles and other resources related to planning for college, select-

ing and applying to colleges, taking the entrance exams required by most colleges and paying for college. For example, in the "Find a College" section, students can use a college search link to identify colleges based on selected criteria (such as location) and access profiles of college majors and careers they might want to consider.

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WHAT IS THE GED AND WHY IS IT HELPFUL?

Having a high school diploma or a GED (General Educational Development) certificate can significantly increase your chances of finding a job or getting a better paying job. In order to obtain a GED certificate, you must complete a battery of five tests that measure communication, information processing, problem-solving and critical thinking skills. Four of the tests are multiple choice and cover mathematics, social studies, science and interpretation of literature; the fifth test requires writing an essay. In total, it takes just under eight hours to complete the five tests.

The GED tests are produced and administered by the American Council of Education (ACE). Although ACE's Commission on Educational Credit and Credentials sets minimum passing scores for the GED, each state education agency can set higher passing standards for its state.

The greatest benefit of obtaining a GED certificate is that it opens doors for postsecondary education and training. Technical programs, non-degree training programs, two-year associate degree programs and on-the-job training programs are among the options open to GED certificate holders.

Most U.S. colleges and universities accept a GED certificate in place of a high school diploma. In addition, acquiring a GED certificate can provide a student with access to financial aid through Pell Grants and Guaranteed Student Loans, enabling those without a high school diploma to pursue a postsecondary education.

GED CERTIFICATE RESOURCES

The following websites provide more information on the GED certificate:

The ESL/GED Tech Center

http://elmo.shore.ctc.edu/callab/GED/GED.htm
This interactive resource on the website for Shoreline Community College in Chicago provides free, online GED instruction in math, reading and writing. It was developed by Ruthann Duffy and Stephen Washburn, and it offers sections on math, reading, writing and test taking, as well as a variety of links to other online, interactive learning tools.

Test Prep Review

http://www.testprepreview.com/ged_practice.htm
Free online GED practice tests and answers are available for students preparing for the GED tests. After users take the self-assessment quizzes, the site links them to flashcards and other online resources designed to help them to improve their scores.

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THE FINANCIAL BENEFITS OF ATTENDING COLLEGE

Does college really pay off? Yes. Even people who work in jobs that do not require a college degree usually make more money than their coworkers without college degrees. As the American workforce becomes more specialized and lower-skill jobs are being farmed out to workers in other countries, a college degree is more important than ever before to your success.

MORE EDUCATION MEANS MORE MONEY

Although jobs with good pay are available to workers with lower levels of education, the general rule is that more education means a better job. Higher education opens the door to jobs that are unavailable to people who don't have a college degree. And, as mentioned before, the more education you have, the more money you tend to make.

For example, a person interested in electronics who does not have a high school diploma or GED certificate may be able to become an electrician with a median salary of under $32,000. On the other hand, someone with a higher level of education could become an electrical and electronics engineer. With a two-year degree, that engineer could earn $57,000 a year; which would increase to $66,000 for a four-year degree, $76,000 for a master's degree and $112,000 for a doctoral degree.

Similarly, computer support specialists without high school diplomas or GED certificates earn just over $31,000 per year. However, workers with high school diplomas, GED certificates or a two-year degree earn salaries in the low- to mid-$50,000 range. Computer support specialists with four-year degrees earn $74,000, while those with master's degrees earn $92,000.

Non-technical workers also benefit from more education. Construction managers without high school diplomas earn $33,600. Those with high school diplomas or GED certificates earn $47,000; those with four-year degrees earn $62,000. Industrial production managers without high school diplomas earn $36,400 per year, while those with high school diplomas or GED certificates earn almost $47,500 per year. Industrial production managers with four-year degrees earn $72,000 per year, while those with advanced degrees can earn more than $78,000 per year.

Some jobs are limited almost exclusively to those with an education beyond high school. Computer software engineers with two-year degrees earn almost $50,000 per year, while those with four-year degrees earn $64,000 per year and those with master's degrees earn almost $75,000 per year. Financial managers generally have a minimum of a four-year degree. Financial managers with four-year degrees earn $60,000 per year while those with master's degrees earn an average of $78,000 per year.

The variances can be easily viewed in this chart:

Job Category	Without High School or GED	With High School or GED	With 2-year Degree	With 4-year Degree	With Master's Degree
Electronics	$32,000		$57,000	$66,000	$76,000
Computer	$31,000	$52,000	$55,000	$74,000	$92,000
Construction Manager	$33,600	$47,000		$62,000	
Production Manager	$36,400	$47,500		$72,000	$78,000
Software Engineer			$50,000	$64,000	$75,000
Financial Manager				$60,000	$78,000

Other occupations, such as pharmacists and many types of engineers, are only open to those with college degrees and beyond. And, of course, occupations such as physician and lawyer are generally only open to those with the very highest levels of education and are, as a result, among the highest-paying jobs.

A lot of jobs, including those you might not expect, such as secretarial positions, are being filled by people who have college degrees. Look at these trends:

SECRETARIAL POSITIONS

In 1962, an administrative assistant, then called a secretary, had an average of 12.4 years of education. By 2003, however, secretaries had an average of 13.2 years of education. In addition, the proportion of administrative assistants with at least bachelor's degrees increased from 9.3 percent in 1992 to 14.9 percent in 2003. This increase is probably due to advancements in computer technology, which have increased the job requirements for secretarial and administrative assistant positions.

CIVIL ENGINEERS

In 1964, a civil engineer had an average of 14.8 years of education. This had increased to 16.2 years by 2003. Over the same period of time, the proportion of civil engineers with at least bachelor's degrees increased by 3.3 percent.

DENTISTS

Dentists had an average of 17.8 years of education in 1968 and 19.0 years in 2003. However, the proportion of dentists with advanced degrees has not substantially increased since 1992. As with elementary school teachers, certification requirements may be driving these statistics.

As you can see from these statistics, it has become extremely important for you to have a college degree. The job you want may not require a degree, but having one is almost guaranteed to make your job search easier and raise your pay.

All data presented represents median income for workers with specific education levels in the occupations listed. Data is from 2003. Portions reprinted from "Does College Really Pay Off?" Copyright © 2003, Employment Policy Foundation. This material may be adapted only for non-commercial use.

THE LONG- AND SHORT-TERM BENEFITS OF EDUCATION

The following four tables help to illustrate the consequences of educational and vocational options and choices.

Table 1: Common High-Paying Occupations

	Most Common Level of Education	Percentage with More Education
Dentists	PhD or professional degree	n/a
Lawyers, judges, judicial workers	PhD or professional degree	n/a
Chief executives	4-year degree	28%
Physicians, surgeons	PhD or professional degree	n/a
Aircraft pilots, flight engineers	4-year degree	16%
Computer and information systems managers	4-year degree	26%
Veterinarians	PhD or professional degree	n/a
Computer software engineers	4-year degree	28%
Pharmacists	4-year degree	36%
Electrical and electronic engineers	4-year degree	27%
Engineers, all other	4-year degree	25%
Mechanical engineers	4-year degree	24%
Chief engineers	4-year degree	26%
General and operations managers	4-year degree	16%
Management analysts	4-year degree	24%

Table 2: Common Low-Paying Occupations

	Most Common Level of Education	High School Dropout Rate
Security guards, gaming surveillance officers	high school	12%
Bus drivers	high school	12%
Performing artists	high school	9%
Hairdressers, hairstylists, cosmetologists	high school	8%
Recreation and fitness workers	some college/no degree	10%
Stock clerks, order fillers	high school	24%
Nursing, psychiatric and home health aides	high school	18%
Grounds and building maintenance or housekeeping	less than high school	40%
Bartenders	high school	8%
Teaching assistants	high school	5%
Cooks, food preparation workers	high school	13%
Personal and home care aides	high school	19%
Food service, including dishwashers and attendants	high school	31%
Cashiers	high school	31%
Child care workers	high school	25%

Table 3: Lifetime Earnings and Educational Payoff

Education Level	Lifetime Earnings	Payoff for Each Additional Level of Educational Attainment
Less than high school diploma	$993,466	
High school graduate	$1,298,316	$304,850
Some college/no degree	$1,462,379	$164,063
Two-year degree	$1,527,582	$65,203
Four-year degree	$2,173,417	$645,835
Master's degree	$2,312,426	$139,009
Doctorate or professional degree	$2,907,904	$595,477

Table 4: Most Common Jobs with No High School Diploma

Occupation	Annual Income
Grounds and building maintenance, housekeeping	$14,560
Cooks, food preparation workers	$12,480
Food service workers, including dishwashers and attendants	$8,320
Cashiers	$8,060
Driver/sales workers, truck drivers	$24,960
Retail sales workers	$11,856
Carpenters	$22,880
Construction laborers	$20,800
Stock clerks, order fillers	$13,520
Nursing, psychiatric and home health aides	$15,184
Receptionists, office clerical support	$14,560
Child care workers	$6,240
Painters, construction and maintenance workers	$19,500
Automotive service technicians, mechanics	$23,400
Non-retail sales representatives and workers	$18,000
Customer service representatives	$15,470
Construction managers	$33,600
Security guards, gaming surveillance officers	$16,900
Pipe layers, plumbers, pipe fitters, steamfitters	$26,000
Operating engineers, other construction equipment operators	$24,700
Personal and home care aides	$11,492
Bookkeeping, billing clerks and tellers	$18,720
Industrial and refractory machinery mechanics	$24,960
Secretaries, administrative assistants	$14,300
Bus drivers	$17,000

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RESOURCES FOR ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

This document provides resources to help you plan and implement an English as a Second Language (ESL) program for your residents. The document is divided into sections based on the type of information provided.

Some of the documents are part of a series of articles published by the Educational Resources Information Center (ERIC). Enterprise used these documents when providing technical assistance to local partners to help them assess their English as a Second Language (ESL) programs. ERIC is a national information system funded by the U.S. Department of Education's Institute of Education Sciences. The goal of ERIC is to provide access to education literature and resources. ERIC digests are short reports on current topics in education designed to provide an overview of information on a given topic plus references to more detailed information. The full-text ERIC database contains more than 2,400 digests. You can access the digests free online at: http://www.cal.org/caela or by calling the Center for Adult English Language Acquisition (CAELA): 202.362.0700.

STANDARDS FOR ESL PROGRAMS

The following online resources will provide you with information on key indicators of program quality and common program outcomes for ESL programs.

1. "English Language Training Program Self-Review: A Tool for Program-Improvement" (1998) from the Spring Institute for Intercultural Learning: http://www.spring-institute.org. This document provides a framework for users to self-evaluate their English-language training program. It is intended to be used by program staff. For more information, call 303.863.0188.
2. "Equipped for the Future Content Standards" from the Equipped for the Future (EFF) Center for Training and Technical Assistance at the Center for Literacy Studies: http://eff.cls.utk.edu/fundamentals/eff_standards.htm. The standards listed in this document outline the knowledge and skills adults need in order to successfully carry out their roles as parents, family members, citizens and workers. There are 16 identified "core skills" that support effective performance in the home, community and workplace. For more information, call 865.974.8426.
3. "Model Indicators of Program Quality for Adult Education Programs" from the U.S. Department of Education: http://www.eric.ed.gov. This document describes the Ohio Department of Education's Adult Basic Education and Literacy Education indicators of program quality. For more information, call 1.800.872.5327.
4. "Indicators of Program Quality: An ESL Programming Perspective" from Pelavin Associates, Inc. for the Office of Vocational and Adult

Education: http://www.eric.ed.gov. This document includes sample quality indicators for program context, program process and content and program outcomes. For more information, call 1.800.872.5327.

5. "TESOL's Adult Education Program Standards" published by TESOL Publications: http://www.tesol.org. This document provides a framework of standards for teachers who work with adult learners, as well as an accompanying narrative. For more information, call 888.547.3369.

PROGRAM DEVELOPMENT

The following resources will help you with your ESL program's structure, administration and planning.

1. "English as a Second Language: Implementing Effective Adult Education Programs" from the California Department of Education: http://www.cde.ca.gov/re/pn. This document is written for ESL program administrators and offers guidance in staffing, delivering instruction and evaluating adult ESL programs. It contains checklists for community outreach, marketing strategies and program evaluation. For more information, call 1.800.995.4099.
2. "Adult English as a Second Language Programs: An Overview of Policies, Participants and Practices" (1996) from the U.S. Department of Education, Office of Planning and Policy: http://www.eric.ed.gov. This overview of adult ESL needs and programs across the United States provides a context for program planning. For more information, call 1.800.872.5327.
3. "Current Concepts and Terms in Adult ESL" from the ERIC Project: http://www.eric.ed.gov. This four-page HTML document presents a selection of terms and concepts, discussing how they are applied to English as a second language (ESL) and cites sources where they are described with adult immigrant learners in mind. This document is useful to anyone interested in learning and understanding ESL terminology.
4. "ESL Instruction in Adult Education: Findings from a National Evaluation" from the National Evaluation of Adult Education Programs: http://www.eric.ed.gov. This document defines ESL instruction and profiles learners in the context of adult education. For more information, call 800.538.3742.
5. "Access to Literacy for Language Minority Adults" from the Center for Adult English Language Acquisition: http://www.eric.ed.gov. This document outlines barriers to program participation and provides recruitment, curriculum and instructional suggestions for overcoming them. For more information, call 800.538.3742.
6. "Reading and Adult English Language Learners: The Role of the First Language" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This

four-page HTML document highlights the impact that adult students' level of literacy in their first language has on the progress they make in learning to read English. ESL educators, when developing or assessing their ESL programs, should consider this factor, as well as English proficiency levels. The document also provides a series of additional references on ESL learners and the reading process. For more information, call 202.362.0700.

7. "Needs Assessment for Adult ESL Learners" from the Center for Adult English Language Acquisition: http://www.cal.org/caela/esl%5Fresources/digests/Needas.html. This document defines and describes needs assessment methods as they pertain to developing programs and delivering instruction. For more information, call 800.538.3742.
8. "English as a Second Language in Volunteer-Based Programs" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document is an introduction to volunteer-based ESL instruction. What is taught, how instructors are trained, the benefits and challenges, and what the future looks like for these types of programs are covered. This document would be useful to program directors looking to accommodate the demand for programs being cut back due to budget constraints.
9. "Finding and Evaluating Adult ESL Resources on the World Wide Web" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document provides background information about the World Wide Web; describes various search tools; explains how to create search strategies and how to combine the right tool with the right strategy for finding specific information and suggests ways of evaluating the Web resources resulting from a search. For more information, call 202.362.0700.
10. "Issues in Accountability and Assessment for Adult ESL Instruction" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document describes the legislative background of current accountability requirements for ESL programs, the issues involved in testing level gain and critical questions whose answers can lead the field forward. This document is relevant to program staff in both new and established programs needing to better advocate for additional resources and sound assessment policies. For more information, call 202.362.0700.

CURRICULUM

The following resources will help you plan the curriculum for your ESL program.

1. "Massachusetts Curriculum Framework: Framework for Adult ESOL" from the Massachusetts Department of Education: http://www.doe.mass.edu. This curriculum framework places language proficiency into five categories. Each strand is applied to specific standards. It provides a good model for developing an ESOL curriculum. For more information, call 781.338.3000.
2. "Canadian Language Benchmarks" from the Canadian Language Benchmarks Project: http://www.language.ca. This document consists of two sets of benchmarks: one for adult ESL learners and one for adult ESL literacy learners. The benchmarks are used to measure English proficiency levels. It also includes sample tasks appropriate at each stage. For more information, call 613.230.7729.
3. "Arizona English Language Acquisition for Adults Standards" from the Arizona State Department of Education: http://www.ade.state.az.us. This document details Arizona's content standards for adult language acquisition. It incorporates language functions and supporting grammar structures into four proficiency levels. Each level is structured around indicators in the skill areas of reading, writing, speaking and listening. For more information, call 602.542.0753.
4. "Teaching Low-Level Adult ESL Learners" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document identifies and assesses the instructional needs of low-level learners to become literate in a second language and provides general techniques that facilitate instruction to these learners. This document is geared towards practitioners who are in the planning stage or to those who want to improve their program's curriculum to better address the needs of low-level learners.

INSTRUCTION

The following resources will help you to ensure that your ESL instruction is top quality.

1. "Beginning to Work with Adult English Language Learners: Some Considerations" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document makes recommendations in the application of principles of adult learning in ESL within the context of: language acquisition, culture and working with multicultural groups and providing some instructional approaches to support language development in adults. This document is intended to give teachers an overview of important points, suggest basic strategies to use and provide a list of resources to consult for further information. For more information, call 202.362.0700.

2. "Integrating Employment Skills into Adult ESL Instruction" from the ERIC Project in Adult Immigrant Education: http://www.cal.org/caela/esl%5Fresources/digests/EskilsQA.html. The Workforce Investment Act places increased emphasis on workforce education; this short article will provide you with ideas for incorporating necessary work-related skills into your ESL instruction. For more information, call 202.355.1500.
3. "Teaching Multilevel Adult ESL Classes" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. Some programs place students of different levels in a single class, making it difficult for students to advance. This two-page HTML document provides techniques for teaching multi-level adult ESL classes. Practitioners may find this document useful to help them determine the effectiveness of their multi-level ESL program.
4. "Citizenship Preparation for Adult ESL Learners" from the Center for Applied Linguistics: http://www.cal.org/caela/esl%5Fresources/digests/Citizen.html. This document includes suggestions for approaches and activities to help you incorporate citizenship material into your ESL instruction. For more information, call 202.355.1500.
5. "English That Works: Preparing Adult English Language Learners for Success in the Workforce and Community" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document describes how adult ESL educators can integrate workforce and civic life skills into their curriculum and convey these skills to their students through learner-centered instructional strategies and classroom management techniques. The document also provides a series of additional references that link workforce to adult ESL education. For more information, call 202.362.0700.
6. "Mental Health and the Adult Refugee: The Role of the ESL Teacher" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document focuses on how teachers can help adult refugee and immigrant learners make significant progress adjusting to their new lives in an unfamiliar culture. It discusses mental health, stresses faced by refugees and things that teachers can do to help their students adjust. For more information, call 202.362.0700.
7. "Integrating Reading and Writing into Adult ESL Instruction" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document asserts that reading and writing are as important as oral skills in communicative ESL and provides several teaching activities to incorporate the skills in lessons. For more information, call 1.800.538.3742.

8. "Improving ESL Learners' Writing Skills" from the Center for Applied Linguistics: http://www.cal.org/caela/esl%5Fresources/digests/Writing.html. This document outlines free writing, process writing and the language experience approach to teaching writing and provides a list of life skills and academic writing activities that you can use in the ESL classroom. For more information, call 202.355.1500.
9. "Reading and the Adult English Language Learner" from the ERIC Project: http://www.eric.ed.gov. This two-page HTML document reviews reading approaches, identifies characteristics of fluent readers and makes suggestions for developing reading instructions for adult English language learners. Teachers who are aware of these reading approaches can tailor reading instruction to meet the needs and goals of adult English language learners.
10. "Health Literacy and Adult English Language Learners" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document defines health literacy and discusses the implications for adult literacy learners, instructors and programs. It also offers recommendations for ESL instructors in addressing health literacy in the ESL classroom. This document provides resources to consult for further information. For more information, call 202.362.0700.
11. "Improving ESL Learners' Listening Skills: At the Workplace and Beyond" from the Center for Applied Linguistics: http://www.cal.org/caela/esl%5Fresources/digests/LISTENQA.html. This document provides an excellent introduction to teaching listening skills in both life skills and workplace skills contexts. For more information, call 202.355.1500.
12. "Improving Adult ESL Learners' Pronunciation Skills" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document reviews the current status of pronunciation instruction in adult ESL classes. It provides an overview of the factors that influence pronunciation mastery and suggests ways to plan and implement pronunciation instruction. With careful preparation and integration, pronunciation can play an important role in supporting learners' overall communicative power. For more information, call 202.362.0700.
13. "Improving Adult English Language Learners' Speaking Skills" from the Center for Applied Linguistics: http://www.cal.org/caela/esl%5Fresources/digests/Speak.html. This document is an excellent resource for planning varied, structured speaking activities. For more information, call 202.355.1500.
14. "Native Language Literacy and Adult ESL Instruction" from the ERIC Project: http://www.eric.ed.gov. This two-page HTML document reviews recent research related to the role of native language literacy and describes program types and instructional approaches that incorporate learners' native languages into instruction.

15. "Using Software in the Adult ESL Classroom" from the Center for Applied Linguistics: http://www.cal.org/caela/esl%5Fresources/digests/SwareQA.html. This document provides answers to frequently asked questions about available instructional software and how to add computer instruction to the ESL classroom. For more information, call 202.355.1500.
16. "Using Videos with Adult English Language Learners" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document is a guide for selecting and using videos as a method for teaching ESL classes. This document also provides information about some videos currently in use. For more information, call 202.362.0700.
17. "Trauma and the Adult English Language Learner" from the National Clearinghouse for Bilingual Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document provides information on the effects of trauma on the learning process and the implications for practice, as well as some useful techniques for creating a positive environment for adult language learners.

RECRUITMENT, INTAKE AND ORIENTATION

This resource will help you with the recruitment, intake and orientation aspects of your ESL program.

"Handbook: A Manual for Adult Education Practitioners: Intake & Placement Guide, Certificate of Accomplishment (ABE & ESL)" from the Colorado State Department of Education: http://www.cde.state.co.us. While much of this document is specific to the Colorado certification process, the intake and placement section provides effective models for needs assessment forms, which are suitable for beginning level ESL learners. For more information, call 303.866.6600.

RETENTION

The following resource will help you to improve your ESL program's retention rates.

"Outreach and Retention in Adult ESL Literacy Programs" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document is an overview of all aspects of retention. It is a good initial resource for improving program retention. For more information, call 1.800.538.3742.

ASSESSMENT, EVALUATION AND EDUCATIONAL GAINS

The following resources will help you to assess your students and evaluate the effectiveness of your ESL program.

1. "Adult ESL Learner Assessment: Purposes and Tools" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document identifies and contrasts commercial and alternative assessment tools. For more information, call 1.800.538.3742.
2. "Learner Assessment in Adult ESL Literacy" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document addresses both standardized and alternative assessment tools and provides a comprehensive list of alternative approaches. For more information, call 1.800.538.3742.
3. "Instructor Competencies and Performance Indicators for the Improvement of Adult Education" from the Building Professional Development Partnerships for Adult Educators Project: http://www.eric.ed.gov. This publication is a helpful tool for selecting qualified staff, evaluating current staff and designing professional development activities. For more information, call 1.800.538.3742.
4. "Reflective Teaching: What Am I Doing? Why Am I Doing It this Way?" from Instructional Series No. 11., published by the University of Regina, Canada: http://www.uregina.ca. This booklet helps teachers plan a self-guided examination of their teaching practices. For more information, call 306.585.4111.
5. "Needs Assessment for Adult ESL Learners" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document is an introduction to the importance of needs assessment for adult ESL learners. Practitioners may find this document useful to learn how a needs assessment should influence student placement, material selection, curriculum design and teaching approaches.
6. "Trends in Staff Development for Adult ESL Instructors" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document provides an overview of staff development initiatives in different states, a discussion of obstacles to quality staff development activities and a review of the use of technology in staff development. For more information, call 1.800.538.3742.
7. "Staff Development for ABE and ESL Teachers and Volunteers" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document contains a comprehensive survey of staff development activities and an important discussion of how program administrators can ensure buy-in from the staff for these activities. For more information, call 1.800.538.3742.
8. "Adult Literacy Practitioners as Researchers" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document focuses on staff development through action research (also called practitioner inquiry). For more information, call 1.800.538.3742.

9. "Using Volunteers as Aides in the Adult ESL Classroom" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document contains tips on managing volunteers in ESL classrooms, including recruitment and screening, training and placement and retention and recognition. For more information, call 1.800.538.3742.
10. "Transitioning Adult Learners to Academic Programs" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document examines the differences between academic and adult ESL programs. It suggests curricular and programmatic strategies to facilitate transitioning learners from adult ESL to academic English or GED programs. This document can help practitioners to better work with students in advanced-level ESL classes who are working towards an academic goal.

SUPPORT SERVICES AND STUDENTS WITH SPECIAL NEEDS

These resources will help you to design and implement supportive services for your ESL students and provide assistance to students with special needs.

1. "Building Relationships Between Schools and Social Services" from the ERIC Clearinghouse on Educational Management: http://www.eric.ed.gov. Though its intended audience is the K-12 school system, this document provides useful tips for all organizations concerning collaboration with social service agencies. For more information, call 1.800.538.3742.
2. "The Adult ESL Literacy Student and Learning Disabilities" from the National Adult Literacy and Learning Disabilities Center: http://www.eric.ed.gov. This document contains ideas for multi-sensory teaching techniques as well as contact information for organizations serving people with learning disabilities. For more information, call 1.800.538.3742.
3. "Adult ESL Learners with Special Needs: Learning from the Australian Perspective" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document provides an overview of the Australian initiative to develop policies, programs and curricula that meet the needs of language learners with limited first-language literacy. For more information, call 1.800.538.3742.
4. "A Guide to Learning Disabilities for the ESL Classroom Practitioner" from the TESL-Electronic Journal, Vol. 1 No. 1: www.ldonline.org/article/8765. This article provides an extensive list of classroom behaviors that may indicate a learning difficulty with a list of corresponding instructional adaptations. For more information, call 1.800.695.0285.
5. "ESL Instruction and Adults with Learning Disabilities" from the ERIC Project: http://eric.ed.gov. This two-page HTML document is an introduction to identifying adult ESL students who have a learning

disability. Practitioners can use this document to help them make more informed decisions on how to better help ESL learners who are experiencing difficulty in learning or who are making very little progress towards their learning goals.

ASSESSMENT TOOLS AND SYSTEMS

The following resources will provide you with information on available assessment tools for measuring your students' level of English proficiency.

1. BEST: The Basic English Skills Test, developed by the Center for Applied Linguistics, is a formalized assessment tool that measures English literacy, listening and speaking skills: http://www.cal.org/BEST/. The test of oral skills must be administered individually by a trained assessor. For more information, call 202.362.0700.
2. CASAS: The Comprehensive Adult Student Assessment System of California includes competencies, training manuals and assessment tools for ESL programs: http://www.casas.org. The CASAS ESL Appraisal is a placement tool that tests reading and listening skills and can be administered to groups. For more information, call 1.800.255.1036.

MORE INFORMATION

The Center for Adult English Language Acquisition has developed annotated bibliographies on additional topics related to adult ESL education. If you are looking for resources for one of the topics listed below, visit: http://www.cal.org/caela/esl%5Fresources/bibliographies.html.

- Content standards for adult ESL
- Program standards for adult ESL
- Reading and adult English language learning
- Second-language acquisition in adult English language learners
- Dialogue journal research and use
- Health literacy resources

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Section 3:
CHILD CARE

CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

Volume Two: Enhanced and Comprehensive Resident Services
Revised and Expanded Edition

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CHILD CARE

High-quality child care settings provide safe places for kids to be and grow; offer food programs and good nutrition; and provide environments for socialization, physical development and learning. These are all things that contribute to child development and have effects into teen and ultimately adult years, yet they are things low-income working parents may not be able to easily provide.

INTRODUCTION TO CHILD CARE, AFTER-SCHOOL AND YOUTH SERVICES

INTRODUCTION TO CHILD CARE

Most working parents need care for their children during work hours. While some have relatives who can help out, many have to find home-based child care or centers. Quality care that addresses a young person's needs in early child development and health and safety leads to better school performance. This is especially true for children from low-income communities. Finding quality, affordable care that meets their goals, however, is especially challenging for low-income parents. Furthermore, reliable quality care is essential for peace of mind for working parents and to enable them to maintain regular work hours and succeed in moving toward economic self-sufficiency.

Affordable housing owners have a unique opportunity to help their residents with the important decisions concerning types of child care as well as specific child care providers. It is important for resident services staff to understand the child care issues in their community, including parents' goals, the available child care resources and the quality and capacity of those resources. The child care support materials in this manual provide guidelines for finding quality child care, understanding types of care and funding to pay for care. The resources, some of which are geared towards parents as well as resident services coordinators, are all centered on helping parents find the care that fits their unique needs.

RESOURCES AVAILABLE IN THIS SECTION

1. **Facts on Child Care**: This fact sheet explains the need for services designed specifically for young people and summarizes useful online resources.
2. **The Importance of Early Care and Education**: Quality child care provides both care and early learning. Research has proven the value and effect of quality care on later outcomes in childhood and into adulthood. This document describes some key elements affected by quality child care, or the lack of it.
3. **Types of Child Care**: There are a variety of child care arrangements that could support the families in your neighborhood. These arrangements differ based on the setting, the providers' certification and the funding streams and regulatory requirements. Understanding the types of care will help you navigate the broad array of choices and better identify those that will meet the specific goals of the families you serve.
4. **Child Care Referral Sources**: This form will help you to identify the child care referral sources available in your neighborhood and analyze your residents' child care goals.

5. **Understanding Child Care Subsidies**: Funding for child care is complicated, and many parents are unaware of how to access the help that is available. This document will introduce you to the various types of child care funding and connect you to resources for additional information.
6. **Resources for Finding Quality Child Care**: Choosing a safe and appropriate child care provider is one of the most important decisions a parent has to make. The resources listed in this document will help you and your residents understand the questions to ask and what to look for in making this critical decision.
7. **Survey to Determine Parents' Child Care Goals**: This survey should be an early step in your evaluation of your residents' child care goals. It is designed to be filled out by the parent or guardian, and the responses will help you determine what kind of care is needed.
8. **Child Care Search Worksheet for Parents**: Resident services coordinators can give this form to parents who are looking for care. It will help parents compare the wealth of information their research uncovers. This form is designed to be used with a checklist for determining the quality of care, such as Child Care Aware's "Evaluating a Provider," (http://www.childcareaware.org).
9. **How Safe is Your (or Your Provider's) Home?**: Children's physical well-being is assured through careful supervision in an environment made safe for their use. You can provide these checklists to your residents to help them assure that their child care provider's home or center is safe for children.
10. **Resources and Tools for Supporting Child Care Programs**: This list offers dozens of resources for individuals and organizations interested in providing quality and affordable care for children. It offers information on a variety of topics, including developing child care programs, designing facilities, environmental and health hazards, funding, homeownership and legal support.

FACTS ON CHILD CARE

The following information and statistics will be helpful to resident services coordinators wishing to plan or recommend child care or after-school programs for their residents.

- Studies show that children who receive quality child care enter school with better math, language and social skills than children who do not receive quality care.
- For most families, child care is the second largest expense after rent or mortgage—easily costing $4,000 to $10,000 a year. Yet, according to the Children's Defense Fund (http://www.childrensdefense.org), more than one out of four families with young children earns less than $25,000 a year. A family with both parents working full-time at minimum wage earns only $21,400 a year.
- Also according to the Children's Defense Fund, child care subsidies for low-income families are limited. Nationally, only 12 percent of eligible children get assistance. The national Head Start program, for example, serves only three out of five eligible children.
- According to the National Association for the Education of Young Children (NAEYC) (http://www.naeyc.org), in 2003, 64 percent of mothers with children under age six and 77 percent with children ages six to 17 were in the labor force.
- Also according to NAEYC, in 1999, nearly three-quarters of children under age 5 with an employed parent or primary caregiver were in arrangements other than care by a parent. These arrangements included center-based care (28 percent), care by relatives (27 percent), family child care homes (14 percent), and nannies or babysitters (4 percent).
- According to the National Women's Law Center (http://www.nwlc.org), two-thirds of working poor families headed by single mothers who paid for child care in 2001 spent at least 40 percent of their income on child care.
- According to two Brandeis studies in 2004 and 2006, parents who are concerned about their children's after-school care miss an average of eight days of work per year. Decreased worker productivity related to parental concerns about after-school care costs businesses up to $300 billion per year.
- According to Policy Studies Associates Inc., parents in an After School Corporation (TASC) 2004 study said that the program helped them balance work and family life: 94 percent said the program was convenient, 60 percent said they missed less work than before, 59 percent said it supported them in keeping their jobs, and 54 percent said it allowed them to work more hours.

- A 2004 study by the Urban Institute reports that only four out of every 10 low-income families receive paid parental leave. Of those with paid leave, 31.8 percent received one work week of paid leave or less.

THE IMPORTANCE OF EARLY CARE AND EDUCATION

"Early care and education" is what many professionals are calling child care these days, because quality child care provides both care and nurturing for the child as well as early learning. It supports healthy child development. For low-income families, quality child care is critical. High-quality child care settings provide safe places for kids to be and grow; offer food programs and good nutrition; and provide environments for socialization, physical development and learning. These are all things that contribute to child development and have effects into teen and ultimately adult years, yet they are things low-income working parents may not easily provide. In addition, the economic impacts brought about by quality child care benefit not only the children but also local economies. Resident services programs can be a significant link for families seeking these resources, whether they offer child care on-site or help families find it in the neighborhood.

BRAIN DEVELOPMENT

The first three years of a child's life are critical to healthy development. During these years, proper stimulation of all the facets of the growing brain is crucial. Some experts believe that the critical period extends up to even 5 and 6 years old. Here are some excerpts from Frequently Asked Questions on brain development from the Zero to Three website, http://www.zerotothree.org.

Does experience change the actual structure of the brain?

Yes. Brain development is "activity-dependent," meaning that the electrical activity in every circuit—sensory, motor, emotional, cognitive—shapes the way that circuit gets put together. Like computer circuits, neural circuits process information through the flow of electricity. Unlike computer circuits, however, the circuits in our brains are not fixed. Every experience—whether it's seeing one's first rainbow, riding a bicycle, reading a book or sharing a joke—excites certain neural circuits and leaves others inactive. Those that are repeatedly and consistently turned on will be strengthened, while those that are rarely excited may drop away. Or, as neuroscientists sometimes say, "Cells that fire together, wire together." The elimination of unused neural circuits, also referred to as "pruning," may sound harsh, but it is generally a good thing. It streamlines children's neural processing, making the remaining circuits work more quickly and efficiently. Without synaptic pruning, children wouldn't be able to walk, talk or even see properly.

What is a critical period in brain development?

Pruning or selection of active neural circuits takes place throughout life, but is far more common in early childhood. Babies require normal visual input or they may suffer permanent impairment; children born with crossed or "lazy" eyes will fail to develop full acuity and depth perception if the problem is not promptly corrected. Language skills depend on verbal input (or sign language,

for babies with hearing impairments) in the first few years or certain skills, particularly grammar and pronunciation, may be permanently impacted. The critical period for language-learning begins to close around five years of age and ends around puberty. This is why individuals who learn a new language after puberty almost always speak it with a foreign accent.

For more information on brain development:

- Zero to Three, FAQs on brain development, see http://www.zerotthree.org/site/PageServer?pagename=ter_key_brainFAQ
- Better Brains for Babies, University of Georgia, see http://www.fcs.uga.edu/ext/bbb/

CHILD HEALTH

Child care providers can help parents provide their children with many critical elements, including good nutrition, lead and environmental safety, asthma and access to child health insurance. Quality home-based and center-based child care programs provide meals for the children and nutrition education for parents, through the Federal Child and Adult Care Food Program from the Department of Agriculture and local university extension offices. Some centers have on-site medical screening. One center in Rochester, New York, has teleconference medical screenings with off-site doctors, via a computer video link-up at the center with an on-site trained staff person. This ensures that no children attending the center will fall through the cracks.

Access to child health insurance is now available almost universally for low-income children. Following are some examples of initiatives and resources on efforts to enroll children. Resident services programs can provide links to similar local programs or find out how to provide this information themselves.

From the American Academy of Pediatrics:

Quality child care and early education can have a profound positive influence on children's health, development and ability to learn. The striking correlation between children's experience in quality child care and their later success demonstrates the importance of continually improving child care environments.

From the National Child Care Information Center website:

With support from the California Endowment, Children Now, the Children's Defense Fund and the Children's Partnership have spearheaded the 100% Campaign: Health Insurance for Every California Child. This campaign is implementing a pilot program in Fresno County, supporting a partnership between the Central Valley Children's Services Network (a child care resource and referral agency) and the Fresno Health Consumer Center (FHCC), an advocacy group and health insurance enrollment organization, to increase children's enrollment in low-cost health care programs. This pilot project provides outreach to families in three ways:

- It encourages child care providers to distribute flyers about health insurance to parents.
- It informs parents seeking child care about how FHCC can help them enroll in health coverage (by providing FHCC contact information to parents and conducting a follow-up call to interested families to offer enrollment assistance).
- It includes FHCC contact information with every child care application mailed, and reminds parents who are on the waiting list for subsidized child care about how FHCC can help them apply for health insurance.

For more information on child health:

- Fresno pilot project or the 100% Campaign, visit www.100percentcampaign.org.
- Child health and safety or to access Quality Early Education and Child Care from Birth to Kindergarten, visit www.healthychildcare.org or e-mail hcca@aap.org.
- Center on Budget and Policy Priorities: Enrolling Children in Health Coverage Before They Start School, see http://www.cbpp.org/10-1-01health.pdf.

SCHOOL READINESS

In "Where We Stand: NAEYC on School Readiness," the National Association for the Education of Young Children says that school readiness requires access to opportunities. More and more, states are increasing these opportunities, accepting the research and recognizing that to close achievement gaps in later years they need to invest in children's education at earlier ages. Therefore, they have begun to fund pre-kindergarten for 3 and 4 year olds. According to NAEYC, "The absence of basic health care and economic security places many children at risk for academic failure before they enter school. Families…are not always able to prepare their children for a school setting." Early childhood and resident services programs can be a valuable support to help children prepare for school.

For more information on school readiness:

- NAEYC position's statement on school readiness: http://www.naeyc.org/positionstatements/school_readiness
- Cost Quality and Outcomes Study Goes to School: http://www.fpg.unc.edu/~ncedl/PDFs/CQO-es.pdf

SOCIAL OUTCOMES AND JUVENILE CRIME

A study of preschoolers that began 40 years ago in Ypsilanti, Mich., the High/Scope Perry Preschool study, has shown that children from a quality preschool program out-performed a control group in educational achievement, economic

performance and employment, and had a lower incidence of arrests for violent crimes as well as drug and property crimes. More males raised their own children. More participants, male and female, got along very well with their families. This is just one example, albeit a very significant one, of the growing body of research that is showing the positive effects over time of quality early childhood education.

"America's Child Care Crisis: A Crime Prevention Tragedy" (2000), by Fight Crime: Invest in Kids, found that young people who spend their early years in high-quality child care are half as likely to be arrested later. The report compared the juvenile arrest records of 1,000 18-year-olds who had been enrolled in those centers as children, with similarly at-risk youths who had received full-day kindergarten, but not the pre-school and parent-coaching program provided by the centers. Of those who had only kindergarten, 26 percent had had at least one juvenile arrest and 15 percent had had two or more arrests as juveniles. Of those who had attended the pre-school program, 16 percent had had at least one arrest and 8 percent had had two or more. The complete report is available at http://www.fightcrime.org.

For more information on social outcomes and juvenile crime:

- The High/Scope Perry Preschool Study Through Age 40: http://www.highscope.org/Content.asp?ContentId=219
- The Abecedarian study in North Carolina is another key study in this area: http://www.fpg.unc.edu/~abc/

Economic Impact

Finally, a growing number of studies are showing the broader economic impacts of quality early education experiences on individuals as they grow into adulthood. Common findings include:

- Increased tax revenues resulting from increased employment and earnings
- Decreased welfare outlays, including Medicaid, Food Stamps, and Aid to Families with Dependent Children and general assistance (typically funded by counties)
- Reduced expenditures for education, health and other services, such as special education, emergency room visits and stays in homeless shelters
- Lower criminal-justice system costs, including arrest, adjudication and incarceration expenses

For more information on the economic impact of early childhood education:

- The Minneapolis Federal Reserve Bank has developed some highly acclaimed research on the economic outcomes of quality care. Early Childhood Development: Economic Development with a High Public

Return (March 2003): http://www.minneapolisfed.org/publications_papers/pub_display.cfm?id=3832

- Investing in Our Children: What We Know and Don't Know about the Costs and Benefits of Early Childhood Interventions (1998): http://www.rand.org
- The Alliance on Early Childhood Finance has an array of resources and links, including work from Cornell University on the regional economic impacts of child care: http://www.earlychildhoodfinance.org
- Economic Benefits of High-Quality Early Childhood Programs: What Makes the Difference? (February 2006), by Ellen Galinsky, published by the Committee for Economic Development: http://www.ced.org/.

For more general information on the effects of quality care on young children see:

- The resource database of the National Child Care Information Center at http://nccic.acf.hhs.gov
- The National Association for the Education of Young Children: http://www.naeyc.org

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TYPES OF CHILD CARE

Working parents require an array of child care choices depending on their individual circumstances and preferences. Parents working evening or weekend shifts, for example, may need home-based child care because centers are not open when they need them.

Even for care during traditional business hours, parents may prefer to keep their children, especially infants, in a home setting. Cultural preferences may also be a factor. For example, parents may want their children in care settings from within their own culture. Some parents, however, either want their children in a more school-like atmosphere that centers can provide or feel more comfortable with an established institution.

CENTER-BASED CHILD CARE

Here is some information on center-based child care, including funding streams.

Child Care Centers

- For-profit centers include national franchises (not generally found in low-income neighborhoods) and small entrepreneurial mom-and-pop businesses.
- Nonprofit centers range from stand-alone programs to multi-site operations. Stand-alone centers usually require at least 60 to 70 children to break even and are complex to manage, especially with subsidies.
- License-exempt centers include church-affiliated programs, programs that operate fewer than four hours per day and programs operated by school districts or government agencies (such as park and recreation departments).

Center-Based Funding Streams

- The Federal Child Care Development Fund (CCDF) provides child care funding from the U.S. Department of Health and Human Services.
- Head Start, a federally funded comprehensive services program for 3- to 4-year-olds, has income requirements for participation, generally runs part-day for the school year and is often linked to other programs for wrap-around services.
- State-funded pre-kindergarten programs operate in approximately 40 states, may have income requirements, are generally part-day and are often linked to other programs for wrap-around services.
- TANF dollars may be available, as determined state-by-state.
- Private pay by parents is sometimes on a sliding scale.

Before- and After-School Care in Either Centers or Homes

Before- and after-school care programs are designed to fill the gaps in parents' care schedules and, therefore, tend to be more varied than other forms of care. Here is some information on the different types of before- and after-school care.

- Programs are designed specifically for school-age children (ages 5 through 12).
- Some officially enroll; others are "drop-in" (drop-in care programs are often license-exempt).
- Care may be provided in schools, centers or through nonprofit organizations.
- Subsidies are usually available.

Home-Based Child Care

Many parents prefer home-based child care, particularly for their infants. The care can be offered in the provider's or child's home. Here is some information on the different types of home-based child care.

In-home care: The provider, often called a babysitter, nanny, au pair, etc., goes to the child's home.

- This type of care is not regulated by the government.
- The care is subject to state requirements for employment relationships.

"Kith and kin" care: Relatives, friends or neighbors provide care in their homes, and it is very common.

- This is largely unregulated by the government, although some states require certain standards if the provider receives public subsidy child care payments.
- Parents taking their children to kith and kin care are eligible for child care subsidies.

Family child care: The providers care for a small group of children in their own homes.

- Family child care is regulated by the government.
- Family child care must meet various requirements for home safety, provider training and qualifications and programming.

Group family child care: Providers care for larger groups of children in their own homes.

- Group family child care is regulated and must meet state requirements and regulations.
- Additional staffing and other requirements are based on the number of children being cared for.

CHILD CARE REGULATIONS

Regulations for both home-based and center-based child care include:

- Number of children in care
- Space
- Ratio of adults to children
- Training requirements for staff
- Inspections
- Complaints and penalties for violations
- Zoning
- Program

FOR MORE INFORMATION

For more information on the different types of child care, check out these resources:

Child Care Aware, "Types of Care," at: http://www.childcareaware.org. Child Care Aware is a nonprofit initiative committed to helping parents find the best information on locating quality child care and child care resources in their communities. It offers brief descriptions of the types of care and why parents choose each. Look under "What you should know" in the left navigation bar.

Enterprise Child Care Library Online, "Introduction to Child Care," at: http://www.enterprisecommunity.org/resources. This book is an overview of the child care industry for community-based organizations, community development corporations and other similar organizations seeking to address child care issues in their communities. It is designed for organizations with little knowledge or expertise in child care to use as a first step in gathering information. Please note that many additional references are listed in the Resources section at the end of the manual. The manual covers:

- The many types of child care programs that exist
- The regulatory system and types of funding for child care
- Questions for board members and staff
- Planning new programs
- A list of resources

Enterprise Resource Database, Child Care resources, at http://www.enterprisecommunity.org/resources.

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CHILD CARE REFERRAL SOURCES

GUIDE FOR COMMUNITY-BASED HOUSING DEVELOPERS

In preparation for making child care referrals, use this guide to identify key information and gaps in your agency's knowledge of child care needs and resources.

1. Your local child care resource and referral agency (CCR&R) can help you understand the need for child care in your area and find various resources to support your efforts. To find your local CCR&R, contact Child Care Aware, a service of the National Association of Child Care Resource and Referral Agencies at http://www.childcareaware.org or 1.800.424.2246.
2. To determine if child care assistance should be one of the services you focus on, first determine how necessary it is to your residents.
   - What percentage of your residents request child care assistance?
   - What percentage do you think can find their own care?
3. To properly manage the referral list of child care providers for your residents who need child care, create a list of the following and make sure you update the information every six months.
   - Your local CCR&R
   - Names and phone numbers of local child care centers, including their hours and charges
   - Names and phone numbers of licensed home-care providers, including their hours and charges
   - Names and phone numbers of unlicensed home-care providers, including their hours and charges
4. Decide how you want to verify quality, health and safety factors for the providers on your list. Consider such options as using your local CCR&R, relying on word of mouth, sending a staff person to review the premises or providing background checks on the unlicensed providers.
5. To help you determine if the providers on your list offer services that match your residents' needs, think about what type of care your residents currently use or have stated they need. Typically, what kind of child care arrangements are they looking for (weekday care, weekend care, overnight care, sick care, after-school care, etc.)? Typically, how much do they pay and how do they pay for it (subsidies, etc.)? Determining the answers to these questions will help you to assess whether or not the providers you have located will be able to meet your residents' needs.

6. To help you better understand when to look into possible child care referrals, think about when you normally get requests for assistance. Is it when the residents first move in? Does it happen all the time? Is it when your residents go into your workforce or education programs? When you determine this, you can create a system to make sure you are offering referral information when it is most likely to be needed.
7. If a resident's child care arrangements fall through (because a parent loses a job, for example) do you offer any support to help the resident through the crisis? If not, consider providing emergency child care funds for a family in need.

Taking the time to think through these questions will help you better prepare your organization to meet the child care needs of your residents.

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UNDERSTANDING CHILD CARE SUBSIDIES

Child care services can be paid for by subsidies available for income-qualified parents or by direct payments from parents. To be successful, child care businesses must have a thorough understanding of what kind of subsidies are available in their local market and how their local child care funding agencies function, as well as what the private-pay market will bear. If you want to start a child care initiative of any sort and you don't have experience with using the funding available to you, you'll need to rely on your child care partners.

Bear in mind that child care is an extremely under-funded industry. Personnel costs are extremely high because of important regulatory requirements regarding specific ratios of adult staff to children, which vary from state to state. (See http://nrc.uchsc.edu/STATES/states.htm for regulations in your state.) However, because child care pay scales are generally so low, it's difficult to retain quality staff. Fundraising is sometimes used to raise salaries and improve retention.

TYPES OF CHILD CARE SUBSIDIES

Subsidies for child care come in many forms and can be grouped in two general categories: portable subsidies and direct subsidies. While portable subsidies are tied to a family and follow the child to any selected program, direct subsidies are awarded to a specific program that serves a group of children.

Portable subsidies

- Parents' child care vouchers, certificates or purchase-of-service agreements can be funded by the Health and Human Services Child Care Development Fund or by the Temporary Assistance for Needy Families (TANF) program.
- Cash reimbursements are not common. However, Utah is an example of a state that pays the parent directly for child care, rather than paying the provider. Cash reimbursements are easier for TANF staff but disliked by child care providers.
- Privately funded scholarship programs that have been developed by individuals or organizations may be available locally, as a resource to help parents pay for care. Check with your local child care resource and referral agency to see if any programs exist in your area.
- Individual tax benefits include the Earned Income Tax Credit (EITC) or Child and Dependent Care Tax Credits. for more information on how tax benefits can support child care, visit the National Women's Law Center website (http://www.nwlc.org).
- Maternity benefits may be available under a disability insurance plan. Although not a subsidy to pay outside providers, partial or even total

wage replacement under temporary disability insurance plans are an inexpensive way to support parental leave for infant care, so a parent can stay home with a newborn child.

Direct subsidies

- Direct subsidies can be local, state or federal government contracts with child care providers to serve subsidized children or grants to improve child care.
- Examples of direct subsidies include federal grants from the Head Start Bureau of the U.S. Department of Health and Human Services for programs such as Head Start, Early Head Start, Migrant Head Start or Tribal Head Start.
- Other examples of direct subsidies include grants of fund allocations from a state education department or local school district for a pre-kindergarten or preschool program or foundation and other private-sector grants.
- Cost reimbursements from the U.S. Department of Agriculture's (USDA) Child and Adult Care Food Program also fall under the category of direct child care subsidies.

FOR MORE INFORMATION

To find out what subsidies are available in your area contact your local child care resource and referral agency, which can be found through the National Association of Child Care Resource and Referral Agencies at http://www.naccrra.org.

Enterprise Child Care Library Online, "Introduction to Child Care," at http://www.enterprisecommunity.org/resources. This book is an overview of the child care industry for community-based organizations, including community development corporations and other similar organizations, seeking to address child care issues in their communities. It is designed for organizations with little knowledge or expertise in child care to use as a first step in gathering information. Please note that many additional references are listed in the Resources section at the end of the manual. The manual covers:

- The many types of child care programs that exist
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RESOURCES FOR FINDING QUALITY CHILD CARE

Many, if not most, parents get child care referrals through word of mouth from friends or family. But almost every community has a child care resource and referral agency (also known as a CCR&R) that provides free listings of home-based providers and child care centers as well as guidelines for choosing high-quality care.

To find your local CCR&R, contact Child Care Aware, a service of the National Association of Child Care Resource and Referral Agencies (NACCRRA), at http://www.childcareaware.org or 1.800.424.2246.

Child Care Aware also offers a number of helpful guides to choosing quality child care on its website. Both of the resources listed below can be used with the "Child Care Search Worksheet for Parents," found in this section of this manual.

"Five Steps to Choosing Quality Child Care"

This guide provides five simple steps to looking for and maintaining quality child care and can be found online at: http://www.childcareaware.org/en/5steps.html.

"Evaluating a Child Care Provider"

This resource provides a checklist of quality indicators and can be found online at: http://www.childcareaware.org

FOR MORE INFORMATION

Child Care Aware: http://www.childcareaware.org. Child Care Aware is a nonprofit initiative committed to helping parents find the best information on locating quality child care and child care resources in their communities.

Healthy Child Care America, "How Do I Find Quality Child Care?": http://www.healthychildcare.org. This site offers links to both local and national child care resource and referral organizations.

Healthy Child Care America, "How Do I Evaluate a Child Care Provider?": http://www.healthychildcare.org/ccp_eval.cfm. This site provides a checklist on determining quality child care, from the American Academy of Pediatrics.

Enterprise Child Care Library Online, "Introduction to Child Care," at: http://www.practitionerresources.org/cache/documents/197/19702.pdf. This book is an overview of the child care industry for community-based organizations, including community development corporations and other similar organizations, seeking to address child care issues in their communities. It is designed for or-

ganizations with little knowledge or expertise in child care to use as a first step in gathering information.

Please note that many additional references are listed in the Resources section at the end of the manual. The manual covers:

- The many types of child care programs that exist
- The regulatory system and types of funding for child care
- Questions for board members and staff
- Planning new programs
- A list of resources

Enterprise Resource Database, Child Care Resources, at http://www.enterprisecommunity.org/resources, and look under the Enterprise Resources Database in the left navigation bar. Then look for "Child Care" under the "Topics" heading on the left navigation bar for a variety of resources on child care.

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SURVEY TO DETERMINE PARENTS' CHILD CARE GOALS

You can use this survey to determine your residents' specific child care goals.

1. Do you have children? ☐ Yes ☐ No
   a. If yes, how many? _____
   b. If yes, please list ages. _____

2. Are any in paid child care? ☐ Yes ☐ No
   a. If yes, list ages. _____

3. What type of care is each child in? *(Place a check mark in the box for each child.)*

Child	Age	
1	____	☐ Center ☐ Licensed home-based care ☐ Relative ☐ Friend ☐ In child's home
2	____	☐ Center ☐ Licensed home-based care ☐ Relative ☐ Friend ☐ In child's home
3	____	☐ Center ☐ Licensed home-based care ☐ Relative ☐ Friend ☐ In child's home
4	____	☐ Center ☐ Licensed home-based care ☐ Relative ☐ Friend ☐ In child's home
5	____	☐ Center ☐ Licensed home-based care ☐ Relative ☐ Friend ☐ In child's home
6	____	☐ Center ☐ Licensed home-based care ☐ Relative ☐ Friend ☐ In child's home

4. Where is the child care located? *(Place a check mark in the box line for each child.)*

Child	Age	
1	____	☐ Close to home
		☐ Close to work
		☐ Close to school
		☐ Other
2	____	☐ Close to home
		☐ Close to work
		☐ Close to school
		☐ Other
3	____	☐ Close to home
		☐ Close to work
		☐ Close to school
		☐ Other
4	____	☐ Close to home
		☐ Close to work
		☐ Close to school
		☐ Other
5	____	☐ Close to home
		☐ Close to work
		☐ Close to school
		☐ Other
6	____	☐ Close to home
		☐ Close to work
		☐ Close to school
		☐ Other

5. Why did you choose this type of care? *(Check all that apply.)*
   - ☐ Trust
   - ☐ Location
   - ☐ Cost
   - ☐ Hours
   - ☐ Other, specify: _____

6. How difficult or easy was it to find care? *(Check the one that applies the most.)*
   - ☐ Very easy
   - ☐ Somewhat easy
   - ☐ Not very easy
   - ☐ Difficult

7. How satisfied are you with your current care? *(Check the one that applies the most.)*
   - ☐ Very satisfied
   - ☐ Somewhat satisfied
   - ☐ Not very satisfied
   - ☐ Dissatisfied

8. Does the care not meet any of your needs, such as language spoken?
   ☐ Yes, specify: _____
   ☐ No

9. How much do you pay each month for child care? $ _____

10. What is your household income each month? $ _____

11. Do you consider your care affordable? *(Check one.)*
    ☐ Yes ☐ No

12. Do you receive assistance in paying for your child care? *(Check one.)*
    ☐ Yes ☐ No
    a. If yes, from whom? _____

13. Do you have to make a co-payment for your child care? *(Check one.)*
    ☐ Yes ☐ No
    a. If yes, how much? _____

14. Would you prefer to have a different child care arrangement? *(Check one.)*
    ☐ Yes ☐ No
    a. If yes, what kind? _____

15. Which of these obstacles is keeping you from a different child care arrangement? *(Check one.)*
    ☐ It's not available
    ☐ It's too expensive
    ☐ I can't get there

16. How many adults are living in your household? _____

17. What is the marital status of each adult? *(Check all that apply.)*
    ☐ Married
    ☐ Single
    ☐ Partnered
    ☐ Other comments: _____

18. How many of these adults currently work full-time? _____

19. How many of these adults currently work part-time? _____

20. What are the adults' work schedules? *(Check all that apply.)*
    ☐ Days
    ☐ Nights
    ☐ Weekends
    ☐ Changing shifts

21. If an adult in the household is not working but would like to be, is lack of child care one of the reasons? *(Check one.)*

☐ Yes ☐ No

22. Is there anything else that would help you with child care? _____

_____

_____

FOR MORE INFORMATION

Child Care Aware, "Tools for Parents, Choosing Child Care" at http://www.childcareaware.org/en/. Child Care Aware is a nonprofit initiative committed to helping parents find the best information on locating quality child care and child care resources in their communities. Look under "Tools for Parents" in the left navigation bar. You'll find a list of questions under a variety of headings that will help you determine the best child care for your needs.

Enterprise Child Care Library Online, "Introduction to Child Care," at http://www.enterprisecommunity.org/resources/. This book is an overview of the child care industry for community-based organizations, including community development corporations and other similar organizations, seeking to address child care issues in their communities. It is designed for organizations with little knowledge or expertise in child care to use as a first step in gathering information. Please note that many additional references are listed in the Resources section at the end of the manual. The manual covers:

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CHILD CARE SEARCH WORKSHEET FOR PARENTS

Page #____

Use this worksheet to take notes on each provider you visit while searching for child care.

My Name: _____

Date Started: _____

Location: _____

Provider Name:	1. _____	2. _____
Location:	_____	_____
Type of Care/ License and # of Children	☐ Center ☐ Family ☐ Group family ☐ In a network (name) _____ ☐ Other: _____	☐ Center ☐ Family ☐ Group family ☐ In a network (name) _____ ☐ Other: _____
Referred by:	_____	_____
Phone:	_____	_____
Contact	Date of first call: _____ ☐ Never answered	Date of first call: _____ ☐ Never answered
Hours	Day: from _____ to _____ Evening until: _____ Overnight until: _____ Saturday until: _____ Sunday until: _____	Day: from _____ to _____ Evening until: _____ Overnight until: _____ Saturday until: _____ Sunday until: _____

Cost	$/per	Hour	Day	Week	$/per	Hour	Day	Week
	Infant	_____	_____	_____	Infant	_____	_____	_____
	Toddler	_____	_____	_____	Toddler	_____	_____	_____
	Preschool	_____	_____	_____	Preschool	_____	_____	_____
	School age	_____	_____	_____	School age	_____	_____	_____

Payments Accepted	☐ Cash ☐ TANF Voucher ☐ CC Subsidy Voucher ☐ ACD Voucher ☐ Other: _____	☐ Cash ☐ TANF Voucher ☐ CC Subsidy Voucher ☐ ACD Voucher ☐ Other: _____
Interview/Visit (date)	_____	_____

Home Child Care Checklist Completed (date)	_____	_____
Reference Names and Phone Numbers	1. _____ 2. _____	1._____ 2._____
Rank	☐ Main care ☐ Back-up care ☐ Second back-up care ☐ Not a match	☐ Main care ☐ Back-up care ☐ Second back-up care ☐ Not a match
Accepted/Start Date	_____	_____
Waiting List Date	_____	_____
Expected Opening Date	_____	_____

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HOW SAFE IS YOUR (OR YOUR PROVIDER'S) HOME?

Use the information provided in this document to evaluate how safe a child care provider's center or home is.

INDOOR SAFETY AND HEALTH

Use these checklists to assure that your child's care provider offers a safe indoor environment.

- There are no sharp, pointed or rough edges within children's reach.
- Children's physical well-being is assured through careful supervision.
- There are no paint chips or dust on floors, window sills or wells. Paint on walls, ceilings, windows, baseboards, floors or any other surface is not peeling or flaking. Walls and ceilings are free of holes or large cracks, and no asbestos insulation is exposed.
- Any heavy furniture or equipment is stable or securely anchored.
- Privacy locks on doors, including bathroom doors, cannot be reached by children. Or, locks can be opened quickly from the outside.
- Hot items, including beverages, are kept out of children's reach.
- Working smoke detectors and carbon monoxide detectors are installed on each floor of the home and near cooking and sleeping areas.
- A working fire extinguisher is located near the kitchen and on each floor of the home that is used by children. Instructions for using the fire extinguisher are posted and the recommended expiration date has not passed.
- Every electrical outlet within children's reach is in use or covered with a choke-proof, child-resistant device.
- All electrical cords within children's reach are secured. No cords are placed under rugs or carpeting.
- Each space used by children has at least two exits that lead to the ground level. If there is only one exit, the provider has a plan for how to evacuate children through a window. Access to exits is unobstructed. Stairs with more than three steps have railings that children can use.
- Secure gates or barriers are present at the top and bottom of all areas used by children age 2 or under. Gates meet current safety standards, including no pressure gates or accordion gates.
- Windows that are opened have screens in good repair, unless the region is free of flying insects.

KITCHEN

- Food is stored, prepared and served to children in a sanitary manner.
- If high chairs are used, they have a wide base. High chairs attached to a table or another chair have a t-shaped restraint or harness that is fastened when used with children younger than age 2.
- If children age 2 or younger enter the kitchen, lower cupboards are free of dangerous items or have child-proof latches.

- Dishes, utensils and cooking and serving items are washed in a dishwasher; washed in clean, hot, soapy water, rinsed and air dried; or disposable dishes, cups and utensils are used.
- Containers for wet garbage are plastic-lined and covered with a step-operated lid or located out of reach of children.
- The stove is used safely:
  - Pan handles are turned to the back of the stove.
  - Back burners are used when available.
  - Stove and oven knobs are removed or covered when not in use, or there are safety knobs, or they are out of children's reach.
  - Children are not permitted to play within three feet of the stove when it is in use.
  - Children age 5 and older may cook on the stove if they are carefully supervised and they have secure footing.
- A cold pack or equivalent (such as a package of frozen peas or corn) is kept in the freezer or refrigerator in case of injuries.

BATHROOM AND DIAPER-CHANGING AREA

- Diaper-changing area is separated from food areas.
- If a potty chair is used, it is washed and disinfected after each use or used by only one child.
- Children can reach faucets, using a secure stool if needed or they are held while washing hands.
- Soap and warm running water are used for hand washing when children are in the home. Paper towels are provided or each child has an assigned towel that is used consistently, does not touch other towels and is laundered frequently. Hand-washing gels or wipes may be used outdoors.
- Provider, assistants and children wash their hands:
  - Before preparing food or eating
  - After toileting, diaper changing and contact with bodily fluids
  - When hands are dirty
- Standard health precautions are followed. Blood-contaminated articles are carefully taken care of in one of these ways:
  - Disposed of
  - Cleaned and disinfected
  - Wrapped in plastic and sent home with parents

EQUIPMENT AND MATERIALS

- All equipment and materials are safe and in good repair.
- If there is a toy chest, it has safety hinges and air holes, or there is no lid.
- There are no movable baby walkers. Stationery saucers are permitted.
- There are no flammable materials, matches or lighters or poisonous materials, including tobacco, cosmetics and cleaning supplies.
- Art materials are non-toxic.

- Children ages 2 and younger do not have access to objects that are choking hazards (1/4 inch to 1 1/4 inches in diameter).
- A first aid kit is readily available and taken along if children go on field trips. It includes:
  - First-aid instructions
  - Disposable latex or non-porous vinyl gloves
  - Hydrogen peroxide
  - Syrup of ipecac (within expiration date and used only upon expert advice)
  - Tweezers
  - Bandage tape
  - Sterile gauze
  - Scissors (if taken on field trips)
- There are no latex balloons within reach of children age 3 and younger.

OUTDOOR SAFETY CHECKLIST

The following standards apply to all outdoor areas used by children:

- All equipment and materials are safe and in good repair.
- There are no sharp, pointed or rough edges.
- Play space, including neighborhood playground if used, is free of bare soil, paint chips, animal feces, broken glass or trash.
- There is no flaking or peeling paint on any exterior surface, including buildings, fencing and playground equipment.
- Fencing or latticework encloses spaces under porches.
- A fence or natural barrier encloses outdoor play space or traffic is not a hazard. Any pond, well or other hazard is fenced off.
- Climbing equipment, swings and slides are stable or securely anchored.
- Cushioning materials are placed under any swings, slides or climbers more than 36 inches above the ground, as well as in a surrounding fall zone of at least 36 inches.
- Any swings are free of pinch points or open "S" hooks.
- There are no flammable materials, matches or lighters or poisonous materials, including weed or pest killers.
- If there is a sand area or sand box, it is covered when not in use and free of pet odors.
- For children age 2 or younger, playing in water is limited to:
  - Sprinklers
  - Pools filled no more than 1 inch deep with water
  - Containers less than 6 inches wide
  - Containers that are raised to at least children's elbow height
- If there is a swimming pool:
  - Life-saving equipment is available in the pool area.
  - Access to the pool is barred when not in use.
  - If the pool is in-ground, it is surrounded by a barrier at least 4 feet above the ground that children cannot climb.
  - If the pool is above-ground, sides are at least 4 feet high and the ladder is locked or removed when not in use.
  - Children age 3 and older can use the pool if supervision is vigilant.

FOR MORE INFORMATION

For more information on choosing a safe and healthy child care setting, see http://nrc.uchsc.edu/ or contact your local child care resource and referral agency by checking: http://www.childcareaware.org.

Help Yourself to a Healthy Home: Protect Your Children's Health, from the U.S. Department of Housing and Urban Development, Office of Healthy Housing and Lead Hazard Control: http://www.hud.gov/offices/lead/.

Protect Your Family from Lead in Your Home, from the U.S. Environmental Protection Agency: http://www.epa.gov/opptintr/lead/.

Lead in Water: Questions and Answers, from the U.S. Centers for Disease Control and Prevention, Childhood Lead Poisoning Prevention Branch: http://www.cdc.gov/nceh/lead/.

Lead Paint Safety: A Field Guide for Painting, Home Maintenance, and Renovation Work, from the U.S. Department of Housing and Urban Development, Office of Healthy Housing and Lead Hazard Control: http://www.hud.gov/offices/lead.

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RESOURCES AND TOOLS FOR SUPPORTING CHILD CARE PROGRAMS

Most of the resources listed in this document are available online. However, specific URLs (or webpage addresses) can change. So, when applicable, both the organization's main URL and the direct URL for the resource are listed. If the direct URL doesn't work, go to the organization's main URL, and search for the resource from there.

DEVELOPING CHILD CARE PROGRAMS

Use these resources to gather information on developing child care programs.

- Child Welfare League of America (http://www.cwla.org) offers information on protecting children and strengthening families, including programs supporting both regulated and license-exempt child care.
- Enterprise's Child Care Library can be accessed on Enterprise's website (http://www.enterprisecommunity.org/resources). Look under the left navigation bar for Child Care Library. The library includes seven manuals. One of those, *Understanding Child Care Supply and Demand in the Community*, provides a market assessment tool that determines local child care need and compares existing providers and centers to determine gaps in care.
- National Association for the Education of Young Children (http://www.naeyc.org) provides information about early learning, child development and quality care, national program accreditation for centers and policy and advocacy resources for early childhood professionals and parents.
- National Institute on Out-of-School Time (http://www.niost.org) provides information and guidance on developing quality after-school programs, including activities and opportunities for children, youth and families during non-school hours.

ENVIRONMENTAL HEALTH HAZARDS

The following resources will help you to research environmental health hazards to ensure that children are cared for in environmentally safe homes and centers.

- The U.S. Department of Housing and Urban Development's Office of Healthy Homes and Lead Hazard Control (http://www.hud.gov/offices/lead) provides a variety of resources for residents and landlords, including:
  - Publications on how to address lead-based paint for both residents and landlords, including *Lead Paint Safety: A Field Guide for Painting, Home Maintenance, and Renovation Work* and *Help Yourself to a Healthy Home: Protect Your Children's Health* (http://www.hud.gov/offices/lead/)

  - A table summarizing the Lead-Safe Housing Rule requirements (http://www.hud.gov/offices/lead/)

- Environmental Protection Agency (http://www.epa.gov) offers a pamphlet, *Protect Your Family from Lead in Your Home* (http://www.epa.gov/lead/pubs/leadprot.htm).
- National Center for Healthy Housing (http://www.nchh.org) provides information on protecting children from environmental health hazards, including lead.
- Office of the New York State Attorney General (http://www.oag.state.ny.us) offers *Look Out for Lead: A Guide for Tenants with Preschool-Age Children* (http://www.oag.state.ny.us/bureaus/environmental/lead96.html).

FACILITIES DESIGN

The following resources will help you with designing child care facilities.

- American Institute of Architects (http://www.aia.org) provides an online search engine to help you find an architect with experience in designing child care facilities
- *Child Care Design Guide* by Anita Rui Olds is a key resource for the field. You can purchase it from Amazon (http://www.amazon.com).
- Enterprise's Child Care Library (http://www.enterprisecommunity.org/resources) includes seven manuals. *Developing a Child Care Center* provides guidance for community-based organizations that are considering developing child care centers in their communities.
- L.A. Community Design Center offers sample designs for child care homes. For information, send an email to: hn0317@handsnet.com or call 213.629.2702.
- Portland Community Reinvestment Initiatives, Inc. (http://www.pcrihome.org) in Portland, Ore., renovated existing units to suit a family child care business. For information, call 503.288.2923.
- ROSE Community Development Corporation (http://www.rosecdc.org) in Portland, Ore., builds housing for rent or purchase that can be used for child care. For information, call 503.788.8026.

FUNDING

The following resources will provide you with information on funding sources for child care programs:

- Alliance on Early Childhood Finance (http://www.earlychildhoodfinance.org) offers a range of resources on financing child care and education.

- Center on Budget and Policy Priorities (http://www.cbpp.org) provides information and outreach materials on the Earned Income Tax Credit.
- Federal Child Care Bureau (http://www.acf.hhs.gov/programs/ccb) has a variety of helpful listings:
  - Child Care Development Fund (CCDF) allocations by state (http://www.acf.hhs.gov/programs/ccb/policy1/archives/im0201/finall02.htm)
  - Child care grants and funding opportunities (http://www.acf.hhs.gov/grants/index.html)
- Children's Defense Fund (http://www.childrensdefense.org) offers two publications, *Child Care Subsidy Policy: An Introduction* and *School-Age Care: Federal Funding Opportunities,* that describe available funding streams for child care programs and how to access them. The Children's Defense Fund also publishes an annual overview of state child care initiatives.
- Enterprise's MoneyNet™ database (http://www.enterprisecommunity.org/resources, look for MoneyNet or FundingNet) can be used to locate private funding sources for your child care program. It also includes fundraising fundamentals, a tutorial that takes you through the fundraising process step-by-step.
- Ewing Marion Kauffman Foundation (http://www.kauffman.org) offers a detailed catalog of financing solutions, *Financing Child Care in the United States*. Order a printed copy by email: fplus@swbell.net or fax 816.221.0221.
- National Children's Facilities Network (http://www.ncfn.org) members provide financing for child care facilities.
- Insight Center for Community Economic Development (http://www.insightcced.org/) offers a variety of publications related to financing child care, the economic impact of child care and other child care topics.
- Peninsula Children's Center (http://www.penchild.org) in Portland, Ore., used funding from a religious order to finance construction of a child care center. For more information, call 503.280.0534.
- National Women's Law Center (http://www.nwlc.org) offers information on the Dependent Care Tax Credit and other tax supports for child care.
- Small Business Administration (http://www.sba.gov) offers financing and contact information for local offices.
- U.S. Department of Agriculture (http://www.usda.gov) sponsors the Child and Adult Care Food Program.

GENERAL INFORMATION

Use the following resources for general information on child care.

- Bank Street College's Institute for a Child Care Continuum (http://www.bankstreet.edu/kithandkin/index.html) offers information about research, programs and policies for working with license-exempt child care providers.
- Early Head Start National Resource Center (http://www.ehsnrc.org) provides information on Early Head Start programs.
- Enterprise (http://www.enterprisecommunity.org/resources) provides a wealth of information on child care, including the Child Care Library, which features a series of seven manuals:
  - *Introduction to Child Care for Community-Based Organizations*
  - *Understanding Child Care Supply and Demand in the Community*
  - *Organizing and Supporting Home-Based Child Care*
  - *Financing Family Child Care*
  - *Landlord and Tenant Issues for Family Child Care, Volume 1: A Resource for Landlords*
  - *Landlord and Tenant Issues for Family Child Care, Volume 2: A Resource for Providers*
  - *Developing a Child Care Center*
- Families and Work Institute (http://www.familiesandwork.org) provides the latest research on work-life issues, including the impact of state, business, government and community efforts to improve the quality and affordability of early education and care.
- National Child Care Information Center (http://nccic.org) offers a comprehensive source for child care information, organizations, research, data, expertise and local contacts.
- National Children's Facilities Network (http://www.ncfn.org) offers information on child care facilities issues; initiates legislation and regulations affecting low-income child care and Head Start facilities; and develops and supports various financing strategies, initiatives and programs. Check the network's website to see if one of its members serves your community.

HOMEOWNERSHIP

Use these resources for information on combining child care and homeownership initiatives.

- Enterprise's *When Housing and Child Care Meet* is a 200-page book that includes case studies on developing homeownership programs for providers. The PDF can be downloaded for free at http://www.enterprisecommunity.org/resources.
- Building Child Care's (http://www.buildingchildcare.org) *A Guide to Homeownership for Family Child Care Providers*, available online as a PDF, presents an overview of steps to take when considering buying a home in which to operate a family child care business.

LEGAL INFORMATION

Use the following resources to gather information on legal issues related to child care.

- Child Care Law Center (http://www.childcarelaw.org) is devoted exclusively to the complex legal issues that affect child care, including public benefits, civil rights, housing, economic development, family violence, regulation and licensing and land use. Go to the center's website for information on its related publications.
- Enterprise's manuals in the Child Care Library (http://www.enterprisecom munity.org/resources; look under left navigation) that discuss lease issues are:
  - *Landlord and Tenant Issues for Family Child Care: Volume 1: A Resource for Landlords*
  - *Landlord and Tenant Issues for Family Child Care: Volume 2: A Resource for Providers*

PARENTS

The following resources would be especially helpful for your residents who are searching for child care.

- Child Care Aware (http://childcareaware.org) provides information on available local child care.
- National Partnership for Women and Children (http://www.national partner ship.org) provides information about parental leave rights and benefits in each state.

PARTNERSHIPS

The following resources will provide you with information about and best practices in building partnerships to create a child care program.

- Building Child Care in California (http://www.buildingchildcare.org) offers publications related to community-based planning for child care that can be used in any state (http://www.buildingchildcare.org/index.php?page=publications).
- Enterprise's *When Housing and Child Care Meet* describes partnerships between the affordable housing community and the child care community. A PDF of this 200-page book can be downloaded from Enterprise's website (http://www.enterprisecommunity.org/resources).
- National Center on Children in Poverty (http://www.nccp.org) at Columbia University offers an online publication, *The Role of Community Development Corporations in the Development of Young Children*.
- Insight Center for Community Economic Development (http://www.insightcced.org/) offers publications related to community-based planning for child care.

- Pew Charitable Trusts (www.pewtrusts.com) has published *Preschool for All: Investing in a Productive and Just Society*, available on its website.
- QUILT, Quality in Linking Together, (http://nccic.acf.hhs.gov/quilt/fiscal.html) is a national training and technical assistance project that supports full-day, full-year child care and early education partnerships.

STAFFING

The following resources will provide you with information about staffing child care programs.

- National Association for the Education of Young Children (http://www.naeyc.org) offers recommended maximum staff-to-child ratios by group size.
- National Resource Center for Health and Safety in Child Care (http://nrc.uchsc.edu) provides most states' required ratios of personnel to children. Also contact your local government child care bureau; many cities and localities have their own regulations as well.

STARTING AND RUNNING A CHILD CARE BUSINESS

Use the following resources to gather information on starting and running a child care business.

- Dun and Bradstreet (http://www.dnb.com/us/) offers a free Business Information Report, which may be obtained by calling 1.800.234.3867.
- Redleaf National Institute (http://www.redleafinstitute.org) provides helpful information and resources for starting and operating family child care businesses.
- Redleaf Press (http://www.redleafpress.org) offers several publications, including *Family Child Care Contracts and Policies,* which can help providers start or operate a child care business. Topics include record keeping, contracts, policies, taxes and marketing.
- ROSE Community Development Corporation (http://www.rosecdc.org) in Portland, Ore., has information about developing a child care provider loan fund and using barter in a child care business. For more information, call 503.788.0826.

STATE AND LOCAL INFORMATION

Use the following resources to gather state and locality-specific information on child care regulations in your area.

- Children's Defense Fund (http://www.childrensdefense.org) provides state-specific information about child care and family well-being.
- Early Head Start National Resource Center (http://www.ehsnrc.org) offers state-specific information on Early Head Start programs.

- Early Childhood Learning & Knowledge Center (http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices) provides listings of local Head Start programs.
- National Association for Child Care Resource and Referral Agencies (http://www.naccrra.net or 1.800.424.2246) provides listings of local child care resource and referral (CCR&R) agencies as well as other resources.
- National Association for the Education of Young Children (http://www.naeyc.org) offers information about accreditation and each state's pre-kindergarten initiatives. Find information about accreditation, including recommended children-to-adult ratios, at http://www.naeyc.org/academy/families/overview. Find out more about your state's prekindergarten initiatives at http://www.naeyc.org/policy/statetrends#prek. Click on State Prekindergarten Programs Facts for a PDF report.
- National Child Care Information Center (http://www.nccic.org) provides:
  - State child care and development fund contacts at http://www.nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=ccdf.
  - Information on state CCDF plans at www.nccic.org/pubs/stateplan/intro.html.
  - A listing of state child care licensing agencies at http://www.nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=licensing.
- National Institute for Early Education Research (http://nieer.org) offers data on state early education initiatives.
- National Resource Center for Health and Safety in Child Care (http://nrc.uchsc.edu/) offers state child care regulations and states' required ratios of personnel to children.

TECHNICAL SUPPORT

- National Association for Family Child Care (http://www.nafcc.org) provides technical support for family child care professionals and associations, in many areas, including quality enhancement and professionalism through its Family Child Care Accreditation.

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Section 4:
YOUTH EDUCATION AND SERVICES

CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

Volume Two: Enhanced and Comprehensive Resident Services
Revised and Expanded Edition

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YOUTH EDUCATION AND SERVICES

Out-of-school time mentoring and education enrichment programs in housing-based settings are among the most effective efforts to help children enhance learning, complete high school and advance to college or other post-secondary education, according to anecdotal evidence. Over their lifetimes, high school graduates earn roughly $300,000 more than those who fail to receive a diploma and this number increases significantly for two-year and four-year college degrees.

INTRODUCTION TO YOUTH EDUCATION AND SERVICES

Housing-based resident services provide unique opportunities to reach and engage children and older youth where they live. Education enrichment and other youth activities are important to support low-income families whose low-income parents are likely working long hours at low-wage jobs. This section provides guidance on out-of-school time programs that can help children succeed in school, finish high school and move on to post-secondary education in two-year or four year colleges, job training or jobs with advancement potential.

AFTER-SCHOOL EDUCATION ENRICHMENT PROGRAMS

After-school or out-of-school time programs for elementary and early middle school students are often core offerings of housing-based resident services programs. Homework help and educational support are critically needed in low-income communities, where school systems tend to be low-performing, and working parents don't always have the time or ability to help their children with homework.

Parental work schedules can also cause school-age children to be unattended and home alone during the afternoon. A 1990 study found that eighth-graders left home alone after school reported greater use of cigarettes, alcohol and marijuana than those who were in adult-supervised settings. In a 2001 New York City survey, 60 percent of parents said they missed less work than before their child's enrollment in after-school programs. Fifty-nine percent said that the after-school programs supported them in keeping their jobs.

The resources provided here help affordable housing owners plan for directly providing or connecting children to existing after-school programs.

YOUTH PROGRAMS

Pre-teens and teenagers have a critical need for strong supports and healthy places to be. This need arises from the unique issues related to young people's physical, social and emotional development. For example, during a child's preteen or early teen years, the external world, beginning with their circle of peers and moving outward to the world at large, has a tremendous effect on the choices they make. The environment and youth programs that housing organizations provide can make a real difference in the lives of school-age children and their futures, providing them with safe, enjoyable social and educational activities as well as positive role models.

Some compelling reasons for affordable housing organizations to provide youth programs are:

- Teens who do not participate in an after-school program are nearly three times more likely to skip classes than teens who do participate.

- Each year more than a half-million youth leave school without a high school diploma, the necessary skills to compete in the labor market or the community supports they need to constructively engage with mainstream America.
- Teenagers consistently experience higher levels of motivation and cognitive engagement from constructive activities that occur outside of school.
- Funding for out-of-school time is targeted much more towards younger children, which leaves pre-teens and teenagers greatly underserved.
- A long-term study of effective youth programs found that youth who stayed in programs for more than two years reported increased self-control and self-respect, less involvement with crime and violence, and greater hope and higher expectations for their future.
- Young people are not the only ones to benefit from after-school programs. After-school programs have been referred to as "the new neighborhood." Positive effects extend to families, employers and communities. Research indicates that investments in after-school programs for youth are likely to have benefits for them and society that far outweigh the cost.

RESOURCES AVAILABLE IN THIS SECTION

1. **Starting an After-School Program**: This document will take you step-by-step through the process of starting an after-school program.

2. **Effective Administration and Policies for After-School Programs**: A good administrative structure sets up clear lines of accountability and authority, and should ensure that people both within and outside the organization know who is responsible for what. This document will help you create such a structure for your after-school program.

3. **Developing a Curriculum for an After-School Program**: This document will help you understand how to create a curriculum for an after-school child care program that stimulates children emotionally and intellectually and meets parents' goals.

4. **Finding Funding for an After-School Program**: It is vital for after-school child care programs to have multiple funding streams to ensure program sustainability. This document will help you find and tap into various funding streams.

5. **Hiring and Developing Staff for an After-School Program**: The exact make-up of any program's staff will depend on the program' goals and philosophy, the strengths and skills needed to round out a care-giving team, and the available applicants. This document will take you through the hiring process, staff development and evaluation for an after-school child care program.

6. **Making After-School Programs Effective: Enhancing School Success**: Creating inviting learning spaces and offering engaging, effective learning activities are the hallmarks of successful after-school programs. This document provides information on how to create successful after-school programs and offers case studies from successful programs.

7. **Enhancing Educational Success: Forging Connections Among Family, School and After-School**: This document describes the role that after-school programs, particularly those based in housing communities, can play in promoting connections among all three settings: home, school and after-school. Practices by successful after-school programs from two organizations are included.

8. **Evaluating After-School Programs**: When evaluating the quality of an after-school program, it helps to have uniform standards to use as a guide. This document outlines general standards developed by the National School-Age Care Alliance for various features of after-school programs.

9. **Creating Handbooks for an After-School Program**: A handbook detailing the rules and procedures for your after-school program is essential to maintaining consistency. This document provides an outline that you can follow to build effective handbooks for your after-school child care program.

10. **Designing Programs to Engage Youth**: Successful youth programs can reduce achievement gaps for low-income children by creating a space where family, neighborhood and school values are integrated. This document will help you to design such a program for your young residents.

11. **Encouraging Youth to Stay in School**: The lack of a high school degree often results in poverty, lower earnings and higher unemployment rates. This document will provide you with information and resources that you can use to convince your young residents to stay in school.

12. **Best Practice: Sure Track to College**: In Woonsocket, RI, NeighborWorks Blackstone River Valley (NWBRV) saw its young residents struggling to make the leap from high school to college. This document describes the program that NWBRV developed for elementary school children that put a focus on education and featured college as a very real and reachable goal.

13. **Student Introductory Survey**: This survey helps counselors to get an idea of what their students are doing in high school, their performance and their goals and was used as part of the Sure Track to College Program.

14. **Visioning the Future Worksheet**: This document, used in the Sure Track to College Program, helps young people to create a vision for their lives after school, describing what they want to achieve and how they will do it.
15. **Supporting Youth Employment**: Youth employment can offer teens and young adults an opportunity to earn income and begin developing a range of job skills and experience. Therefore, it is important for young people to learn both specific job-related skills and soft skills (such as understanding workplace behavior and work ethics) in order for them to succeed in the workforce.

16. **Summer Can Set Kids on the Right—or Wrong—Course:** This document makes the case for the importance of summer learning for children and youth, especially those from low-income families. This information and the remaining resources in this section were provided by the National Center for Summer Learning at Johns Hopkins University.

17. **Doesn't Every Child Deserve a Memorable Summer?:** This document describes the importance of summer learning, offers facts about the importance, tips on what program providers and others can do to provide summer learning for children and a description of a good summer learning program.

18. **Summertime and Weight Gain:** This resource describes research showing that children gain more weight during the summer, what we can learn from it and what it means for children and society as a whole.

19. **Parents' Checklist: How to Make the Most of Summer:** Parents can use this checklist to ensure that their children are continuing to learn over the summer. It also provides ideas for activities.

20. **Self-Assessment: Characteristics of Effective Summer Learning Programs:** This checklist helps program coordinators to determine if their programs incorporate the characteristics of effective summer learning programs.

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STARTING AN AFTER-SCHOOL PROGRAM

This document outlines the steps that your organization will need to take in order to start an after-school program for residents.

STEP 1: CONDUCT A NEEDS ASSESSMENT SURVEY

A needs assessment survey is useful for a number of reasons. For one, you can use the survey to convince local "movers and shakers" of the need for services. You can also easily turn the results into a press release and use the release to attract publicity. In addition, the survey will provide you with useful information for designing your housing-based after-school program.

Before you conduct your needs assessment, however, take a look at the data that has already been collected on your community. The current edition of the *U.S. Census of Population and Housing* will have general demographic data, including the number of children by age group, number of parents in the workforce and income characteristics. You can find this publication at your local public library. Check with your regional School Age Child Care Project (the Federal Child Care Development Fund, also called the Child Care and Development Block Grant or CCDBG, is one of the largest funders of after-school programs for children up to age 13 of low-income families), local Department of Public Welfare Office and the community development office in your city or town for statistics and other valuable information for the planning process.

Merely creating and sending out the needs assessment survey, of course, will not guarantee that you will get the information you need. Retrieving completed surveys is the greatest problem in getting reliable information; people don't like to fill out forms. You will get a higher return rate if your questionnaire is brief. The survey should be simple to answer and designed so that you can easily retrieve, compile and summarize the provided information.

One community got an excellent response by passing out surveys to children in the local elementary schools. Upon the return of a completed form, each child was rewarded with a sticker. In some communities a bilingual form, printed in English on one side and in the most common second language in your community on the other side, may obtain the largest response.

Your organization will probably want to design its own needs assessment form, tailored to the specific information you require. Be sure to include a cover letter that states the purpose of the survey and who is responsible. The name and phone number of at least one contact person and a deadline for returns are also important. Make it clear that the survey is in no way a promise that an after-school program will be established.

STEP 2: INVESTIGATE PARTNERSHIP OPPORTUNITIES

Find others who share your concerns, who confirm your perception that the need for after-school programs is pressing and who may also want to start a program. Talk with the local schools, staff of preschool day care centers and community agencies, such as YMCAs and Boys & Girls Clubs. Think broadly and creatively about who might want to be involved. The Junior League, League of Women Voters, Chamber of Commerce and mental health agencies have all played a part in promoting after-school programs in some communities. Parents, youth-serving or social service agencies and schools all benefit from working together.

In one community, a school district provided the space for a program, the Regional School Age Child Care Project provided staff training and development opportunities, the local YMCA offered its facilities for swimming lessons, and a local business offered an employee to assist pro-bono with the bookkeeping. This is one of innumerable examples of partnerships in the field of after-school programs.

Consider the various potential sources of assistance and cooperation in your community—churches, schools, business associations, social service agencies, a recreational facility, regional child care licensing offices, volunteer groups, the Cooperative Extension Service, preschool day care centers, public libraries and foster grandparents. Think about how a community-school collaboration could maximize the use of existing resources.

Remember that you have a continuum of possibilities, from schools that want their own programs to those that are willing to transport children to a center or family day care home after school. It is not necessary to have your program located in a school to collaborate financially with a school. Programs may work in tandem with the schools by sharing transportation costs, purchasing low-cost meals from school-run kitchens, participating in the bulk purchasing of supplies, sharing staff and so on.

STEP 3: ASSESS YOUR RESOURCES

Do you have the resources—facilities, support and money from projected parent fees or subsidies—that will make it possible to run a good program?

Keep in mind that not everyone who has indicated an interest in the program will use it. In fact, experienced providers have found that only about 20 to 30 percent of those who indicate that they would use such a service actually enroll their child when a program opens.

Find out if there is an existing program that could be changed or expanded to fill the need. The following organizations have all sponsored after-school programs:

- Preschool day care centers
- School departments
- City parks or recreation departments

- Churches
- Youth-serving agencies (YMCAs, Boys & Girls Clubs)
- Community agencies (ethnic and cultural organizations)

If you do not find an existing agency that seems right, you must decide if you are ready to begin the exciting but difficult process of starting your own program.

STEP 4: DESIGN YOUR PROGRAM

In designing the program, you will need to answer each of the following questions, work out the kinks and the details and then let the program grow naturally.

Where will the program be housed?

If there is one area of the program design that is inextricably linked to all the others, it is the space you choose. When developing new priorities, you may be able to include community space, either incorporated into a building or in a separate nearby facility. Otherwise look for free or low-cost space close by, so that you can save your limited financial resources for other expenses, such as staff and supplies. For example, many after-school programs share a room with a kindergarten, preschool program or art class.

Some options for available spaces include:

- Schools (public, private, no longer in operation)
- Churches and synagogues
- Community or municipal agency buildings (YMCAs, youth centers, libraries, etc.)
- Nursery schools and day care centers
- Commercial properties (store-fronts, space in industrial parks)

Who will attend the program?

You must decide the ages the program will serve, priorities for enrollment or eligibility (if any) and the maximum number of children you will accept (both at start-up and once the program is fully operational).

To some extent, the size of your program will be limited by the availability of affordable space. You also need to consider group size, the total number of children assigned to a team of adults, counselors or caregivers in an individual room and the staff-to-child ratio—the number of caregivers divided by the group size. This ratio is strictly regulated for child-care funded after-school programs, and it varies by state.

Both staff-to-child ratios and group sizes revolve around issues of cost and quality. Larger groups with lower ratios may certainly be less expensive, but they minimize the individualized attention and the activity choices open to the children. Smaller groups cost more, but allow for more staff attention to each child and a broader range of activities.

When will the program operate?

While year-round care covering out-of-school hours may be what most working parents need, you will also have to consider the costs involved in each option and the stipulations of your space agreements.

How will children get to and from the program?

Some programs do not provide transportation and are serving the parents and children well; others have extensive before- and after-school routes that cost thousands of dollars per year but are essential to their operations. Analyze your needs and consider the following alternatives:

- Children walk to the program unescorted.
- Children walk to the program escorted by staff.
- Children take public transportation.
- Parents arrange a carpool system.
- Schools transport children.
- The program purchases or leases a van or bus.
- The program shares a vehicle with another agency.
- The program hires a transportation or taxi company to transport the children.

Who will staff the program?

The quality of your staff will have a direct impact on the quality of the program. Therefore, you want to pay the highest salaries possible to attract and keep the best personnel. Salaries represent approximately 70-85 percent of program costs.

What are the costs?

One of the most difficult struggles in designing your after-school program is the continual pull between your income (parent fees, grants, in-kind contributions, etc.) and your expenses.

When you are opening a new program, you face two kinds of costs, each needing their own budget: start-up costs and operating expenses. Start-up costs are those one-time expenses you incur even before you begin to provide services. Examples of start-up costs include renovation fees, purchasing equipment and supplies, licensing fees and staff salaries during the planning period.

Your projected annual operating budget, on the other hand, is an estimation of your expenses and income for an ongoing program that has achieved some stability. Operating expenses include staff salaries and benefits, rent, equipment, materials and supplies, utilities, food and administration.

STEP 5: GAIN APPROVAL

Have a proposal prepared in writing to show that you have a carefully designed program. Remember that legal protection and financial responsibility will be uppermost concerns to those you are approaching. You will need to anticipate questions and know the answers; keep your management, board and partners informed; and keep fundraising, investment and interest in the program going.

The length of the written proposal can range from brief—a few pages—to very long and detailed, depending on the requirements of your board.

STEP 6: PUBLICIZE THE PROGRAM

It often takes a long time before an after-school program can operate at full capacity. Many parents adopt a "wait and see" attitude. The best time for opening an after-school program is during the fall. In that case, publicity and enrollment should be taken care of the previous spring. Try to use every possible way to let the community know of the new service and to build trust in its quality.

STEP 7: ENROLL CHILDREN IN THE PROGRAM

The enrollment and application process involves communication between parents and the program on a number of issues. You should be prepared to disseminate a number of written materials to parents prior to enrollment, including a statement of philosophy, description of the daily program and policies regarding transportation, fee payment, emergencies and medical care.

Now is the time to make decisions regarding the application process, contact person, information required, pre-registration fee or deposit, required visits or interviews, notification of admission, waiting list procedures and trial enrollments.

You will want to establish a policy on admissions and discharge criteria. Programs that receive public funds or use public facilities may be legally obligated not to refuse applicants with disabilities, for example.

Enrollment policies may be based on the child's age or grade; neighborhood or school; the family's employment or other status, such as level of income; children with special needs; or certain ethnic or racial minority groups. Programs receiving public funds will need to comply with the enrollment priorities of the funding source.

Following these steps will help make the process smoother and more efficient. But keep in mind, you will be faced with unforeseen obstacles along the way. It is always a good idea to seek expert advice from after-school support agencies, whether local or online, and professional child care, legal and regulatory guidance as you plan and staff your center.

ADDITIONAL RESOURCES

The Afterschool Alliance (http://www.afterschoolalliance.org) has a variety of resources on start-up and funding a program as well as various public relations and advocacy campaigns and links to research. Their 20-page Action Kit is helpful and available in English and Spanish.

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EFFECTIVE ADMINISTRATION AND POLICIES FOR AFTER-SCHOOL PROGRAMS

Every program has an organizational structure, whether it has been drawn up or simply evolved over the course of many months. A good administrative structure sets up clear lines of accountability and authority, and it should be developed well enough to ensure that people both within and outside the organization know who is responsible for what. This document provides advice on designing effective administrative structures for after-school programs.

ORGANIZATIONAL STRUCTURE

You must first decide who will be the governing body for the program. Your options include the program administrator, your organization's board of directors, a new board of directors for the after-school program or someone from outside of the organization or program. Regardless of whose role it is, these tasks must be carried out early in the program design:

- Establishing a program philosophy and mission
- Determining personnel practices and policies (these policies should be put into writing)
- Determining the program's by-laws, size, parent participation requirements and role in relation to other agencies or partner institutions
- Establishing a governing function and protocol

Parents can be involved in policy setting in different ways, ranging from running the program entirely to serving on an advisory committee that reviews policy. The overall task of managing the program is usually handled by a program director. Multi-site programs also need to have a site director, who may or may not work directly with the children, depending on the size of the program.

Administrators are often active in local or national advocacy or support organizations for after-school and child-care issues. In some areas, after-school program directors have joined together to form an association or support group. Such groups can share information and technical assistance, resources and personnel and provide political and moral support.

Individual programs are more likely to be able to provide specific after-school training for staff by pooling their resources with other programs or agencies in their area. In addition, food, equipment, supplies or transportation might be purchased in bulk. Also, a united group of program representatives makes a compelling showing when it counts. The pooled energies and resources of this group can get parents out to attend public meetings or attract media attention.

PARTNERSHIPS

One approach to implementing a cost-effective program is bringing in outside resources and forming partnerships. By working with area schools or churches,

you can maximize the use of your organization's existing resources by defraying some of the necessary costs for your program.

In considering how you might collaborate with these community institutions, remember that you have a continuum of choices, from schools and churches that want their own programs to those that are willing to transport children to an outside program. Moreover, a partnership may allow your program to share the costs of transportation, supplies or meals.

Here are five tips for maintaining productive partnerships:

- Be sure lines of responsibility and costs are agreed upon by all and are in writing.
- Make consistency a goal. Everyone involved in your partnership should have at least one meeting at the beginning of the program year, including custodial staff, secretaries and personnel who may be sharing space with you.
- Ensure that there is a procedure for parents to have real, meaningful involvement and offer input.
- Realize communication is the key to success in a partnership effort. Keeping the agency informed is among the most important tasks of the program staff.
- Invite agency personnel into the program area, allowing them to see first-hand the quality of your program.

You should address these four issues at the outset when forming the collaboration:

- Policy for the use of space by outside groups
- Accountability (who is responsible for the program and for any liability in case of injury to child or staff)
- Financial arrangements for use of space and other resources
- The impact of the program on the day-to-day operation of the agency

SETTING POLICIES

Your program needs to have established policies on a number of subjects, as well as the procedures you will use to carry them out. Some areas that require such policies include:

- Enrollment
- Hours of operation
- Transportation
- Health and safety
- Food
- Behavior management
- Parent involvement
- Personnel
- Finances
- Child abuse and neglect reports

If your program is funded using public money, it is important that your policies reflect those set by your funding agency. Failure to do so could put your funding in jeopardy.

While you will want to develop your own policies, it is not necessary to reinvent the wheel. Check with nearby programs and request copies of their policies and handbooks to use as a guide. You can also check the "Creating Handbooks for an After-School Program" in this section of the manual for more information.

Some additional tips for setting policies and procedures include:

- Set the rules as early as possible.
- Keep the policies broad and simple.
- Be sure the procedures are uniform and created only to solve problems or avoid situations that could be complicated or troublesome.
- Ensure that the reasons for the policies and procedures are valid and justified.
- Create the policies and procedures to stand independently. Do not allow them to be arbitrarily decided by individual discretion.
- Adhere firmly and consistently to the policies and procedures once they have been created and adopted.
- Make exceptions only when the reasons are sound and defensible.
- Develop a flexible mechanism for changing policies and procedures.

Policy decisions should be formally voted upon and adopted by the organization, the director and the staff.

Setting the rules is the next step. In order to be followed, policies and procedures must be disseminated to those whose cooperation is needed: the community, the director, the staff, the parents and the children. A parent handbook, personnel manual and manual of operating procedures are all important tools for making sure that once decided, policies and procedures really work.

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DEVELOPING A CURRICULUM FOR AN AFTER-SCHOOL PROGRAM

Some programs are only for students in kindergarten and the lower elementary grades. Other programs include or are specifically designed for children in the upper elementary or middle school grades or focus on older youth. Some programs focus on the arts, others on sports, others on field trips, still others on academics; many combine all of these and more. The term "after-school child care" is often used to describe a wide range of programs that are offered to children age five and older during the hours before and after school and during the holidays and vacations when schools are closed. Federal child care funding is available for programs serving children up to age 13 during after-school hours.

But all programs, regardless of their sponsorship or setting, must consider what it takes to provide quality and effective after-school services. When designing your program, it is important to consider the issues outlined in this document.

What Are the Developmental Needs of School-Age Children?

- Children age five and older are beginning to develop a self-identity by comparing themselves with others. Being part of a group can add to the security of an identity. Therefore, school-age children will often mold their behavior to gain the acceptance of those they desire as friends.
- School-age children also build their identity through experience with adults. They need adults who can show them positive ways of coping with the world and role models who share their gender, race and ethnic identity.
- School-age kids are trying to make sense of the world around them and to figure out their place in it.
- School-age children categorize and classify, make rules and test boundaries, all in the interest of making sense of an overwhelming world. They like to collect different objects, make up codes for activities and play, and make up rules.
- Children learn best and have the most fun when they are busy with productive activities that challenge them to learn new skills or try out novel ideas.
- Giving school-age children real tools to perform real tasks will build their sense of competency and reduce the frequency of complaints like, "There's nothing to do around here."

How Can an After-School Program Meet These Needs?

- It provides a unique opportunity within an informal learning environment for children of varying ages to live and learn together.
- It is a chance to enrich what happens in school, allowing children the time and place to develop interests and relationships, to venture out in new areas or just to curl up with a good book or a favorite stuffed animal.

- At after-school programs, children can have some time to relax, stretch their bodies as well as their minds and explore their own interests, perhaps finding hidden or previously unknown talents.

What Are the Components of a High-Quality Program?

The most general description of a high-quality program is one with a positive culture. In more specific terms, this translates into such things as qualified staff and low staff-to-child ratios, a well-designed space and a developmentally appropriate curriculum. Children in quality programs find a home-away-from-home that meets their individual needs while also helping them to feel a valued part of the group. Finally, a quality program is one where rules are simple and fair, and firmly, yet lovingly, enforced.

Here are the basic elements of a high-quality after-school program:

- **Staff:** The adults who work with children are the single most important component of any program, and they must be well trained and skilled in age-appropriate activities that school-age children enjoy. Also, they should have good organizational skills, a strong commitment to their work and a sense of humor.
- **Program space:** Problems with the physical environment are a major barrier to the development of high-quality programming in many after-school programs. Children need to feel a sense of ownership of the program space. If children are to feel that a program is "theirs," they need a space that can be designed and decorated to reflect their needs, concerns and personalities. For more information, see "Designing and Establishing Space for Resident Services Programs" found in The Design Process section in the first book of this manual.
- **Materials and activities:** School-age children need equipment and materials that will encourage their creativity, give them a sense of accomplishment and allow them to explore increasingly complex ideas. Materials should be made easily accessible. Make sure that all materials used are appropriate for the ages and abilities of children in the program and available in sufficient number. Programs that serve older children will need to pay special attention to the needs of these children, many of whom would prefer to be in a less supervised setting.
- **Schedule:** Children gain a sense of security when their environment is predictable. An established routine will provide the foundation on which staff and children can improvise. A weekly or monthly schedule of activities should be developed by staff with as much input as possible from the children. Of course, children love surprises too.
- **Planning:** Planning is critical to a successful program. Good days don't just happen. Planning works best when it builds on themes. Children should have the opportunity on a daily basis to:
  - Make choices.
  - Participate in both small- and large-group activities.

  - Use a wide variety of materials.
  - Have privacy alone or with a group of friends.
  - Do things that are quiet and things that are active.
  - Explore materials on their own.
  - Participate in adult-directed, structured activities.
  - Have free play.

- **Community resources:** A good program is involved in and knowledgeable about the surrounding community. Programs that involve the community enjoy many benefits, ranging from donations of goods to positive publicity. Community resources include places to go, like libraries, parks, zoos, museums, businesses and farms and local organizations that serve youth, such as the Girl and Boy Scouts. Using community resources also means creating links with other child care and human service programs.

- **Internet resources:** There are valuable resources on the Internet that can help organizations develop curricula for after-school programs.
  - The After School Alliance was established to increase investment in quality after-school programs and serves as an information resource on programs and resources at http://www.afterschool alliance.org. The Alliance was founded by the Charles Stewart Mott Foundation, the U.S. Department of Education, J.C. Penney Company, Inc., the Open Society Institute/The After-School Corporation, the Entertainment Industry Foundation and the Creative Artists Agency Foundation.
  - Promising Practices in After School Programs was established in 1999 with funding from the Charles Stewart Mott Foundation to identify and distribute promising after-school program practices. Information can be found at http://www.afterschool.org.

What Role do Parents Play in an After-School Program?

Building strong relations with parents is a necessary and important part of developing a high-quality experience for children and their families. Staff should check in frequently with parents, by phone or in person at the end of the day, and should set up meetings whenever a more in-depth conversation is required.

Parents will be powerful supporters of a program that they understand and care about and will be more likely to help with fundraising, building new bookshelves, sharing their skills with the children and spreading good publicity.

To build parent involvement, programs can:

- Create a monthly parent newsletter.
- Have parent participation on an advisory council.
- Have a parent bulletin board, with notices and reminders.
- Encourage parent visits at any time, and send out special invitations for field trips and events.
- Hold parent-teacher conferences once or twice a year.
- Schedule family events, such as picnics or performances.

- Have regular parent meetings. To increase attendance, start off with a potluck dinner and provide supervision for children during the meeting.
- Invite parents to come to the program and share their special skills or experiences.

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FINDING FUNDING FOR AN AFTER-SCHOOL PROGRAM

It is vital for after-school programs to have multiple funding streams to ensure program sustainability. This document will provide you with specific ideas for potential funding sources. When requesting funding, emphasize the importance of after-school child care to the lives of the youth and families in your community.

SOURCES OF FUNDING AT A GLANCE

Your funding can come from a variety of federal, state or local sources. Here is an overview of those potential sources.

Federal (Apply for this federal funding through federal agencies.):

- Department of Education: GEAR UP, Bilingual Education, Comprehensive School Grants
- Department of Justice: Juvenile Mentoring Program (JUMP)
- Department of Health and Human Services: School Action Grant Program
- Department of Housing and Urban Development: YouthBuild

Federal (Apply for this federal funding through state agencies.):

- Department of Education: Title I, 21st Century Community Learning Centers, Safe and Drug Free Schools
- Department of Juvenile Justice: Juvenile Justice and Delinquency, Prevention: Allocation to States
- Department of Health and Human Services: Child Care Development Fund, Temporary Assistance to Needy Families (TANF)
- Department of Agriculture: USDA Snack Money

State

- State education agency
- State department of health and human services
- Community education office
- Governor's commission related to youth

Local

- School district
- City or county general fund
- Youth services bureau
- Parks and recreation department
- Sheriff's office

Private

- Foundations: national, state and community
- Corporations
- Chamber of commerce
- Police Athletic League (PAL)
- Volunteer center

In-kind contributions

- Staff time from a community organization
- Evaluations conducted by universities
- Fundraising consultation from a business
- Free or reduced-cost special events ads in local media outlets

For more information about these funding sources and how to utilize them, visit http://www.afterschoolalliance.org.

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HIRING AND DEVELOPING STAFF FOR AN AFTER-SCHOOL PROGRAM

The exact make-up of an after-school program's staff will depend on the program's goals and philosophy, the strengths and skills needed to round out the team and the individual applicants. This document will help you to think through the hiring and developing of high quality staff members for your after-school program.

POSITION TYPES

Depending on the size of your program, the positions listed below provide an outline of the staff needed to successfully run an after-school program.

- **Director:** Responsible for the general management of the facility, daily program supervision, staff supervision and administrative operation of the program
- **Group supervisor:** Supervises children, plans curriculum, supervises the activities of assistants and aides and assists the director with designated activities
- **Assistant group supervisor:** Works with the group supervisor to plan and run activities, coordinates daily activities and supervises aides in the absence of the group supervisor
- **Aide:** Helps the assistant group supervisor run daily activities for the children
- **Substitutes:** Pool of workers you can call on when one of the other staff members is sick
- **Volunteers:** Low-cost or free temporary workers

THE HIRING PROCESS

Since there is no single type of institution or school that provides a degree specifically for after-school staff or even for qualified school-age child care teachers, the hiring process requires both creativity and flexibility. Formal educational preparation that may be helpful includes a degree in any of the following: arts education, physical education, special education, early childhood education, elementary education, human services, social work or recreation.

Follow these steps when designing a hiring process:

1. **Decide who will be involved and how decisions will be made.** The program director need not make these decisions alone. In many programs, parents and existing staff members play an important role in the hiring process. They may, for example, participate in interviews and choose the top candidates or make formal recommendations.
2. **Write a job description.** This clear, concise document should outline the tasks and responsibilities of the position, as well as the qualifications required.

3. **Recruit applicants.** The following methods have been used successfully by many programs:
   a. Posting job descriptions, with application information, at college and university placement offices
   b. Advertising or announcing at school meetings, such as the PTA, and on school bulletin boards
   c. Using word-of-mouth through parents, current employees and others
   d. Advertising in newspapers
   e. Listing the position in newsletters or on bulletin boards at information and referral organizations, mental health centers and groups that serve ethnic and racial minorities
   f. Posting notices in the community wherever potential candidates might see them
4. **Screen candidates.** In sorting through the résumés that you receive you will need to balance experience with education. Consider how the candidate would complement the other program staff in terms of personality, skills, training, cultural, ethnic and racial background and specific needs of the children.
5. **Hold interviews.** Your goal is to be able to compare candidates. Therefore, to the extent possible, the interview format should be formalized and standardized. (See the list of sample interview questions below for help formulating your questions.)
6. **Select finalists.** Select two or three finalists in accordance with your stated hiring procedures and priorities. Check references for each finalist.
7. **Make the final decisions.** The applicant you have selected should be offered the job with a clarification of all the conditions, such as time commitment, pay and benefits. You will need to comply with all licensing requirements.

SAMPLE INTERVIEW QUESTIONS

This list of sample questions can help you develop a formal structure for interviewing applicants. It can also be tailored to address the specific needs of your program or the type of positions you are interviewing for.

- Please describe your experiences with children.
- What are some basic differences between a 6-year-old child and a 9-year-old child?
- What special skills or strengths can you offer this program?
- Describe your experience in working with others as a team.
- Have you ever been in a crisis situation? How did you react?
- How would you rate your organizational abilities?

- How would you rate your ability to get along with coworkers?
- Please describe your experience working with people of different cultural, racial, ethnic and socio-economic backgrounds.
- What would you do if:
  - One child accused another of cheating at a board game?
  - A group of friends was teasing a new child in the program by calling him names?
  - A toy was missing from a child's cubby at the end of the day?
  - A child was failing in school?
- How is an after-school program different from school?
- How might you set up the schedule for a typical day?
- Which methods of group management do you use the most when working with children?
- What is your philosophy regarding discipline?
- What specific ideas do you have for involving parents in the program?
- What is your greatest strength in working with children in this age group? What is your greatest weakness?

SUPPLEMENTARY STAFF

Having volunteers from the community assist in your program can ensure that you have adequate assistance and can expose children to more positive role models. It is important that you seek out volunteers who can bring something positive to your program.

Sources of supplementary staff include:

- Community residents and neighborhood leaders who have specific skills or interests they can share
- Parents who have children enrolled in the program
- Senior citizens who donate their time to the program
- College students majoring in a related field
- High school students enrolled in child development courses or youth employment programs

STAFF DEVELOPMENT

High quality after-school programs usually have a planned, organized approach to staff supervision and training that includes both frequent, regular staff meetings and training opportunities outside the program.

The components of a successful staff development program are:

- **Supervision:** Individual supervision by directors or site coordinators usually occurs on a weekly or monthly basis.

- **Staff meetings:** Program staff may gather either in teams or as an entire staff, but some regularly scheduled meeting time is imperative for quality programming.
- **Observations:** A great deal can be learned by sharing resources between programs. In a field as young as after-school programming, written materials and academic training may be hard to find.
- **Local training consortia:** In some parts of the country, groups have formed to provide training for staff in a number of centers. Activities include workshops with speakers from different agencies, discussion topics to which all contribute, resource sharing, salary surveys, teacher "exchanges" and, in one case, a field day for staff and children from all of the member programs.
- **Full-day training:** Many programs conduct intensive full-day training at periodic intervals. The whole staff may go on a "retreat" to another location for workshops, meetings and group team-building experiences.

STAFF EVALUATION

Evaluations based on expectations that are clearly delineated in job descriptions, personnel policies and individual goal statements should take place at regularly scheduled intervals. All supervision is, in a sense, a form of evaluation. Supervision should be given a high priority by setting aside uninterrupted, paid time for sessions with all staff members.

Your evaluation process will help staff learn where they need to improve and how to make those changes. Staff should also have an opportunity to evaluate the program.

Written evaluations are usually completed two or three times per year on standardized forms. Depending on the staff position and the program, they may be evaluated in terms of the following:

- Activities they have planned and led with children
- The arrangement of the space
- Performance in management tasks
- Relationships with children and parents
- Relationships with school personnel
- Ability to supervise others
- Ability to work well with others

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MAKING AFTER-SCHOOL PROGRAMS EFFECTIVE: ENHANCING SCHOOL SUCCESS

Everyone agrees that young people need safe places to spend their hours after school–places that are supervised by caring adults and provide productive activities that promote their learning and broader development. Participation in after-school programs, however, is voluntary. If children are going to benefit by these programs, they need to participate on an ongoing basis. The challenge for providers is to attract young people to their programs and retain their participation over time. As many providers will testify, if the young people are not engaged by the activities, they will "vote with their feet" by choosing not to attend the program regularly.

The successful strategies described in this resource have been used by two successful, affordable after-school programs, based in housing developments in New Orleans developed by the National Housing Partnership (NHP) Foundation. "Brighten Up" is an arts and education program for children 5 to 12 years of age while the "YES Brigade" serves older youth, age 13 and up. The NHP Foundation's Operation Pathways manages the Tanglewood Apartments, and the after-school programs are part of its Pathway to Academic Achievement initiative.

CREATE AN INVITING LEARNING SPACE

Whether you are designing a classroom or a space for an after-school program, it is important that the space is conducive to learning and reflects the young people in the program. It is not unusual for after-school programs to be assigned to the "throw away" space on the facility without the resources to prepare it properly. The quality of the space and the way it is designed clearly communicates how your program regards young people and the priority you place on their learning and development.

- It is helpful to have a dedicated space for after-school programs so coordinators can create a vibrant welcoming place for the children and youth.

- Make the space brightly lit, orderly and clean to show the high standards that the program holds for the adults and the young participants. The degree to which adults communicate high expectations for young people is a critical factor in promoting their heath and future success.

- Provide well-maintained equipment and attractive, well-organized learning materials. Participants will appreciate the trust that they will take good care of and make use of the equipment and materials.

- Put up displays—the children's stories, artworks, experiments, etc.—on walls and surrounding surfaces that prominently acknowledge the children's accomplishments. Research on youth programs that successfully promote healthy development cite the importance of helping young people develop a positive sense of belonging and displaying their work can contribute to that development.

- Replace single rows of desks with "pods" (tables and chairs work fine) where children can work and learn together. Having a shared work space helps children learn how to work together.

PRACTICE: INVITING SPACES FOR LEARNING

The "Brighten Up" and "Yes Brigade" programs both benefit from great physical spaces — two formerly occupied two-bedroom apartments, complete with kitchens and multiple rooms to conduct program activities. They have taken full advantage of these assets.

Brighten Up

When you walk through the door of the Brighten Up program, you immediately notice a combination of order, bright colors and lots of activity. Many things are crammed into the small rooms, but everything is stored in a logical place and all of the learning materials are easily accessible to the children. Several stations provide space for small groups of children to work together, each designed to accommodate different kinds of activities. The walls are painted vibrant primary colors, appropriate to the elementary-age children who use the room. Clearly, someone had a vision and took a lot of care to see it realized.

The colorful walls, however, are a just a backdrop to multiple displays of children's work that provide a window into the learning that takes place here. If asked, a child in the program might appropriately describe the program space by saying, "It's about me and my friends. These are our things on the walls."

The hall is the homework center where children complete their homework and play math games. They can independently access computers and sign on to use a computer-based individualized literacy program.

Group agreements prominently displayed and the many behavior charts bearing the names of participants and rows of earned stars illustrate the expectations that the program's leaders hold for the young participants. One chart acknowledges children with high attendance. Another has stars, each acknowledging acts of individual responsibility and kindness. Still another identifies individuals' accomplishments– a stellar job on a project or finishing a large novel.

The prizes? In some cases, individuals earn gift certificates from a local business. In other cases, the individual wins an ice cream party that is shared with the whole group. "In this way, everyone is cheering and encouraging everyone else. When one wins, the whole team wins," explains the program director.

According to the director, "After-school programs are unique from school and home, and the space should express this difference. We wanted our program spaces to be stimulating and exciting and to communicate the ownership that our young participants feel for this program and the learning that goes on here. And we achieved this in both programs, but they look very different from one another."

Yes Brigade

The Yes Brigade teen program's space is very different from the Brighten Up space. Yes Brigade program leaders wanted the teen space to express the preferences of their teens, so they invited their teen group to design the space. What better way of ensuring that the space would be welcoming and promote a sense of ownership and belonging?

After conferring with their peers, the youth began by cleaning out the unused and uncared-for apartment that was going to house the new teen center, including pulling up carpets and cleaning the floors. Then they worked to create an atmosphere similar to a 1950s coffee house or a contemporary teen nightclub. In stark contrast to the primary colors in the Brighten Up facility, everything was painted black and dark purple: the floors and walls, the bathrooms, even the kitchen counters.

The teens prioritized how best to use the individual rooms. What was once a living room became the "soft" space for meeting and socializing. One bedroom became the place for homework and computer research, and the other was transformed into the gaming and recreation room. A small desk in the hallway serves as a workspace for the adult program leaders.

The result of this youth-centered approach: a 100-percent increase in program attendance at the teen center.

USING AN INTEGRATED CURRICULUM

When asked what they want from after-school programs, young people often respond that they want to learn new things but in ways that are challenging and interesting. Meeting that need requires learning approaches that draw upon the children's natural curiosity and "disguises" or embeds the learning in fun activities. It is also important that these approaches can engage children with different learning styles and interests.

Using an integrated curriculum is one way to achieve this. An integrated curriculum uses a theme of interest to the young people being taught to teach across subjects, breaking down the barriers between subjects like science, social studies, history, literature, art, music and more. "Integrated curriculum adds problem-solving, real world application and social consciousness to the learning process, making it a more comprehensive way of educating and of learning. This makes learning more meaningful to children." (Taken from *Curriculum Integration: Designing the Core of Democratic Education* by James Beane)

An integrated curriculum is effective because it corresponds with the way our brain works physiologically. "Rather than separating knowledge into discrete partitions, the brain creates a complex web of information that recognizes patterns." (Also from *Curriculum Integration*) According to research, using an integrated curriculum helps young people learn to apply skills, leads to faster retrieval of information, encourages breadth and depth in learning and promotes positive attitudes in students.

PRACTICE: WHAT AN INTEGRATED CURRICULUM LOOKS LIKE

Brighten Up's Virtual Vacation

The Brighten Up staff wanted a way to expose children to the world beyond their immediate community in ways would pique their natural curiosity and include the things they liked: music, art and storytelling. To achieve this, they developed their own "Virtual Vacation" curriculum, which promotes the literacy skills of reading, writing, listening and speaking. More impressively, it successfully integrates the learning of geography, social studies, history, art, music and more.

The "Virtual Vacation" begins with the group selection of a country that it will "visit" over the course of several weeks. The group begins planning for this vacation by locating the country on a globe and world map. They then move to maps of the chosen country to locate major cities and attractions.

"We learn about the country from the perspective of a family living there. We learn about what they do, what they eat, their language and customs, their history and their holidays," the program director explains. "The learning is reinforced because we ourselves enact what we are learning about. We build word walls as we learn words in the native language and new terms related to the country. We cook and eat the native dishes, listen to the native music, read their myths and stories of their history, play their sports and attempt to re-create the indigenous arts and crafts."

The children's work on the walls reflects what they have learned on their "vacations": paintings that resemble famous European works, drawings of Greek gods, colorful paper mache masks of Egyptian pharaohs and three-dimensional dioramas representing the local landscape. Mounted alongside are maps of the world and of the countries visited, each with pushpins and notes marking their travels and word walls that climb to the ceiling. "Everyone is excited and learning together, even the adults," the director says. "Think about it: how many 8-year-olds can locate Egypt on a globe and explain who King Tut was, recount the myth surrounding a Greek god and describe an Impressionist painting?"

A past lesson plan, based on a virtual vacation to Brazil, documents what the children did:

- Chose Portuguese names for themselves and decorated name tags with their chosen name

- Located Brazil on a map and globe, and were given a brief introduction to its culture
- Painted a large map of Brazil and the surrounding water and land borders
- Made fritters by blending blackeyed peas and vegetables in a food processor, practicing fractions and learning about cups, ounces and other measuring terms while preparing them
- Constructed a rainforest out of tissue paper and pipe cleaners
- Learned to read Portuguese numbers and colors
- Designed their own dresses and shirts, using traditional Brazilian patterns
- Listened and danced to Brazilian music, while playing clackers (which they had painted) to the rhythm of the recorded music
- Listened to Capoeira music and learned about the martial arts form and its function in Brazil.
- Learned about the types of butterflies that live in the Amazon, which included creating outdoor mobiles of hanging butterflies

Yes Brigade Sets Goals

Like the younger children, the teens are also interested in learning new things that focus on the larger world, which in their case centered on career and work.

This process begins with a staff member interviewing each young person to learn their interests, hopes and dreams for the future. Using that information, each young person develops personal goals that involve exploring career options and gathering related skills and experiences. The staff helps each participant to formulate a customized plan and find resources that will help the participant achieve his or her goals. Each teen has a mailbox where staff members place topical articles or announcements of upcoming events, educational opportunities and other resources that relate to his or her goals, or sometimes, just a note of encouragement. Staff members meet periodically with individual teens to help them assess progress and update their goals.

The staff also works with the large group to identify issues they want to learn more about or skills they want to develop as a group. In response, the staff schedules speakers and teen workshops at the center, which are led by experts from the larger community. The group also commits to giving back to their local neighborhood through community service projects.

FOR MORE INFORMATION

The Office of the Surgeon General offers a guide, *Introduction to Risk and Protective Factors*, that describes the risk factors that children and youth may encounter growing up as well as the protective factors that can be put into place. http://www.surgeongeneral.gov/library/youthviolence/chapter4/sec1.html

The National Research Council and Institute of Medicine published *Community Programs to Promote Youth Development*, which offers recommendations for policy, practice and research to ensure that programs are well designed to meet young people's developmental needs.

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ENHANCING EDUCATIONAL SUCCESS: FORGING CONNECTIONS AMONG FAMILY, SCHOOL AND AFTER-SCHOOL

Research tells us that a child's positive development is best facilitated when there are meaningful connections and communication among those adults who are providing for the child's care and education. Good communication affords all parties a richer understanding of a child's specific needs, the ability to establish a shared set of behavioral expectations and better coordination of care, especially in times of increased need. When the adults understand what the others are doing, they are able to reinforce and support common goals, such as the child's school success.

Traditionally, the primary adults in children's lives have been those from the home and the school. Today, however, there is a critical "third place": after-school programs.

WHAT YOU WILL LEARN

In this resource, we discuss the role that after-school programs, particularly those based in housing communities, can play in promoting connections among all three settings: home, school and after-school. Practices by successful after-school programs from two organizations are included.

AHC, Inc. is a private, nonprofit developer of affordable housing in the mid-Atlantic region that provides quality homes for low- and moderate-income families. Their after-school program provides a nurturing and educational environment for more than 125 elementary children throughout Arlington, Va., where the organization is based. The program focuses on building literacy and math skills, along with plenty of fun activities and healthful snacks.

HOPE through Housing (HOPE) is the social services foundation of the developer, National Community Renaissance. Located in California, HOPE is committed to improving communities and residents' lives by providing services including after-school tutoring, computer centers, senior wellness classes and more. In addition to offering pre-school programs on-site at many of their properties, HOPE is dedicated to providing quality after-school programs.

HOW AFTER-SCHOOL PROGRAMS PROMOTE SCHOOL SUCCESS

There is broad agreement that supporting young people's school success is everyone's responsibility, including family members and leaders of after-school programs. Much has been studied and written about the specific role and contributions of after-school programs to children's success at school. Some of those contributions include:

- **Offering Complementary Learning Opportunities***:* In order to prosper, young people need to develop competencies in multiple domains:

intellectual, social, emotional and physical. This requires the contributions of formal and informal learning settings. According to the Harvard Family Research Project, "Schools cannot do it alone. Children need multiple opportunities to learn and grow—at home, in school and in the community. After-school programs can provide a diverse set of learning opportunities through sports, the arts, community service and mentoring."

- **Reinforcing Classroom Learning**: Programs can reinforce what children learn at school by providing focused academic supports such as homework assistance, and if the after-school staff is qualified, specific subject tutoring. Programs can also provide learning remediation if they have trained teachers on hand.

- More generally, programs can offer reinforcement by aligning after-school activities with school-day learning. This could take many forms: reading books, doing projects or scheduling field trips that relate to the content being studied in school, especially in social studies or science; increasing children's time reading books and listening to stories; playing math games that align with the math skills being practiced in school. This requires that the after-school staff have some knowledge of the classroom content through relationships with their schools or understanding state academic standards.

- **Extended Learning Time:** Children benefit by increased time in structured learning settings, both formal and informal. An important contribution of after-school programs is the extended learning time they offer children. This can be significant when taking into account programming that takes place over school breaks and during the summer months when the schools are closed and when low-income children often suffer loss of learning.

- **Promoting Support for Education in the Home**: According to research, children perform better academically when their parents and guardians are more involved in supporting their education. After-school programs can employ several strategies to support home involvement. (See page 37.)

About Academic Outcomes: It is important to note that in the past, after-school programs have over-reached in taking responsibility for improving academic outcomes. We know from nearly all evaluations of institutional after-school programs that, given the time, resources and workforce that they bring, they can contribute to but do not by themselves significantly affect academic outcomes, such as standardized testing.

After-school programs, however, have been shown to increase school attendance, support children in completing their homework and enable students to build meaningful relationship with peers and adults, which can translate to re-

lationships at school with peers and teachers. Furthermore, anecdotal evidence from housing-based after-school programs are showing greater impact than institutionally based programs on children and youth's academic achievement and high school graduation rates.

FORGING CONNECTIONS: ADVICE FROM THE FIELD

After-school program practitioners in the field report that establishing the initial connection with schools and families is not is always easy. Schools are skeptical of outside organizations. "Most principals are so overworked and overwhelmed they can't find the energy to understand who we are, even if investing that energy would take a huge load off their shoulders," says one practitioner. Practitioners provided this advice:

- **"Be culturally competent."** In order to approach the families, you have to be able to gain their trust. After-school staff have to be available, approachable and most importantly, multi-lingual to bridge the language barriers with families.

- **"Bring them all together."** When children are participating in culminating projects and performances, invite families and also teachers. Some of the teachers really will show up. And those that don't still appreciated being invited.

STRATEGIES FOR FORGING CONNECTIONS AMONG SCHOOL AND AFTER-SCHOOL PROGRAMS

These promising practices from AHC and HOPE provide examples of ways for after-school programs to forge connections with schools and homes.

Connections Among School and After-school Programs

Building Relationships with School Personnel: AHC staff view the beginning of the school year as a key time to connect with schools. Staff visits the schools of their students and meet with the teachers, introducing themselves as a resource to the school and community. This sets up a relationship where staff can email a teacher to share concerns about a child, and provide back and forth referrals.

Tracking School Performance Progress: Both the HOPE and AHC staffs use their children's school performance data to inform their program activities. The HOPE staff asks youth participants to bring in report cards. This provides just one more piece of information about the youth and gives schools and families the message that there is a third party invested in their child's academic and emotional success.

Similarly, upon registration, AHC has parents fill out a permission form allowing the after-school program to receive a copy of student report cards. This enables program leaders to monitor student grades and look for areas of opportunity as well as track student improvement.

Teacher/After-school Homework Log: As young people enroll in the after-school program, the HOPE staff immediately sends a letter to each of the child's teachers, introducing themselves and the services they provide. They invite teachers to communicate with them regarding the students' progress in school using a homework log.

This document travels back and forth between teacher and after-school staff. Teachers and after-school staff can make comments and share notes about the students' needs, progress or circumstances that may come up either in school or at home. This gives students an extra set of supports. Sometimes teachers send supplemental worksheet packets to give a child extra help in a particular area or share homework assignments. HOPE sees a 20 percent success rate with this process.

While this number could be higher, they find that students who receive this focused attention tend to improve in their schoolwork, are more engaged and interested in school and are willing to talk about what they have learned in school.

Building Internal Capacity to Support School Success*:* Each fall, AHC offers a series of professional development opportunities to their staff. These professional development trainings range from youth development theory to educational strategies. AHC noticed that having their staff trained in the methodology the schools use to teach math, reading and writing was a major benefit to the students.

Bringing school staff into professional development offerings helps with programming strategies as well. Visiting teachers discussed specific math curricula or particular reading and writing strategies. They offered interesting math games that youth could do after they finished their homework. This allowed the staff to use the same vocabulary and strategies that the teachers are using, further supporting the students' understanding of the material.

AHC has been able to retain many of their staff for three to 10 years. This low turnover has enabled them to maintain deep relationships with their residents and school personnel. How do they maintain such low turnover? Many factors impact staff retention. One important component is the ongoing professional development opportunities AHC offers its staff. The trainings enable staff to continue to develop their skills and expertise and to keep the job fresh and energizing.

Establishing a Presence in the Schools*:* After-school programs can strengthen their connections to their children's schools by actually establishing a physical presence in the schools. In five of the AHC centers, after-school staff work in their students' schools for one hour per week and are additional resources that the school can deploy to support their academic goals. Usually the schools pick out the most logical placement for the staff, such as a classroom that has the most students from the housing facility.

By becoming a visible part of the "school team." after-school participants begin to see their AHC staff as "real" teachers. AHC believes this approach improved the attendance at their after-school program and promoted a confidence that the AHC staff would know the "right" way to help the children with their homework.

Making Use of AmeriCorps Volunteers*:* How can programs with small budgets and part-time staff afford to deploy after-school staff at school sites? HOPE recently secured a grant from AmeriCorps for four of their sites to be staffed by a combination of AmeriCorps volunteers and part-time workers. In this way, the housing properties were able to send their AmeriCorps staff into schools where they spent time with teachers, volunteered in the classrooms and built deep relationships with the youth they worked with regularly.

Measuring School Relationships*:* In a program's first year, making itself known to school personnel is important. A simple survey to local schools provides a quick read of where the program stands in the schools. HOPE's after-school director designs the survey to answer the following questions:

- Do teachers know this program exists?
- Do they know which kids from their classrooms are in our after-school program?
- Do they know what our program is about and what services we provide?

As programs become more established and connect to the school community more deeply, they can measure the frequency of interactions between the after-school program staff and teachers. They can also compare programs with frequent interactions with similar programs lacking such interactions to demonstrate the value of these partnerships.

Forging Connections Between Home and School

In the education field, it is known that parent involvement in their children's education is related to young people showing increased motivation and performance at school, as well as greater success in making school transitions. After-school programs can play an important connecting role by serving as a liaison between the school and the child's parents and guardians. This might take the form of:

- Helping transport adult family members to school events, such as an open-house or teacher-parent conferences.
- Serving as a family advocate or translator during sessions.
- Inviting school personnel to meet parents and guardians at orientation sessions hosted in after-school program facilities.

Programs can also provide parent education forums for parents and guardians on how to support their child's completion of homework and ensure that their child is ready for school each day.

Report Card Readings*:* For many schools, the report card is the major method of communication, without which parents and teachers have no vehicle for communication. AHC hosts an open house to help families understand their children's report cards. For immigrants who do not understand the American system of reporting or need language translation support, this is sometimes the only way they can understand how their children are doing in school.

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EVALUATING AFTER-SCHOOL PROGRAMS

When evaluating the quality of an after-school program, it is helpful to have a set of uniform standards to use as a guide. This document contains general standards, developed by the National School-Age Care Alliance, for various features of after-school programs. It identifies a very thorough list of items to review. You can use some or all of these as the basis for creating your own evaluation forms and procedures.

RELATIONSHIPS

1. Staff members relate to all children and youth in positive ways.
    a. Staff members treat children with respect and listen to what they say.
    b. Staff members make children feel welcome and comfortable.
    c. Staff members respond to children with acceptance and appreciation.
    d. Staff members are interacting with the children.

2. Staff members respond appropriately to the children's individual needs.
    a. Staff members know that each child has special interests and talents.
    b. Staff members recognize the range of children's abilities.
    c. Staff members can relate to a child's culture and home language.
    d. Staff members respond to the range of children's feelings and temperaments.

3. Staff members encourage children and youth to make choices and to become more responsible.
    a. Staff members offer assistance in a way that supports children's initiative.
    b. Staff members assist children without taking control, and they encourage children to take leadership roles.
    c. Staff members give children many chances to choose what they will do, how they will do it and with whom.
    d. Staff members help children make informed and responsible choices.

4. Staff members interact with children and youth to help them learn.
    a. Staff members ask questions that encourage children to think for themselves.
    b. Staff members share skills and resources to help children gain information and solve problems.
    c. Staff members vary the approaches they use to help children learn.
    d. Staff members help children use language skills through frequent conversations.

5. Staff members use positive techniques to guide the behavior of children and youth.
   a. Staff members give children positive attention for cooperating, sharing, taking care of materials or joining in activities.
   b. Staff members set appropriate limits for children.
   c. Staff members do not use harsh discipline methods.
   d. Staff members encourage children to resolve their own conflicts, intervening only if needed and then help the children to discuss the issues and work out a solution.

6. Children and youth generally interact with one another in positive ways.
   a. Children appear relaxed and involved with each other.
   b. Children show respect for each other.
   c. Children usually cooperate and work well together.
   d. When problems occur, children often try to discuss their differences and work out a solution.

7. Staff members and families interact in positive ways.
   a. Staff members make families feel welcome and comfortable.
   b. Staff members and families treat each other with respect.
   c. Staff members share the languages and cultures of the families they serve and the communities they live in.
   d. Staff members and families work together to make arrivals and departures between home and the after-school program go smoothly.

8. Staff members work well together to meet the needs of children and youth.
   a. Staff members communicate with each other while the program is in session to ensure it runs smoothly.
   b. Staff members are cooperative with each other.
   c. Staff members are respectful of each other.
   d. Staff members provide positive role models of adult relationships.

INDOOR ENVIRONMENT

1. The program's indoor space meets the needs of children and youth.
   a. There is enough room for all program activities.
   b. The space is arranged well for a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating and socializing.
   c. The space is arranged so that various activities can go on at the same time without much disruption.
   d. There is adequate and convenient storage space for equipment, materials and the personal possessions of children and staff.

2. The indoor space allows children and youth to take initiative and explore their interests.
   a. Children can get materials out and put them away with ease.
   b. Children can arrange materials and equipment to suit their activities.
   c. The indoor space reflects the work and interests of the children.
   d. Some areas have soft, comfortable furniture where children can relax.

OUTDOOR ENVIRONMENT

1. The outdoor play area meets the needs of children and youth, and the equipment allows them to be independent and creative.
   a. Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of time.
   b. Children can use a variety of outdoor equipment and games for both active and quiet play.
   c. Permanent playground equipment is suitable for the sizes and abilities of all children.
   d. The outdoor space is suitable for a wide variety of activities.

ACTIVITIES

1. The daily schedule is flexible, and it offers enough security, independence and stimulation to meet the needs of all children and youth.
   a. The routine provides stability without being rigid.
   b. Children meet their physical needs in a relaxed way.
   c. Individual children move smoothly from one activity to another, usually at their own pace.
   d. When it is necessary for children to move as a group, the transition is smooth.

2. Children and youth can choose from a wide variety of activities.
   a. There are regular opportunities for active, physical play.
   b. There are regular opportunities for creative arts and dramatic play.
   c. There are regular opportunities for quiet activities and socializing.
   d. Children have a chance to join enrichment activities that promote basic skills and higher-level thinking.

3. Activities reflect the mission of the program and promote the development of all of the children and youth in the program.
   a. Activities fit the children's styles, abilities and interests.
   b. Activities are well suited to the children's age range.
   c. Activities reflect the languages and cultures of the families served.
   d. Activities reflect and support the program's mission.

4. There are sufficient materials to support program activities.
   a. Materials are complete and in good repair.
   b. There are enough materials for the number of children in the program.
   c. Materials are developmentally appropriate for the age range of the children in the program.
   d. Materials promote the program's mission.

SAFETY, HEALTH AND NUTRITION

1. The safety and security of children and youth are protected.
   a. There are no observable safety hazards in the program space.
   b. Systems are in place to protect the children from harm, especially when they move from one place to another or use the restroom.
   c. Equipment for active play is safe.
   d. A system is in place to prevent unauthorized people from taking children.

2. The program provides an environment that protects and enhances the health of children and youth.
   a. The indoor and outdoor facilities are clean.
   b. There are no observable health hazards in the indoor or outdoor space.
   c. There are adequate supplies and facilities for hand washing.
   d. The heat, ventilation, noise level and light in the indoor space are comfortable.

3. The staff members try to protect and enhance the health of children and youth.
   a. Staff members are responsive to the children's health needs.
   b. Staff members protect children from communicable diseases by separating children who become ill during the program.
   c. Staff members protect children from potential hazards such as: caustic or toxic art materials and cleaning agents, medications and hot liquids or overexposure to heat or cold.
   d. Staff members and children wash hands frequently, especially after using the toilet or before preparing food.

4. Children and youth are carefully supervised to maintain safety.
   a. Staff members note when children arrive, when they leave and with whom.
   b. Staff members know where the children are and what they are doing.
   c. Staff members supervise children appropriately according to children's ages, abilities and needs.
   d. Staff members closely supervise activities that are potentially harmful.

5. The program serves food and drink that meet the children's health needs.
   a. The program serves healthy food.
   b. Drinking water is readily available at all times.
   c. The amount and type of food offered is appropriate for the ages and sizes of the children.
   d. Snacks and meals are timed appropriately for children.

ADMINISTRATION

1. Staff-to-child ratios and group sizes permit the staff to meet the needs of children and youth.
   a. Staff-to-child ratios vary according to the ages and abilities of children, as well as by state. In general, the ratio is between 1:10 and 1:15 for groups of children age 6 and older. The ratio is between 1:8 and 1:12 for groups that include children younger than age 6.
   b. Staff-to-child ratios and group sizes vary according to the type and complexity of the activity, but group sizes do not exceed 30.
   c. There is a plan to provide adequate staff coverage in case of emergencies.
   d. Substitutes are used to maintain ratios when regular staff members are absent.

2. Children and youth are supervised at all times.
   a. Arrivals are supervised.
   b. Departures are supervised.
   c. Staff members have a system for knowing where the children are at all times.
   d. Staff members plan for different levels of supervision according to the level of risk involved in an activity.

3. Staff members support families' involvement in the program.
   a. There is a policy that allows family members to visit any time throughout the day.
   b. Staff members offer orientation sessions for new families.
   c. Staff members keep families informed about the program.
   d. Staff members encourage families to give input and to get involved in program events.

4. Staff members, families and schools share important information to support children's well-being.
   a. Program policies require that staff and family members communicate about the child's well-being.
   b. Staff members, families and schools work together as a team to set goals for each child; they work with outside specialists as necessary.
   c. Staff members and families share information about how to support children's development.
   d. Staff members and families join together to communicate and work with the schools.

5. The program builds links to the community.
   a. Staff members provide information about community resources to meet the needs of children and their families.
   b. The program develops a list of community resources. The staff members draw from these resources to expand program offerings.
   c. The staff members plan activities to help children get to know the larger community.
   d. The program offers community service options, especially for older children.

6. The program's indoor space meets the staff's needs.
   a. There is enough room in the indoor space to plan various program activities.
   b. Staff members have access to adequate and convenient storage space.
   c. The indoor space meets or exceeds local health and safety codes.
   d. Written guidelines are in place regarding the use and maintenance of the program facility.

7. The outdoor space is large enough to meet the needs of children, youth and staff.
   a. There is enough room in the outdoor space for all the program activities.
   b. The outdoor space meets or exceeds local health and safety codes.
   c. Staff members use outdoor areas to provide new outdoor play experiences.
   d. There is a procedure in place for regularly checking the safety and maintenance of the outdoor play space.

8. Staff, children and youth work together to plan and implement suitable activities that are consistent with the program's philosophy.
   a. Staff members ask children to share their ideas for planning so that activities will reflect children's interests.
   b. The program's daily activities are aligned with its mission and philosophy.
   c. Staff members keep records of their activity planning.
   d. Staff members plan activities that will reflect the cultures of the families in the program and the broad diversity of human experience.

9. Program policies and procedures are in place to protect the safety of the children and youth.
   a. Staff and children know what to do in case of a general emergency.
   b. The program has established procedures to prevent accidents and manage emergencies.
   c. The program has established policies to transport children safely; it complies with all legal requirements for vehicles and drivers.
   d. A system is in place to prevent unauthorized people from taking children from the program.

10. Program policies exist to protect and enhance the health of all children.
    a. There is current documentation showing that the program has met the state and local health and safety guidelines and regulations.
    b. There are written policies and procedures to ensure the health and safety of children.
    c. No smoking is allowed in the program.
    d. The staff members are always prepared to respond to accidents and emergencies.

11. All staff members are professionally qualified to work with children and youth.
    a. Staff members meet the requirements for experience with school-age children in recreational settings.
    b. Staff members have received the recommended type and amount of preparation. They meet the requirements that are specific to after-school programs and relevant to their particular jobs.
    c. Staff members meet minimum age requirements.
    d. Enough qualified staff members are in place. Qualified staff members are hired in all areas: to administer the program, to oversee its daily operations and to supervise children.

12. Staff members are given an orientation to the job before working with children and youth.
    a. A written job description that outlines responsibilities to children, families and the program is reviewed with each staff member.
    b. Written personnel policies are reviewed with staff.
    c. Written program policies and procedures, including emergency procedures and confidentiality policies, are reviewed with staff.
    d. New staff members are given a comprehensive orientation to the program philosophy, routines and practices. They are personally introduced to the people with whom they will be working.

13. The training needs of the staff are assessed and training is relevant to the responsibilities of each job.
    a. Staff members receive training in how to work with families and how to relate to children in ways that promote their development.
    b. Program directors and administrators receive training in program management and staff supervision.
    c. Staff members receive training in how to design the program space and activities to support the program's goals.
    d. Staff members receive training in how to promote children's safety, health and nutrition.

14. Staff members receive appropriate support to make their work experience positive.
    a. The program offers the best possible wages and working conditions in an effort to reduce staff turnover.
    b. Full-time staff members receive benefits, including health insurance and paid leaves of absence. Staff members are also given paid breaks and paid preparation time.
    c. Staff are given ample time to discuss their own concerns regarding the program.
    d. Staff members receive continuous supervision and feedback. This includes written performance reviews on a timely basis.

15. The administration provides sound management of the program.
    a. The financial management of the program supports the program's goals.
    b. The administration oversees the recruitment and retention of program staff.
    c. The director involves staff, board, families and children in both long-term planning and daily decision-making.
    d. Administrators assist with ongoing evaluation. They aim for improvement in all areas of the program.

16. Program policies and procedures are responsive to the needs of children, youth and families in the community.
    a. A written mission statement sets forth the program's philosophy and goals.
    b. The program makes itself affordable to all families by using all possible community resources and sources of subsidy.
    c. The program's hours of operation are based on families' needs.
    d. It is the program's policy to enroll children with special needs.

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CREATING HANDBOOKS FOR AN AFTER-SCHOOL PROGRAM

This document provides an outline for developing handbooks that state the rules and procedures for an after-school program. Such handbooks are essential to maintaining consistency. Handbooks can also act as a compliance measure, ensuring that your program meets the requirements and regulations created by your funding agency.

OPERATING PROCEDURES HANDBOOK

Your program's operating procedures handbook should contain these sections:

1. Program description
2. Organizational chart
3. Philosophy and services provided
4. Licensing
5. Sources of funding
6. Purpose of the manual, including procedures for revision
7. Health and safety
8. Admissions policy and procedures
9. Service delivery

PERSONNEL HANDBOOK

Your program's personnel handbook should contain these sections:

1. Purpose of the handbook
2. Personnel practices
    a. Recruitment
    b. Hiring
    c. Probation
    d. Evaluation
    e. Discipline
    f. Grievance
    g. Termination
    h. Equal Opportunity guidelines
3. Financial information
    a. Payday and pay periods
    b. Salary ranges
    c. Salary review
4. Leave accrual and use
5. Time and attendance policy
6. Pay and benefits
7. Ethical standards
8. Orientation and training
9. Use of facilities
10. Communication
11. Job descriptions
12. Sample staff schedules

PARENT HANDBOOK

Your program's parent handbook should contain these sections:

1. Program philosophy
2. Description of services and general policies
   a. Hours and type of service
   b. Curriculum and program activities
   c. Release of children
   d. Enrollment procedures
   e. Discipline and setting limits
   f. Meals and snacks
3. Financial issues
4. Parents' roles and responsibilities
   a. Communication
   b. Volunteer involvement
   c. Clothes, food, etc.
5. Health and safety
6. Emergency and disaster-related procedures
7. Transportation and escort service policies
8. Snow days
9. Vacation and long days
10. Staff and board
11. Day care calendar
12. Discrimination and civil rights policies

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DESIGNING PROGRAMS TO ENGAGE YOUTH

Successful youth programs can help reduce achievement gaps for low-income children by creating a space where family, neighborhood and school values are integrated. Youth programs can meet needs that schools often can't, such as sufficient personal attention from adults, a positive peer group and activities that hold young people's interest and build their self-esteem.

CHARACTERISTICS OF PRE-TEENS AND TEENS

The following physical, social, emotional and cognitive characteristics of pre-teens and teens are important to bear in mind when developing a youth program.

Physical characteristics

- Body changes are occurring at a pace second only to that of infancy.
- Energy levels are as likely to be high as they are to be low.
- Sporadic growth spurts, accompanied by the onset of puberty and hormonal changes, leave many feeling awkward and uncoordinated.
- Feelings of sexual identity and desire are emerging and this can cause confusion.

Social and emotional characteristics

- Family control and influence are lessened.
- The values of the peer culture are increasingly incorporated into the youth's value system.
- Adult role models outside the family are depended upon for support and approval.
- The peer group determines what's "in" and what's "out."
- Peers' perceptions become all-important.

Cognitive characteristics

- Thinking becomes less concrete and they are increasingly able to incorporate the abstract.
- They can modify their preconceived notions as they more fully reflect and imagine other options.
- They need information and facts to help them understand the developmental changes that are taking place in their bodies.
- They need to learn skills and competencies that will prepare them for work and life management, and generally help them transition into the adult world.

PROGRAM OFFERINGS FOR YOUTH

When designing programs for young people, you should make sure that the program:

- Provides a welcoming space for both informal and organized activities.
- Supports their educational goals.
- Provides social and recreational opportunities.

PROGRAM PHILOSOPHY

It is important that your program's philosophy is designed with the youth you are serving in mind. Your philosophy should:

- Stress open and honest communication among staff members and participants as a way to enhance trust and mutual respect.
- Encourage discussions on topical issues to help clarify misinformation and break down stereotypes.
- Ensure that competitive situations in sports, games, intellectual achievement or other areas are designed based on the participants' vast span of developmental competency.
- Ensure that staff are trained and sensitive to the potential feelings of failure that less adept participants are likely to feel.
- Seek ways to encourage participants to acquire skills that will help foster their sense of self-worth and accomplishment.
- Foster opportunities for children to socialize and participate in activities that are not under direct and constant supervision of adults; insist that leaders are always available for assistance and that they stay alert for where students are and what they are doing.

CURRICULUM

When designing your program's curriculum, be sure to:

- Include opportunities for ongoing clubs and activities that span weeks, even months.
- Encourage creative outlets and opportunities to try out new and emerging roles through drama, dance and the arts.
- Provide opportunities for community service (such as helping younger children; volunteering in nursing homes, hospitals or soup kitchens; helping to clean parks or repair vandalized play equipment).
- Evolve your programs in large part from the ideas, interests and skills of the students themselves.

PROGRAM SCHEDULES

The most successful program schedules are those that:

- Are flexible and easily adapted to capture the current interests and needs of the students.
- Have been developed to ensure that the kids have a choice between structured or open-ended projects as well as between active, physically vigorous activities and more reflective, quiet activities.
- Incorporate enough time to share food as an opportunity for relaxed social interaction.

- Facilitate time for the young people to talk about anything and everything, including issues of concern or excitement.
- Ensure that total group gatherings and sharing of information is built-in and that children have the opportunity to talk in private with each other and with the staff.
- Permit time for homework and time for specialists, friends, speakers or other guests to introduce new ideas or skills.

STAFFING

There is more to working with youth than an awareness of developmental needs—staff must have a genuine appreciation for this age group. Be sure to look for individuals who really like to work with teens and pre-teens, and who aren't afraid of being challenged. Look for people who are flexible and adaptable, who welcome changes in activities and schedules and who seek opportunities for learning and growth.

This developmental period is a very important stage of identification and role modeling. Thus, it's important to identify staff that the kids can easily relate to. If possible, hire staff that share similar cultural and ethnic backgrounds with the children. Recruit qualified staff from your community or surrounding area whenever possible. In addition, invite other community professionals to come into the classroom and share their knowledge, talents and experiences. These kinds of guest "teachers" broaden the atmosphere and sphere of learning for both the students and the staff.

WHAT WORKS WITH OLDER CHILDREN

Use this advice when planning a program that appeals to pre-teens and teens.

Create a separate place or time for the older children.

- Develop clubs exclusively for the older children, and dedicate a staff member to working with the pre-teens or teens.
- Create a "commissary" kitchen for the program that is run by the older youth.
- Make sure that the older children's activities are different from the younger children's activities.

Use older kids as assistants.

- Work with the older children to plan and cook lunches and snacks, set up sports schedules, decorate bulletin boards, etc.

Create opportunities for choice.

- Offer the older children a variety of activity options, such as taking part in personal growth workshops, cooking or first-aid classes; participating in community projects; or creating a newspaper or newsletter.
- Offer the older children a variety of recreation options, such as table-top games or mixed-gender outdoor sports.

Help staff to understand and support the older children.

- Try using the staff as facilitators, letting leadership come from the young people in the program.
- Provide appropriate supplies and equipment to enable staff to plan engaging activities for the older children.
- Provide staff with information sessions on normal behavior in young adults, giving them an opportunity to work together to solve problems and generate new ideas.

Work with parents.

- Negotiate with parents for realistic requirements for homework, sports and other activities.
- Negotiate with parents for a combination of days at home and days at the program.
- Have children call parents to "check in."
- Provide parents with information sessions on children's development and other important issues affecting their youth.

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ENCOURAGING YOUTH TO STAY IN SCHOOL

The lack of a high school degree often results in poverty, lower earnings and higher unemployment rates. Despite many decades of effort to overcome it, the gap in achievement between rich and poor children still persists. No single factor causes this gap; it comes from a combination of individual, family and social circumstances. But resident services coordinators can help to bridge the gap by encouraging young residents to remain in school, obtain their high school diploma and prepare themselves for future learning and employment opportunities.

It is important that your residents understand that having a high school diploma or a GED certificate has become a basic prerequisite for obtaining a decent job in today's economy. However, additional skills, such as teamwork, problem-solving and communications skills also rank high on employers' lists of necessary qualifications, even for entry-level jobs. After-school programs provide young people with opportunities to build upon both their academic and life skills. Together, staying in school and participating in after-school programs are two of the best guarantees that your young residents will succeed later in life.

After-school and youth programs can help young people stay in and succeed at school. They offer opportunities to acquire skills through tutoring and additional time for students who need to work on English and math skills and a welcoming, quiet and comfortable space to do homework or use computers. Programs can also offer intangibles that may be even more valuable—the opportunity to engage in activities that help young people realize that they have something to contribute to a group; the opportunity to work with diverse peers and adults to create projects, performances and presentations, venues and activities for which they can receive accolades from their families and the community; and the opportunity to develop a vision of life's possibilities that are attainable, with payoffs for commitment and persistence. All of these qualities help young people understand the value of education and prepare them to succeed.

Top Ten Qualities Employers Look for in a College Graduate:

1. Verbal and written communication skills
2. Honesty and integrity
3. Teamwork skills
4. Interpersonal skills
5. Motivation and initiative
6. Work ethic
7. Analytical skills
8. Flexibility and adaptability
9. Computer skills
10. Organizational skills

ADDITIONAL RESOURCES

The following resources provide information that teenagers should consider before deciding to quit school. You may find these resources helpful when talking to your younger residents about their future.

- "Top Five Reasons to Stay in School," National Dropout Prevention Center/Network (NDPC/N): This document offers five reasons why students should graduate from high school, mainly based on the dim prospects that dropouts face. http://www.dropoutprevention.org/resource/family_student/reasons.htm

- "Value of Education Calculator," New York State Department of Labor: This calculator lets students calculate their annual earning without a high school diploma, with a high school diploma and with various degrees. http://www.labor.state.ny.us/workforceindustrydata/cen/calc1.asp

- "School Engagement Reduces the Risk of Teen Childbearing," PPFY Network: This short article examines the effects of school engagement and quitting school on the risk of a girl becoming pregnant while still in her teens. http://www.wested.org/ppfy/engagement.htm

- "Why Go To College," The ACT Test Site: This website page offers four good reasons for students to continue on to college. http://www.actstudent.org/college/index.html

- "Information Sheet on Dropping Out of School: 10 Things You Need to Know About Dropping Out of School," About.com: This compelling list may make students think twice about dropping out of school. http://teenadvice.about.com/od/factsheetsforteens/a/10thingsdropout.htm

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BEST PRACTICE: SURE TRACK TO COLLEGE

In Woonsocket, R.I., NeighborWorks Blackstone River Valley (NWBRV) saw their young residents struggling to make the leap from high school to college. NWBRV decided to help and developed a program geared towards elementary school children that put a focus on education and featured college as a very real and reachable goal.

The Sure Track to College program encourages children to start thinking about college, helps them to choose the necessary courses and offers a stronger guidance program than the local high school provided.

PROGRAM DEVELOPMENT

Before it developed the program, NWBRV talked with several of the colleges that students were considering attending in order to better understand their requirements. They found that:

- Most students lacked the credits necessary for acceptance into a four-year college or university.
- Most of the students were discouraged from taking the SAT, which is a necessary requirement when applying to college.
- Local high school requirements for math, science and foreign languages were lower than what most colleges required.
- There was a gap between the high schools' passing grade of 60 percent and what colleges required, which was at least a 70 percent.
- While most of NWBRV's students found themselves pushed towards vocational or academic tracks, four-year colleges did not accept most vocational courses and none of the academic courses as core-class requirements.

The Program

NWBRV believes that preparing children to think about college should begin when they are young and Sure Track to College is predicated on that belief. When NWBRV's children are entered into their youth programs, parents sign a release form that gives NWBRV access to the student's grades, enabling them to begin acting as guidance counselors when the children are still in elementary school.

When children reach the eighth and ninth grades, NWBRV sets up individual meetings with them to talk about college. The counselor goes over a checklist that necessary coursework, the necessary grade averages, and electives. Staff also schedules meetings with their parents to discuss the process.

Over the next two years, the counselor continues to check in with students, monitoring their grades and discussing their education options. Students are heavily encouraged to make use of NWBRV's education center, which offers enrichment classes and access to computer labs and tutoring, at least three times per week.

In the students' junior year in high school, the meetings become more frequent and more directed. The counselor uses another worksheet to make sure students are meeting all their requirements and sending in all the required paperwork for each college the student is applying to. NWBRV assists the students with fee waivers when they take the SAT and apply to colleges.

Funding

NWBRV receives a large portion of their funding from the state housing finance agency, Rhode Island Housing, which provides money for youth services. The only additional cost was for one staff counselor who was competent at navigating the local school system and who was available to students in the education center.

Outcomes

NWBRV's program was entering into its fourth year in 2008 and has seen these positive results:

- One-hundred percent of its seniors have been accepted by four-year colleges in the last two years.
- Students' grades have risen and they are more interested in college.
- Younger students have become more excited about going to college as they see older peers head off to school and come back with stories about their experiences.
- NWBRV has been able to help students find financial assistance, helping them fill out the paperwork and link them to financial aid and scholarships. Most of the funding comes from local sources. Some students received funding from Latino Dollars for Scholars. Most students receive significant funding if not full funding for college.
- Parents who never attended college are now becoming inspired by their children to pursue a higher education. Three parents have come in to receive counseling and are now attending colleges.

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STUDENT INTRODUCTORY SURVEY

Name: Age: Grade:

Address:

Phone Number: Cell:

Academic or College Prep Track?

What classes are you currently taking?

What activities are you involved-in in high school?

What are your interests/What do you like to do?

What are your favorite subjects in school?

In what ways have you volunteered in the community?

QUESTIONS FOR JUNIORS AND SENIORS

Have you thought about college and which one(s) you would like to attend?

What would you like to study in college?

Have you taken any steps toward applying and the college process?

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VISIONING THE FUTURE

Name: Date:

You can do almost any WHAT if you have a big enough WHY

My vision for life after high school is…

I think it is important to address this vision because…

What action steps will help make progress toward achieving my vision?

Action Step	What is the deadline?	What resources do I need?	What are the costs?	Who can help?

For each action step, what are the challenges that may arise?

How will you measure the success of each action step?

How will you measure the success of your vision?

After you have achieved your vision, what can you do to continue your success?

What have you learned from achieving the vision?

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SUPPORTING YOUTH EMPLOYMENT

Employment can offer teens and young adults an opportunity to earn income and begin to develop a range of job-related skills and experience. Resident service coordinators can play a key role in helping young people take their first step into the workforce.

Even if your city does not offer a large-scale youth jobs program, your resident services program can help your local teens to:

- Cultivate interests and skills and relate them to current and future employment opportunities.
- Promote activities that help build experience for and knowledge about different careers.
- Build job-readiness "soft" skills.
- Get and keep jobs.
- Stay in school and further their education.

There are many ways that your resident services program can help young people to achieve the aforementioned goals. One of the most successful ways for kids to learn about work is by being exposed to a variety of workplaces and seeing firsthand what it is like to work and what people actually do at work. Preparation for employment can begin when children are as young as 11. This document outlines the range of choices for helping young people to experience the world of work, including job shadowing, mentoring and volunteer experiences.

Not all options may be available in your community. We suggest that you identify what's out there, evaluate and assess, select partners based on your findings, develop partnerships with those selected, then agree to work together to measure and document outcomes. Refer to the workforce development tool ("Assessing an Employment Services Provider" in the Employment Services section) on evaluating and selecting a workforce partner. After selecting your list of qualified and interested partners, deciding the best program for each individual will depend on who your final referral partners are, and what they have specifically to offer according to the interests and learning goals of each youth. All of these approaches can provide positive vocational learning opportunities for young people, and any of the individual options below will be effective toward the overall goals.

JOB SHADOWING

Job shadowing pairs young people with a worker in order for the young people to see what a particular job is like. Young people "shadow" their assigned employee for a day or more to watch them at work and talk with them about the background and skills needed for the job.

CAREER AND JOB MENTORING

Mentoring involves a long-term, one-on-one relationship between a mentor in the workforce and a young person. The mentoring often occurs on the job. Mentors can provide young people with information about a career or give support and constructive feedback to help teens with their current work, including providing advice about next career steps. Because of the personal relationship and amount of time involved in mentoring, commitment on the part of both the teen and the mentor is crucial.

VOLUNTEER EXPERIENCES

Volunteering provides young people with an opportunity to explore new industries, learn to work as a member of a team and develop leadership skills. Volunteer opportunities exist in many different industries and in both the private and public sectors.

WORK-BASED LEARNING

Young people can combine temporary jobs with specific learning objectives, providing them with work experience. Many communities offer summer youth work programs through government agencies, community organizations or public schools. Vocational or technical schools may also offer work programs for young people.

VOCATIONAL OR TECHNICAL CLASSES

Teens who participate in high school vocational or technical classes significantly increase their employability and earnings potential after high school. Some high schools offer school-to-career programs. You can help your teenage residents to:

- Develop a complete list of work-related classes at their school, other local educational institutions or vocational/technical schools.
- Review these educational options (involving parents and, if available, a mentor in their desired field).
- Schedule appointments with high school counselors or contact schools for information on tours or enrollment.
- Guide them as they enroll in and complete the program they choose.
- Find community-based work experience.
- Evaluate their experience and determine what their next steps could be.

DEVELOPING ENTREPRENEURSHIP

Many young people are interested in developing their own businesses, but don't know where to start. A number of studies show that two factors in particular have a positive effect on the development of young entrepreneurs: relationships with mentors who own small businesses and early entrepreneurial education.

Entrepreneurial education is most successful when economic and business information is combined with information on developing the positive attitudes and motivation needed to become a successful entrepreneur. You can help your

budding entrepreneurs by organizing career exploration activities such as informational interviews, job shadows or work experiences with small business owners.

ADDITIONAL INFORMATION

Much of this resource was adapted from the Casey Family Foundation Programs document, *It's My Life: Employment–A Guide for Transition Services*, available online at: http://www.casey.org or http://www.casey.org/resources/publications/ItsMyLife/Employment.htm. The guide includes a broad range of additional resources and information, including assessment tools for life skills, work skills, interests and career directions; methods for building job readiness skills and information on helping young people get and keep jobs.

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SUMMER CAN SET KIDS ON THE RIGHT—OR WRONG—COURSE

When school doors close for the summer, what do kids face? For some, it's a world of interesting vacations, music lessons and library trips. For others without enriching summertime opportunities, the break can lead to serious academic consequences—and the disparity can be dramatic.

Research conducted by Johns Hopkins sociology Professor Karl Alexander and his colleagues shows that low-income youth suffer significantly from a loss of academic skills over the summertime. And the losses pile up, contributing to an achievement gap that can make the difference between whether students set out on a path for college or decide to drop out of high school.

The Center for Summer Learning at Johns Hopkins University talked to Alexander about the research, what it means for young people and the need for a strategic and focused response.

What led you to look into the relationship between summer learning opportunities and academic success?

Initially, my colleagues and I weren't particularly interested in summer learning. That came about in a roundabout way. We were interested in early schooling and patterns of social inequality. For example, we wanted to compare the school experiences of lower-income with higher-income kids and minority with majority youngsters.

What did you find?

We discovered that about two-thirds of the academic achievement gap between disadvantaged youngsters and their more advantaged peers can be explained by what happens over the summer.

I also want to point out that the higher performing group isn't necessarily high income, but simply better off. In the context of the Baltimore City school system, that usually means solidly middle class, with parents who are likely to have gone to college versus dropping out.

Statistically, lower-income children begin school with lower achievement scores, but during the school year, they progress at about the same rate as their peers. Over the summer, it's a dramatically different story. During the summer months, disadvantaged children tread water at best or even fall behind. It's what we call "summer slide" or "summer setback." But better off children build their skills steadily over the summer months. The pattern was definite and dramatic. It was quite a revelation.

What method did you use to make this discovery?

We launched a study in 1982 where we recruited almost 800 children in Bal-

timore City and monitored their academic progress from first grade well into adulthood. Achievement tests were administered in the spring and fall over an extended period of time and we tracked and analyzed those achievement test patterns. We also conducted interviews with the children and with their parents.

How do you explain the achievement gap's relationship to income? What do higher-income children get over the summer that lower-income children don't?

We didn't look at specific programs, but we did explore some possible explanations and we found some definite differences.

I don't want to break it down into a check list but some differences seemed relevant. For example, better-off children were more likely to go to the library over the summertime and take books home. They were more likely to engage in a variety of enrichment experiences such as attending museums, concerts and field trips. They were more likely to take out-of-town vacations, be involved in organized sports activities or take lessons, such as swimming or gymnastics lessons. Overall, they had a more expansive realm of experiences.

What are the implications of this research?

It helps us to realize how important summer learning—or the lack of it—is to academic achievement. And it helps us to recognize that this often breaks down along social lines. In the more recent work, we were able to pose questions about the consequences of this achievement gap. We found that summer learning loss accounts for about two-thirds of the difference in the likelihood of pursuing a college preparatory path in high school. And that matters a great deal in terms of what happens later on. Forty percent of the children we picked up as first graders left high school without diplomas. It's a problem of monumental proportions. So these early patterns of out-of-school learning have profoundly important repercussions that echo throughout the years.

Can summer programs help?

We need to provide children with strategically planned, structured summer experiences, and that's especially true for those who don't have access to enriching, home-based learning. And, of course, summer programs can be an important part of that strategy by providing a variety of experiences that challenge children, develop their talents, keep them engaged and expand their horizons.

What are the next steps?

I'd like to see the work we've done motivate others to carry the torch forward and try to help us understand what sorts of summer experiences best support year-round learning for all children—and there's a particular need to help understand the conditions that will help disadvantaged children. We need a detailed, on-the-ground perspective. We know that children need enriching summertime experiences, but we need to know what makes up the best mix of experiences. Then we need to act, develop resources and move ahead.

Any final words?

I'd like to thank my colleagues and co-workers Doris Entwisle and Linda Olson, as well as the families and children who participated in the study. They indulged our inquiries over many years, and without their cooperation, this study would not have been possible.

Did You Know?

- During the school year, lower income children's skills improve at close to the same rate as their more advantaged peers.
- Over the summer, middle- and upper-income children's skills continue to improve, while lower-income children's skills do not.
- Summer learning shortfall experienced by low-income children over the elementary grades has consequences that reverberate all throughout children's schooling and can impact whether a child ultimately earns a high school diploma and continues on to college (Alexander, Entwisle and Olson, 2007a).

What Program Providers Can Do

- Use the research. When reaching out to funders, decision-makers and partners, share the research to demonstrate the need for and effectiveness of high-quality summer learning.
- Get the word out. Work with the media and parents to share the issues young people face during the summer and how your program is designed to make a difference.
- Enlist support from community partners. Host meetings to discuss how you can work together to support young people in your community during the summer.

Principles in Practice—Summerbridge Pittsburgh

- Students at Summerbridge Pittsburgh take six weeks of summertime classes in math, reading, writing and public speaking.
- The program uses a high-energy and hand-on approach to learning and leadership.
- Summerbridge recruits youth from under-performing schools in low-income neighborhoods with high dropout rates. However, 92 percent of Summerbridge youth graduate from high school and 80 percent go on to college.

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DOESN'T EVERY CHILD DESERVE A MEMORABLE SUMMER?

To succeed in school and life, children and young adults need ongoing opportunities to learn and practice essential skills. This is especially true during the summer months. Many Americans have a wonderful image of summer as a carefree, happy time when "kids can be kids" and take for granted the prospect of enriching experiences such as summer camps, time with family and trips to museums, parks and libraries.

Unfortunately, some youth face anything but idyllic summer months. When the school doors close, many children struggle to access educational opportunities, as well as basic needs such as healthy meals and adequate adult supervision.

DID YOU KNOW?

- All young people experience learning losses when they do not engage in educational activities during the summer. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer (White, 1906; Entwisle and Alexander 1992; Cooper, 1996; Downey et al., 2004).
- Most students lose about two months of grade-level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996).
- More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college (Alexander et al., 2007).
- Children lose more than academic knowledge over the summer. Most children—particularly children at high risk of obesity—gain weight more rapidly when they are out of school during summer break (von Hippel et al., 2007).
- Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do (Duffett et al., 2004).

THE PROMISE OF SUMMER LEARNING

Numerous studies show that summer learning opportunities improve academic outcomes for youth. Early and sustained summer learning opportunities lead to higher graduation rates and better preparation for college. Summer programs have also been shown to positively affect children's self-esteem, confidence and motivation.

High-quality summer programs keep students engaged in learning, teach them new skills and allow them to develop previously unseen talents. They allow children to form relationships with caring adults, help them stay fit and active and foster creativity and innovation.

WHAT YOU CAN DO TO HELP

Program providers should:

- Get the word out and use the research. When reaching out to funders, decision-makers, partners and the media, share the research to demonstrate the need for and effectiveness of high-quality summer learning opportunities.
- Enlist support from community partners. Host meetings to discuss how you can work together to support young people in your community during the summer.

Policymakers and funders should:

- Prioritize summer as a key component of funding for out-of-school time.
- Provide funding for organizations that operate and support high-quality summer programs.

Business leaders should:

- Invest in summer learning programs for children of employees and those living in the communities they serve.
- Provide summer internships and support programs designed to equip young people with the skills they need to be competitive in the global economy.

Parents should:

- Demand more options for, and better access to, high-quality summer learning programs from local leaders.
- Support legislation and elected officials that make summer learning programs a priority.

SPOTLIGHT ON RESULTS

Project Morry is a tuition-free summer sleepaway camp and year-round program in White Plains, New York, that focuses on academic enrichment, recreation and youth development for children from disadvantaged communities in New York City. Since its inception in 1996, all of the Project Morry graduates have completed high school, 80 percent enroll in institutions of higher education and 100 percent of the students who enrolled in college have remained in college.

SuperKids Camp has served more than 10,000 Baltimore City children since 1997. In addition to sailing in Baltimore's Inner Harbor and visiting museums, elementary students in the six-week program hone their reading skills. Evaluations reveal that over 80 percent of participants maintain or improve their literacy skills.

Summerbridge Pittsburgh, a two-summer, tuition-free program, helps at-risk middle school students increase academic performance while building confidence and life skills. Since 1994, Summerbridge Pittsburgh has served more than 1,000 children and has a high success rate: More than 90 percent of its participants graduate from high school and 80 percent have gone to college.

"It re-ignited my passion for learning"

While other kids in the neighborhood were hanging out all summer, Charity was learning Spanish, French and Shakespeare at Summerbridge Pittsburgh. Her teachers prompted her for the first time to actually analyze subjects such as American history, not just recite facts. The summer experience gave the previously shy Charity the confidence to speak up in class—or raise her hand when she didn't understand something—and before long she was leading skits and classroom discussions. In short, she recalls: "It re-ignited my passion for learning."

And this story doesn't end there. Charity became an outgoing leader in high school and taught for two summers at a Summerbridge program. She has since graduated from Harvard University and attends Harvard Medical School.

OUR MISSION

The Center for Summer Learning's mission is to create opportunities for high-quality summer learning for all young people. Based at the Johns Hopkins University School of Education, the Center is committed to expanding summer learning opportunities for disadvantaged children and youth as a strategy for closing the achievement gap and promoting healthy youth development.

The Center works to:

- Improve the quality and availability of summer programs by providing professional development and evaluation services to providers.

  The Center trains over 2,000 summer program providers annually, reaching more than two million children each year.

- Build awareness and support for high-quality summer learning programs through outreach and communications.

  Summer Learning Day and our annual national conference are just two of the events organized by the Center to bring together program providers, researchers and policymakers from across the country.

- Generate increased public investment in summer programs for young people in high-poverty communities.

  In 2007, the Center's efforts helped generate more than $14 million in public investment spent directly on summer programs for youth.

Through its national network of providers and partners, the Center works to make summer learning a priority in communities across the country. Using research-based approaches and models of effective practice, the Center strives to ensure that all children have access to high-quality learning opportunities during the summer months.

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SUMMERTIME AND WEIGHT GAIN

More and more children in the United States are obese—and overweight children tend to become overweight or obese adults, leading to a host of health problems. Many people blame schools, but research shows the opposite. In fact, children gain weight three times faster during the summer months, gaining as much weight during the summer as they do during the entire school year, even though the summertime is three times shorter. The Center for Summer Learning at Johns Hopkins University spoke to Ohio State University statistician Paul von Hippel about the research, what we can learn from it and what it means for children and society as a whole.

What led you and your colleagues to study childhood obesity?

The United States has three times more overweight children than it did 20 years ago. A lot of people blame the schools—school lunches, school vending machines, school exercise programs. In this study, we looked at whether the schools were really the problem.

What did you find?

Children gain weight two or three times faster during summer vacation than during the school year. So it looks like the schools aren't the problem after all, or at least not a big part of the problem. Children would weigh a lot more it weren't for the time that they spend in school.

We used survey data to look at weight gain in a sample of 5,000 children in 300 schools. If schools were the source of the problem, we would have expected to find that children gain weight more quickly during the school year than during summer vacation. But we found just the opposite.

Isn't it normal for kids to gain weight?

Absolutely. But a lot of them are gaining too quickly, and most of that excess weight gain is taking place during the summer.

What is going on during the summer that makes it such a dangerous time for weight gain?

The data don't provide much detail on kids' home lives, but if you have some Tom Sawyer idea that kids are climbing trees all summer and only eat when called to dinner, that doesn't square with the fact that they're gaining weight so quickly. The other stereotype—that kids are watching TV, playing video games and eating chips out of a bag—may be closer to the truth, at least for kids who are overweight.

What are the implications of this research?

For years, the public debate over childhood obesity has focused on what schools are doing wrong and how we can fix them. This study shifts the focus to what schools are doing right and what we can learn from schools to improve kids' lives.

What are schools doing right?

As I'm talking to you, at 2:30 on a Friday afternoon, we can be pretty confident children are in school and they haven't eaten much since lunchtime. During the summertime, there are no such guarantees. Schools provide a structured environment where children are constantly supervised, have limited opportunities to eat and get physical exercise at least a few times a week.

What might the consequences be if we do nothing?

The rate of obesity will continue to rise unless we shape behavior, which is easier to do earlier rather than later on.

Can summer learning programs help?

It makes sense that the right kinds of summer programs will help if they provide structure, limit opportunities to eat, schedule time for exercise and make sure children aren't unsupervised for long stretches of the day.

If parents are home during the day, they can also provide more structure. Speaking for myself, I lost 10 pounds when my mother sent me to summer camp at age 9. I said it was because of the lousy food, but realistically, it was because I was playing tennis and swimming instead of eating between meals.

You also found some differences between kids of different races.

Yes, that's not a new finding. We've known for years that certain ethnic groups—Hispanics and African-Americans—are more prone to obesity. What's new in our study is the finding that those at-risk ethnic groups are the ones that benefit the most from school. School does more to restrain the weight gain of at-risk groups than it does for other children. But that finding isn't limited to black and Hispanic children. If you look at overweight white or Asian children, you find that they, too, gain weight much more slowly during the school year than during the summer months.

What are the next steps?

I think we need a public health campaign, similar to the anti-smoking campaign, to change out-of-school behavior and get kids to eat healthier during the summer. I also think that the research community needs to shift their focus away from schools to what kids are doing outside of school that is making them gain weight so quickly.

Any final words?

I'd like to thank my coauthors at Indiana University and Ohio State University: Brian Powell, Doug Downey and Nicholas Rowland. I'd also like to thank the Department of Education for collecting the data and the National Institute of Child Health and Development for funding the study. We'd know a lot less about children's health if it weren't for government-funded research.

Did You Know?

- Children gain body mass index (BMI) nearly twice as fast during the summer as during the school year (von Hippel, Powell, Downey, and Rowland, 2007).
- Black and Hispanic children, and children who are already overweight, experience healthier BMI gain during the school year. (von Hippel et al., 2007).
- According to the Food Research Action Council, only 1 in 5 children in 2006 who received free or reduced price meals during the previous school year did so during the summer.

What Can Program Providers Do?

- Provide structured activities.
- Provide nutritious food and nutrition education.
- Engage youth in a variety of physical activities, including exercise.

Principles in Practice: Energy Express

- Energy Express is a six-week summer program promoting the school success of children living in rural and low-income communities across West Virginia.
- At Energy Express, AmeriCorps members serve as mentors and children share breakfast and lunch served family style.
- Every day includes learning activities, physical exercise and nutritionally balanced meals.

Learn more at: http://www.energyexpress.wvu.edu

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PARENTS' CHECKLIST: HOW TO MAKE THE MOST OF SUMMER

WHAT PARENTS CAN DO TO KEEP KIDS SHARP OVER THE SUMMER

- **Locate a summer program**. There are high-quality summer camps and programs in almost every price range. Camps offered by schools, recreation centers, universities and community-based organizations often have an educational or enrichment focus.

- **Visit the library**. Find out what interests your child and select books on that subject. Participate in free library summer programs and make time to read every day.

- **Take educational trips**. These can be low-cost visits to parks, museums, zoos and nature centers. When planning vacations, consider those with educational themes.

- **Practice math daily**. Measure items around the house or yard. Track daily temperatures. Add and subtract at the grocery store. Cooking is a chance to learn fractions. Everyday experiences can be fun and interesting, while giving kids opportunities to learn the skills they need.

- **Get outside and play**. Limit TV and video game time, just as you do during the school year. Intense physical activity and exercise contribute to healthy development.

- **Do good deeds**. Students learn better and "act out" less when they engage in activities that aid in their social-emotional development, such as community service.

- **Keep a schedule**. It makes sense to continue daily routines during the summer and to continue to provide structure and limits. The key is providing a balance and keeping kids engaged.

- **Prepare for fall**. Find out what your child will be learning during the next school year by talking with teachers at that grade level. Preview concepts and materials over the summer.

Find out more at: http://www.summerlearning.org

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SELF-ASSESSMENT: CHARACTERISTICS OF EFFECTIVE SUMMER LEARNING PROGRAMS

Instructions: Read the "We" statements below to gauge how well your organization has integrated each characteristic into your current programming. Decide whether you strongly agree, agree, are unsure or disagree. If you agree with the statements listed under a characteristic, think about the practices that support your answer. If you disagree, think about how your organization might change some practice dynamic or develop a partnership that would bring you closer to agreement. If you are unsure about whether you agree or disagree, write down the information you need to make a decision.

Characteristics and Supporting Statements	**Strongly Agree**	**Agree**	**Unsure**	**Disagree**	**Notes**
1. International Focus on Accelerating Learning: Does your organization intentionally focus on accelerating learning?					
We assess a young person's skills, set appropriate learning objectives and develop strategies to ensure that he or she meets those objectives.					
We focus on quality instruction and intentionally reinforce and accelerate academic skills.					
We provide extensive opportunities for enrichment.					
We offer a variety of well-organized learning activities to meet young peoples' developmental needs and to accommodate different learning styles.					
We hold and communicate high expectations for all young people in our programs.					

Characteristics and Supporting Statements	Strongly Agree	Agree	Unsure	Disagree	Notes
2. Strong Commitment to Youth Development: Is your organization committed to youth development?					
We provide opportunities for young people to gain skills, attitudes, knowledge and experiences that prepare them for both the present and the future.					
We support young people in their development and in meeting their basic personal and social needs: to be safe, feel cared for, belong, be useful, feel competent, be valued, and have influence.					
We provide regular and ongoing opportunities for young people to give us feedback and we incorporate their feedback into our programs.					
We maintain a participant-to-staff ratio of 15: 1 or less to allow kids to interact frequently with caring adults.					
3. Proactive Approach to Summer Learning: Is your program proactive and preventative in its approach to summer learning?					
We understand the implications of research on summer learning loss and provide opportunities for all young people to advance their skills over the summer.					

Characteristics and Supporting Statements	Strongly Agree	Agree	Unsure	Disagree	Notes
We provide programs over multiple summers and offer a continuum of services.					
We consider the needs of all kids, especially those from low-income and disadvantaged backgrounds.					
4. Strong, Empowering Leadership: Is the leadership of your organization committed to, and supportive of, summer learning? Does the leadership empower staff to act effectively?					
We feel supported by the leaders of our organization.					
We share a common vision for success and are empowered by our leadership to act in support of our vision and mission.					
We have a voice in organizational decisions and organizational leaders solicit and value our opinions.					
We value professional development and create a culture of ongoing learning at all levels of our organization.					

Characteristics and Supporting Statements	Strongly Agree	Agree	Unsure	Disagree	Notes
5. Advance Collaborative Planning: Does your organization plan collaboratively well in advance of your program's start date?					
We begin planning for the following summer at least six months before our program begins, and we have a process for clearly defining and securing necessary resources.					
We involve partners and community stakeholders, including our customers, in our planning process and gain broad support for our strategies.					
We have a strategic plan that provides a vision for our organization and programs, and we regularly assess our progress and make adjustments when necessary.					
We work to enhance the mission and vision of each partner organization.					
We actively involve families and communities in our programs					
We have clearly articulated roles and responsibilities for each of our partners.					

Characteristics and Supporting Statements	Strongly Agree	Agree	Unsure	Disagree	Notes
6. Extensive Opportunities for Staff Development: Does your organization offer extensive opportunities for staff development?					
We provide adequate opportunities for staff development before the start of our summer program and throughout the summer. We also provide staff development opportunities throughout the year.					
We consider the needs of our diverse staff (full-time, seasonal, experienced educators, volunteers) and target staff development appropriately.					
7. Strategic Partnerships: Does your organization partner strategically?					
We are familiar with the landscape of potential partners and form mutually beneficial relationships.					
We understand and can articulate what we hope to gain from a partnership, as well as what our partner hopes to gain.					

Characteristics and Supporting Statements	Strongly Agree	Agree	Unsure	Disagree	Notes
8. Rigorous Approach to Evaluation and Commitment to Program Improvement: Is your organization committed to evaluation and continuous program improvement?					
We know what outcomes we hope to achieve and have identified indicators to measure our performance.					
We regularly collect data to track our performance.					
We have a process for reviewing the data, assessing our performance, and making necessary adjustments to the program.					
We continually search for ways to improve our services and are open to change.					
We share results with our stakeholders.					
9. Clear Focus on Sustainability and Cost-Effectiveness: Does your organization plan for sustainability and cost-effectiveness?					

Characteristics and Supporting Statements	Strongly Agree	Agree	Disagree	Unsure	Notes
We agree on a vision for sustainability and can articulate: (1) what that vision means for our organization and (2) how it aligns with our strategic plan.					
We understand our individual staff roles in sustaining our program.					
We foster and maintain relationships with key stakeholders, decision makers, funders and partners, and we regularly communicate program outcomes.					
We have strong fiscal processes that help us to determine and convey our financial needs and concerns.					
We actively seek to diversify program funding and could sustain the program if we lost the support of a major funder.					

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Section 5:
A GUIDE TO HEALTH AND WELLNESS

CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

Volume Two: Enhanced and Comprehensive Resident Services
Revised and Expanded Edition

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A GUIDE TO HEALTH AND WELLNESS

Among other benefits, regular physical activity that is performed on most days of the week reduces the risk of dying prematurely, the risk of developing high blood pressure and feelings of depression and anxiety and promotes psychological well-being. It is especially important for low-income families who have not had easy access to health care and for whom good heath is critical to retaining employment. (from the Centers for Disease Control and Prevention)

INTRODUCTION TO HEALTH AND WELLNESS

Chronic disease is the number one public health challenge facing our country. For the first time in our nation's history, the overwhelming majority of Americans are overweight and one-third are obese, because of the combination of too little physical activity and consumption of excess calories. This lack of fitness has compelling consequences. Heart disease continues to be the number one cause of death and disability in the United States. Further, according to the Centers for Disease Control and Prevention (CDC), the number of Americans with diabetes has doubled in 10 years and will double again in the next 10 years. A person with diabetes consumes four times as many healthcare resources as a person who is not diabetic, and a person with uncontrolled diabetes has a nearly eight in 10 chance of developing heart disease.

Affordable housing communities are not exempt from this problem. Chronic disease, driven by unhealthy lifestyles, permeates all races and economic classes, all age groups and both genders. It is a particularly pressing issue for vulnerable populations with low incomes. The burden of chronic disease diminishes residents' quality of life and can affect the financial viability of many households. Residents trying to cope with ailments will have trouble finding or keeping jobs and, once entangled in a downward spiral of poor health, simply be unable to improve or enjoy their lives. Their health struggles may lead to premature disability, further impoverishment and increasing disengagement from their families and neighbors, which, in turn, heightens their health risks.

A physical activity program grounded in resident services gives your residents an opportunity to take stock of their health and develop a sound, safe strategy for making incremental improvements. Progress will likely come slowly for most of your residents, and the greatest contribution that you can make is to guide them along a path of increasingly diverse physical activity offerings.

This section is intended to help resident services coordinators to fully understand the problem that unhealthy lifestyles pose and to help them develop manageable programs and activities that residents will embrace and that may, over time, show property owners and operators, as well as granting organizations with an interest health-related programming, that a wellness strategy is affordable, manageable, achievable and its results measurable.

RESOURCES AVAILABLE IN THIS SECTION

1. **Resident Services and Health and Wellness:** Affordable housing community owners/operators, as well as their resident services teams, cannot remain idle while the tidal wave of chronic illness sweeps through their communities. This section explains the problems unhealthy lifestyles pose and explains how resident services staff can encourage change in residents.

2. **Program Components:** This resource outlines possible components for a physical activity program.

3. **Introducing the Program to Residents:** While some residents may enthusiastically embrace the physical activity program, most will likely be reticent. It will take persistent program marketing to get residents—in particular, adults—to come out and participate in, or help plan, events. This resource offers tools and suggestions for getting residents excited about and participating in the program.

4. **Screening Residents:** The physical activity program that you design and run is not without risks. All physical activity entails some risk of harm, through acute injury or illness. Important elements to help to keep residents from hurting themselves and to ensure that your physical activity program does not present legal risks for your resident services operation are outlined in this resource.

5. **Essential Activities and Events:** This resource describes the types of exercise resident services staff can encourage residents to get and exercise programs that staff can create. It also outlines some ways to teach residents about health and wellness.

6. **Community Partners:** Because this program was carefully designed to address primarily basic fitness and nutrition issues, you should reach out to community partners to help fill potential gaps. Organizations, including both government agencies and not-for-profit groups, should be able to provide expertise, educational materials, ideas and resources. This resource offers a brief list of organizations that you should consider contacting, as well as a rationale for doing so.

7. **Measuring Progress:** Resident services staff should have a modest approach to both data collection and measurement of resident progress. There are, however, important data measures that staff should track over time. This resource describes some potential methods to use to measure residents' progress.

This section was originally produced for the Freddie Mac Foundation and Enterprise Community Partners by Vikram Khanna, MHS, PA, ACSM-Certified Clinical Exercise Specialist®, of Galileo Health Partners, LLC, Ellicott City, MD; vik@galileohealth.net; 443-226-7009. Additional editing provided by Terese R. Deutsch, MA, Vice President, Galileo Health Partners, LLC. Galileo Health Partners is solely responsible for the content of this guide, and it may not be modified without written consent. 2008 © All rights reserved. No photocopying, distribution, or editing without written permission. Excerpting allowed with proper attribution.

RESIDENT SERVICES AND HEALTH AND WELLNESS

The chronic illness of their residents may not have been of their making, but affordable housing owners can play a key role in helping them address it and reduce the negative physical and financial consequences. Residents who are increasingly sedentary and overweight or obese will present affordable housing communities with unforeseen challenges. For example, community plans and building designs may need modification to accommodate the needs of residents who are increasingly overweight and physically dysfunctional. Extant buildings may need renovation, and some residents who are otherwise qualified to live in affordable housing communities may be excluded largely because they cannot successfully accomplish simple physical tasks, such as climbing stairs or caring for themselves.

Chronically ill residents also will face more challenges in the workplace than healthy adults; finding and keeping work, and, thus, sustaining a financially viable household will prove more difficult. Finally, adults with poor health-related self-efficacy are very likely to produce children with the same behavior deficits, setting the stage for another generation plagued at a young age by disorders such as heart disease and diabetes.[1]

Vulnerable populations have limited resources for developing personalized strategies to improve physical activity and make more effective nutritional choices. More likely than not, your residents have not been taught essential physical activity and nutrition skills. They may also be unable to afford to make healthier choices. Integrating health and wellness offerings into resident services helps to address a societal failure, and it simultaneously acknowledges that strong personal health habits, which can drive household stability, economic and academic advancement and emotional and physical health, are learned and not necessarily intuitive. Health and wellness success is often incorrectly perceived as requiring extensive willpower. This is wrong. The key to health and wellness success is "skillpower" and cultivating skillpower is a central goal of health and wellness in resident services.

This dilemma is also an opportunity because it represents a chance to help residents help themselves, which a core value for resident services in affordable housing communities. Integrating elements of health and wellness into affordable housing communities means adapting lessons learned from employment support and financial literacy programs, for example, and helping residents learn how to make better lifestyle choices for themselves and their families, even within the limits imposed by their financial constraints.

[1] Self-efficacy is a person's ability to understand and complete essential health-related tasks, such as walking regularly, eating sufficient fruits and vegetables and limiting intake of alcohol. A high level of self-efficacy indicates both a strong personal belief that the tasks are achievable and an ability to act on this belief.

Teaching residents about personal health and wellness, especially steps that they can take with little or no expense, is a potentially powerful lever for change. The guidance that they get from resident services will help to raise awareness about the ailments that most directly threaten their wellbeing, such as diabetes and heart disease, and give them access to education, support and activities that aimed at helping to improve their health through better decision-making.

In an affordable housing community, this kind of initiative should focus closely on physical activity and nutrition because lifestyle management – making better choices on a day-to-day basis – is the single most important strategy for preventing chronic disease or limiting the impact of chronic ailments that have already cropped up. In study after study, experts on chronic disease, particularly diabetes, cardiovascular disease, arthritis and some cancers, point to lifestyle management as the linchpin for success. Indeed, regular physical activity has even proven useful in helping people who suffer from depression and anxiety; while it is not a substitute for talk therapy or prescription medications, it is a valuable adjunct that a depressed or anxious resident can implement with little difficulty or cost.

There is one important limitation to address. The unfortunate reality about health and wellness in resident services is that the program will serve as a starting point, not an endpoint. By leading residents through sound instruction in physical activity and nutrition – thus filling critical gaps created by both the educational system and the healthcare system – resident services staff can provide a sound platform upon which to build other health and wellness elements, as well as connect residents with useful healthcare resources elsewhere in the community. It is important not to do too much too soon, and to understand the value of proceeding gradually, step by step.

It is both important and appropriate that the health and wellness program has its home within resident services. Resident services programs such as financial literacy, employment support, adult education and English as a second language all embody a common set of principles: imparting lessons that can improve life skills; increasing the likelihood of economic and academic success in both the short- and long-term; preserving the dignity of the individual by helping him or her to live independently. In a complementary fashion, resident services staff can facilitate making better health choices in an often complex and noisy marketplace.

Health education studies show persuasively that knowledge and empowerment are the linchpins of behavior change. People with higher levels of education (and income), tend to make better choices – they eat a healthier diet and are more likely to engage in regular physical activity. This program represents an opportunity for families living in affordable housing communities to help create this kind of organic change by learning the benefits of physical activity and proper nutrition and having them reinforced through practice.

The temptation in considering and designing a health and wellness program for your affordable housing community will be to try to do too much too soon. It is imperative that you start with modest achievable goals that, once met, will provide the basis for growth. Because most of the professionals who provide resident services are not themselves health professionals, the overriding goal of a resident services-based program is to improve basic health-related self-efficacy by residents.

Your approach to health and wellness should have a singular goal: to affect modifiable lifestyle choices that we know are inextricably linked to both the likelihood and severity of chronic illness. You can teach residents how to change these parameters, which is much more realistic than aiming to achieve more elusive clinical goals, such as reducing LDL (bad) cholesterol levels in residents.[2] Both controlled trials and epidemiologic research show, irrefutably, that if a person successfully adopts healthier physical activity and dietary habits, the most powerful levers for change, the likelihood of long-term favorable changes in relevant clinical measures rises greatly and the incidence and prevalence of chronic disease drop commensurately, as does the overall disease burden on quality of life. The modifiable lifestyle behaviors are as follows:

- Eating habits
- Aerobic activity that cultivates cardiovascular health and helps to manage body weight
- Strengthening activities that improve muscle tone and function
- Stress management
- Smoking

Because this program can help residents make meaningful changes in these areas, it is very likely to produce the kinds of changes that we know reduce the risk of chronic illness. For example:

- Aerobic activity, such as regular moderate to vigorous walking, is associated with reduced risk of cardiovascular disease, overweight, diabetes and depression.
- Muscle strength is strongly associated with reduced risk of falls, improved glucose metabolism and better insulin sensitivity (and, thus, reduced risk of diabetes and its attendant heart, kidney or neurological disease).
- Regular physical activity generally is strongly associated with lower levels of stress, depression and anxiety and fewer self-reported days of poor health.

[2] Importantly, measuring change in a clinical measure, such as cholesterol, would require blood testing, which is invasive and entails expense [$12 to $50] that this program does not pay for. It is possible, however, that a resident's cholesterol may get measured as part of his or her participation in a study offered onsite or through referral for clinical care to a healthcare system partner.

- Studies show irrefutably that people who eat a diet rich in whole grains, heart-healthy fats, fruits and vegetables have dramatically reduced all-cause mortality compared to those who indulge in refined grains, alcohol and saturated fats.

By helping to teach residents about these topics and guide them along the path to healthier lifestyles, your resident services team is in a unique position to help families stabilize their situations and, through improved decision-making on personal health issues, marshal their personal financial resources, as well as their physical and emotional energy, to engineer change in personal health behaviors. The program also can help families and individuals gain greater appreciation for how to make better choices in the future, and develop the confidence to know that setbacks and missteps are natural surmountable elements in the long-term process of improving personal health.

It is important to distinguish that this is a physical activity program and ***not*** a physical fitness program. The distinction is subtle but vital.

- Physical activity programs aim to help both adults and children increase their daily energy expenditure, aiming to burn at least 200 calories per day through walking (adults), vigorous play (children) or other pursuits.

In contrast:

- A program aimed at increasing physical fitness would focus more precisely on improving specific measures of cardiovascular or muscular health, such as increasing maximal oxygen uptake or muscle strength or reducing cardiovascular risk factors. It is neither feasible nor realistic to administer a physical fitness program within resident services without the leadership of a qualified exercise professional. The overriding goal of your physical activity program should be to give residents the support and inspiration that they need to develop and master a sound physical activity habit, which may eventually grow into a personal physical fitness program.

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PROGRAM COMPONENTS

A physical activity program will need a committed leader on your resident services team. While this person does not need to have a health background, it is essential that he or she serve as a role model for residents (as well as for other resident services professionals) by having a strong and visible commitment to regular physical activity and good nutrition. It is helpful, but not essential, that he or she have education or work experience in health education/health promotion or personal training. He or she needs excellent communication and organizational skills and an entrepreneurial spirit, which will help to make for an enthusiastic pitch to residents. Residents must perceive that the program will be fun and engaging and not overwhelming; otherwise, it will prove difficult to engage them in it.

The program leader's primary role is to coordinate health and wellness offerings with all the other things that the resident services team already does. Indeed, the first thing that a program leader should do is take an environmental and cultural inventory. This will help you understand what resources you have available for health and wellness activities, as well as opportunities for integrating health and wellness into ongoing functions. For example:

- **Are there age-appropriate physical activity options every day for all children enrolled in after-school programs?** From tumbling to yoga to flag football or dance, daily physical activity is essential for children, and the more the merrier. Regular physical activity helps to improve mood in kids as well as adults, teaches teamwork and cooperation, builds confidence and physical strength and aids with stress management, which is critical for children from vulnerable households. Studies of kids and academic achievement also point to physical activity's beneficial impact on a child's executive functioning (decision making capacity). Regardless of age grouping, every after-school program should have a physical activity option.

- **What kinds of food and drink are available in common areas either for staff or for residents who are attending community events?** Part of building a presence for the health and wellness program is to change the culture within resident services and lead by example, demonstrating to residents that useful, enjoyable change is achievable. The primary food options should include all varieties of fruit (fresh, dried, canned in juice, etc.), as well as cut vegetables; water should be the primary beverage, followed by reduced calorie sports drinks, calorie-free soft drinks and, last, sugared beverages. Juices are less desirable for children than water and low-fat milk. The American Academy of Pediatrics recommends no more than 8 ounces of juice daily for kids.

- **How many televisions are there in areas where resident services staff congregate, work with residents or hold meetings?** Assess whether they are used for entertainment or to watch programs, tapes or DVDs that have

an educational purpose. If the former, then they should be removed or unplugged and used only under supervision. Most children watch three or more hours of television per day; the American Academy of Pediatrics recommends that kids have no more than two hours of total screen time daily (combined TV and computer gaming), excluding screen time that is necessary for completing homework. Having kids watch a movie on a rainy afternoon that precludes being outdoors is certainly understandable, but, in general, such recreational viewing should be the exception not the rule. Because you cannot control a child's viewing time at home, it is critically important to keep it to a minimum for children who participate in resident services' programs.

- **Are there outdoor spaces that can affordably be converted to a community garden or to other recreational uses?** If exterior space allows, you should work with others in resident services to establish a community garden. The garden is a unique way to bring together residents with an interest in, or experience with, gardening as well as the resident services' programs that work with children. The garden could be a useful way to pair children with adults who can mentor them as they plan and tend to the plants. Furthermore, planting and growing vegetables, fruit and flowers are valuable ways to teach science, math and economics, as well as the important principles of teamwork and sharing.

  You can boost the chances of the community garden's success by encouraging adults with gardening experience to step forward and help to lead the process. They can assist with deciding what kinds of plants to grow, as well as developing a plan for the growing season and harvest. In addition, this is a good opportunity to coordinate with other resident services staff, particularly those who guide children's programs (especially science and math) and financial literacy efforts. If the garden produces a bumper crop, it may be possible to sell some of the harvest to residents or others in the neighborhood.

  In the event that there is not sufficient space for an outside garden, it is worth considering a "flowerpot" garden, in which residents can grow smaller vegetable plants that do well indoors. Tomatoes, leafy vegetables, peppers, cucumbers and herbs are all feasible to grow indoors. It is also possible to create year-round gardening projects, whereby residents (both children and adults) learn to germinate seeds indoors during the off-season and then transfer those young plants to the garden when warmer weather arrives in the spring. You can find a number of useful online resources by searching the phrase "indoor vegetable garden."

- **What resources are available for regular physical activity for adults?** This should include an assessment of both indoor and outdoor resources. Are the property grounds or the local neighborhood safe for walking? What are the weather-related limitations in your area? Is there indoor space that might prove useful in inclement days? For example, are there

large common areas, such as conference rooms, where it is possible to organize activities, such as yoga, Pilates or calisthenics for adults? (This same room could be used for kids' games.)

- **What physical activity/gaming gear do you have onsite and is it financially feasible to acquire more?** For both adults and kids, this may include purchasing strengthening bands and tube to teach basic strength training elements, exercise balls, a variety of sports balls (basketballs, kickballs, footballs, etc.), yoga mats, etc. Materials such as these are relatively inexpensive and durable and would allow residents the chance to do things on their own as well as during organized classes or events.

- **What is the culture of the resident services staff regarding health and fitness?** Is there routinely food at resident services staff meetings or in staff areas? Is it fast food or calorie rich/nutrient poor food, such as donuts and pastries? What beverages are typically available? Soft drinks or water/coffee/tea? Does the resident services management team encourage or facilitate regular physical activity by members of the resident services team, by allowing flex scheduling or allowing time during the work day for physical activity breaks? Have managers ever held meetings on the go, taking their teams for a walk while working? Residents will observe and take seriously the resident services' staff commitment to health improvement. As with community events, it is important for resident services staff to see it takes its own advice when it comes to health and fitness. Substituting fresh and dried fruit for candy and sweets, for example, transmits an important message, as does either removing vending machines or working with the vending company to stock healthier options as well as traditional snack foods.

  As a matter of routine, resident services managers should encourage their employees to take a refueling break every two to three hours, if feasible. This means getting up from the task at hand to walk around, stretch, appreciate a change of scenery, even if only for a few moments, and to get a heart-healthy snack and beverage before resuming work.

Over time, the program leader will also need to connect residents participating in the activity program with resources outside of their housing community that may meet their needs. This may include referring residents to local healthcare organizations for care or evaluations. (See Community Partners subsection of this chapter for additional detail.)

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INTRODUCING THE PROGRAM TO RESIDENTS

While some residents may enthusiastically embrace the physical activity program, most will be reticent. It will take persistent program marketing to get residents – in particular, adults – to come out and participate in, or help plan, events. There are some important steps worth taking, however.

- **Market the physical activity program.** Signage, flyers distributed door to door or placed in mailboxes and inserts in community newsletters are all important ways to educate residents about the physical activity program. Talk it up at community events and meetings to create a buzz about it.

- **Create leadership and volunteer opportunities for residents.** You may find it useful to identify and recruit a popular, well-respected resident to help you market the program to others in the community. He or she should also try to participate regularly in program events, help create the marketing materials and perhaps help to introduce you to other residents who might appreciate a role in the program.

- **Develop a vehicle for getting feedback from residents.** What do they want in the program? What makes them come back? What keeps them away? The two simplest ways to do this are to speak with residents at the conclusion of events to canvass opinion or invite both residents who have participated and those who have not, to an informal focus group.

- **Create opportunities for parents to do things with their kids.** Some parents who might otherwise stay away from a physical activity program will participate when they realize how meaningful it can be for the health and welfare of their children. Kid-parent games (tag, flag football, kickball, volleyball, etc.) will engage parents and get the kids active. For parents who do not understand the value of regular physical activity, an intergenerational game night might be just the thing that convinces them about why their kids should play as much as possible and why they themselves should participate.

- **Encourage residents to think about how the program can improve how they look and feel.** The temptation in any health-related program is to teach people how to use the program as leverage to reduce their risk factors or relieve symptoms, that is, to improve their health. For a physical activity program, this is the equivalent of encouraging people to eat their vegetables. It is a heavy, paternal message, not an inviting, inspiring one. Focus on the results of physical activity and improved eating habits that will come most quickly—feeling better and looking better. Regardless of gender or race, people generally want to feel better

and look better, whether just for themselves or for a partner. The better they feel and look, the more likely they are to want to continue increasing their participation.

- **Organize events at realistic times.** Work, weather and demographics are the major factors that will affect programming. If most of the residents of your community work, it is unrealistic to expect a high level of participation (except for retirees and at-home parents) during work hours. After-work participation will vary across a number of factors: what kind of work residents do; the duration, difficulty and timing of their commute; and evening responsibilities or commitments. This means that, for working adults, having a physical activity event on at least one day every weekend will likely prove useful and popular. For kids, after school and weekends are the prime opportunities. Finally, communities with large numbers of retirees will have the most flexibility and, perhaps, the most interested residents.

- **Create a nominal rewards system for participation.** Everyone likes to be appreciated. To the extent that budgets allow, create an event and reward system, so that people who participate regularly and meet certain milestones get recognition for their efforts. The rewards should be modest; gift cards to local stores are useful, as are inexpensive sports accessories, such as sport bottles, T-shirts, ball caps, etc. If you create a rewards system, make sure that there is something for both kids and adults.

At the outset, it will help to have modest expectations for resident participation. As noted above, it may take residents time to warm up to the physical activity program. Building participation gradually, which indicates resident acceptance, is more likely to ensure the long-term success of the program than is trying to open the program with a big splash, only to have residents react with a shrug.

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SCREENING RESIDENTS

The physical activity program that you design and run is not without risks. All physical activity entails some risk of harm, through acute injury or illness. You should take reasonable steps to help keep residents from hurting themselves and to ensure that your physical activity program does not present legal risks for your resident services operation.

Every resident should be screened before being allowed to sign up for, and participate in, physical activity program events. This only needs to be done once – the first time a resident comes to join an event, such as an organized walk. You will need to create a list of residents who have screened negative and can participate, as well as those who screen positive and should not participate until they get clearance from a physician. You should ask residents to tell you if their health status changes (i.e., they receive a new diagnosis or begin using a new prescription drug), but they may not prove reliable at doing so, meaning that you will need to periodically rescreen people.

The most basic screening tool that you should use is the ***Physical Activity Readiness Questionnaire (PAR-Q).*** The PAR-Q is a valid, reliable screening tool that is recommended by the American College of Sports Medicine (ACSM) for determining whether someone has medical limitations that preclude participating in physical activity. The PAR-Q is for persons age 15 to 69.[1] You can download it from the Canadian Society of Exercise Physiology, which created it, at http://www.csep.ca/english/view.asp?x+698. The PAR-Q consists of seven simple straightforward questions about health history and physical activity. If someone answers "yes" to any question on the PAR-Q, he or she should take it to a physician for an assessment of any potential medical problems before becoming physically active. There is a separate PAR-Q for pregnant women, which you can also download from the website noted above.

Depending on a resident's fluency in English (or French, which is the other language available for the PAR-Q), a resident services coordinator may need to ask the questions. After a resident completes the PAR-Q, all the forms should be stored in a secure file in the resident services office. Because the forms contain personal health information, they should never be left where unauthorized persons can see them (especially other residents). Use the completed PAR-Qs to create your lists of residents cleared/not cleared for physical activity. If a resident comes to an event and has not completed a PAR-Q, it should take only a few minutes to do so. An alternative means of handling the PAR-Q is to distribute a PAR-Q to all residents in advance of the inaugural physical activity and let them know that they need to complete it and return it to resident services if they wish to participate.

[1] Someone who is younger than age 15 or older than 69 and has a history of health problems should meet with a healthcare professional before starting, or increasing the intensity of, his or her physical activity program.

The main problem that arises through use of the PAR-Q is that it will identify some residents who need a healthcare professional's clearance for physical activity. For residents who have a healthcare provider, this will generally require making an office visit. They can take the PAR-Q to this visit for their healthcare provider to complete. The burden is greater for residents who do not have a regular healthcare provider. Review the section on community partners for additional information on how to connect residents with local healthcare resources.

There is one additional screening tool that you can consider using with your residents, ***The Perceived Stress Scale (PSS).*** You can download the PSS for free at http://www.mindgarden.com/products/pss.htm. The PSS measures a person's psychological stress at a moment in time. Like the PAR-Q, it is a valid and reliable tool that has been used in numerous studies. The PSS may help you and other resident services staff identify residents who are suffering from higher levels of depression or anxiety and give you the opportunity to ask that person about whether they would like your assistance in finding help.

A high score on the PSS, indicating a greater than expected level of stress, is not necessarily a bar to physical activity; indeed, regular physical activity can help with depression, anxiety and stress. However, the stress level can also indicate a potentially serious degree of depression or anxiety that warrants timely professional intervention. For these residents, particularly those who opt *not* to seek help even after your recommendation, you should check on them periodically and re-screen them with the PSS to see if their stress level has changed. A persistently high PSS score should indicate to you that the resident may still need help, and you should reach out to him or her again. Regular physical activity works to improve PSS scores and enhance quality of life.

DEALING WITH A MEDICAL EMERGENCY

In the event that you decide to hold physical activity events on community grounds, it is worth considering the purchase of an automated external defibrillator (AED), as well as first-aid kit, if you do not already have one. AEDs are designed to be used by lay people, require no special training and are vital in helping to restart a stopped heart. While the risk of sudden cardiac death during physical activity is small, it is nonetheless real, and higher in people who are sedentary than people who are highly fit. Thus, the investment in an AED might be wise. Follow the AED kit manufacturer's guidelines on how to test, maintain and store it.

You should work with the local chapter of the American Heart Association or the American Red Cross to ensure that all resident services staff who participate in physical activity programming get training in cardiopulmonary resuscitation (CPR). These organizations may also be able to help you establish a protocol to follow in the event of a medical emergency during a physical activity event. This could include any report from a resident (adult or child) of difficulty breathing; pain or heaviness in the chest that radiates into the arms, shoulder or

neck; dizziness or loss of consciousness; change in vision or speech; a fall that results in joint injury or dislocation, a blow to the head, or suspected fracture; a sudden fever; abdominal pain; loss of sensation, strength or mobility of any extremity; or, any other sudden adverse event that could pose a long-term threat to the resident's health and welfare.

Also consider contacting the emergency department at a local hospital to help you set up an emergency response protocol for any adverse event during physical activity at your housing community. Physicians and administrators there may be willing to help you outline appropriate responses to the most likely events.

It is unwise to proceed with a physical activity program in the absence of taking these steps. Doing so may create legal risk for your resident services operations, and you should seek legal advice about other potential means of risk reduction.

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ESSENTIAL ACTIVITIES AND EVENTS

The core physical activity for the health and wellness program is walking. Studies show that among physically active American adults walking is the preferred form of physical activity, far outpacing running, cycling and swimming. Walking comes naturally to people, is low-impact (thus, easier on the joints than running, which is particularly beneficial for overweight or obese people), easy to do in just about any environment and requires no specialized skill or equipment (other than a suitable pair of shoes).

Encouraging residents to walk whenever possible means teaching them how to incorporate walking into daily activities, as well as using it during times dedicated to physical activity. The best example of this is to remind residents to use the stairs whenever possible. A good rule of thumb is to walk up two flights or down three and use elevators or escalators only for trips longer than those. Because using stairs will build leg muscle strength, as well as aerobic capacity, residents who are at first skeptical about the benefits of doing something as pedestrian as going up and down stairs will soon find that they are able to climb more flights than they thought possible. If possible, you should have a mural or signs painted on both the interior and exterior surfaces of elevator doors to remind residents about using stairs. The caveat to using the stairs is that they must be safe, clean, well lighted and passable.

Community walking events and groups are a natural starting point for adults and overweight or obese children who may find it too challenging initially to do anything else. The walking clubs can be informal – groups of adults who take impromptu walks – or formal groups that walk on predetermined days at specific times. It will help walkers in your community if you can map out walking courses and, especially, let people know distances. Local schools may allow residents to walk on their tracks; always get permission from school administrators before doing so. In poor weather, it is worth exploring whether your residents can walk in nearby shopping centers, as is the case in many suburban malls.

To the extent that it is feasible, there should be a regularly scheduled community walk (every day or most days of the week), led by someone from the resident services staff. The walking route should be structured in such a way that there are short, intermediate and long options, so that residents who do not wish to take the entire trek can return home without difficulty. Obviously, doing the walk at its scheduled time will depend on weather conditions. Never expose residents to weather extremes, such as high heat/humidity or icy conditions.

You can also create events that will give residents a bit of enjoyable competition by creating a tote board to measure (in steps, time, or miles walked) the progress of the groups. They can work toward prizes, such as a gift cards, sports gear, or other tokens. One easy event is a "walk to…" a popular destination in

your area. For example, in the mid-Atlantic region, a community might hold a Walk To Ocean City, MD contest. Ocean City, which is about 150 miles from Washington, D.C., would take a walker moving at a moderate pace of 3 mph 50 hours to reach. Walkers or walking teams would record their progress on the board to see whom or which team "reaches" Ocean City first. It does not matter what metric the walkers use—steps (counted with a pedometer), time or distance—as long as everyone understands how to measure their performance. Pedometers are popular tools but wildly divergent in their accuracy and the most accurate ones are costly. Nearly everyone has a watch, however, making time walked most useful.

To the extent feasible, you can also organize group walks to local groceries or other stores and lead urban/neighborhood hikes for groups or families on weekends; if the environment surrounding the housing community is suitable, the hikes can evolve into treasure hunts or other games that get families outside and moving for an hour or more at a time, with the prospect of a prize at the conclusion of the event.

For many adults in affordable housing, as in broader society, overweight or obesity is the norm rather than the exception. Because of this, and the likelihood that many residents will have multiple medical problems (such as high blood pressure or diabetes), it is critically important that the physical activity program not set hard and fast goals for anyone. This must be a voluntary, self-paced program that encourages, inspires and engages residents, but does not push performance milestones. This will help to prevent injuries, adverse events and avoid turning people off to the program. Teach residents that no matter what their level of fitness, all activity matters. Even if they are only able to walk five or 10 minutes at a time, the benefits accumulate. The eventual goals for residents are as follows:

- **For normal-weight adults**: This group should get at least 30 minutes of walking or another activity on most or all days of the week.

- **For overweight/obese adults**: For people in this group, recommend multiple short bouts of walking daily, until they can eventually accumulate 60 minutes of activity per day. For many people, even the modest target of 30 minutes will seem onerous and the 60-minute target completely out of reach. These residents should be taught to take regular breaks during their walks or other activities, and, when recovered from their exertion, to try again. Remind residents who are afraid to aim for the longer times that it will take some time to undo their current health problems, just as it took a long time to develop them. Reinforce the principle that many small periods of activity are as effective as one long one. Over a period of months, many overweight and obese adults will find that they can successfully and happily walk 30 or more minutes at a time, and their consequent weight loss and improved sense of well being will inspire them to try to do more.

- **For children**: Children should get at least 60 minutes to two hours of vigorous play every day. For many overweight and obese kids, even vigorous play will prove difficult and, at times, embarrassing. These kids should have the option to walk with adults participating in the physical activity program, who can help to provide positive reinforcement for the children.

Strength training is essential to long-term health, because healthy muscle is essential to both normal metabolism and activities of daily living. The majority of American adults do no strength training, which contributes to metabolic disorders, such as diabetes, and an increased incidence of falls and life-threatening bone fractures and reduces the ability to live independently.

Starting to educate residents about the benefits of strength training requires some rudimentary equipment and a small amount of space. The equipment can be as basic as a few pairs of relatively light dumbbells or sets of rubberized strength training bands or tubes. These can be readily purchased online or in local sporting goods stores. For many adults, very low-intensity strengthening activities, such as tai chi and yoga will provide the most user-friendly starting point. For deconditioned adults, nearly any alternative to being sedentary will help to improve muscle tone and function. Just as with the walking, the more they do, they more they are likely to succeed, and their success will provide motivation to keep trying new options.

Nearly any modestly sized rooms in the community can serve as an ad hoc fitness center for activity or nutrition classes. If there is expertise on staff (such as a personal trainer or yoga instructor), you may want to set up introductory classes in these activities:

- Yoga
- Pilates
- Tai chi
- Jazzercise
- Aerobic dance
- Low-impact aerobic exercise

These kinds of activities require no specialized equipment other than appropriate clothing, shoes and basic gear such as yoga mats. You may also find good instructors among residents themselves. Other potentially useful resources for instructors are local colleges and universities with majors in physical education, health promotion/education, exercise science and related fields. Students in these majors often need to do projects or student teaching with diverse populations and may be able to work with your resident services program on an internship basis.

Organized classes offer residents an important social opportunity, which can help to create a sustainable interest in physical activity. Some residents will appreciate and enjoy physical activity that gives them the opportunity to join with friends. Ensuring that there are classes for all skill and fitness levels also

will help to ensure that residents who are new to physical activity or very overweight can learn and build fitness in an environment that frees them from having to worry about how others perceive them. The more variety that you can offer residents, the more likely you will be to build interest and participation in the health and wellness program.

TEACHING HEALTH SKILLS

The long-term success of your physical activity program rests on connecting with residents. If they understand and enjoy it, they will participate regularly and support it; the side effect will be health improvements that directly impact their lives and, indirectly, benefit your affordable housing community. To this end, how well you communicate with residents and the messages that you send are critical to the program's prosperity.

SIMPLICITY IS THE KEY

To help ensure the success of the health and wellness program, stay focused on simple straightforward messages. Manage communication so that health messages are not overly complex and do not overwhelm, confuse or discourage residents from engaging with you and others on the resident services team.

As we have noted previously, the hallmark of successful lifestyle change is not the exercise of willpower but rather the development of "skill power." Living a healthier lifestyle is a learned, not intuitive, process that can stress anyone because it is hard to change habits, reshape preconceived notions and modify cultural and family traditions. To help residents achieve these and other goals, you should rely on the following techniques:

- **Offer, don't mandate.** Everything in the program is voluntary. Residents do not have to participate. It is valuable for them and the program if they do, however, because a high level of participation, and eventual clinical success, establishes a track record that other affordable housing communities can try to emulate. The more widespread initiatives such as this become, the greater the likelihood that the plague of chronic disease can be mitigated in disadvantaged communities.

- **Invite, don't exclude.** Everyone must be welcome, no matter their current fitness levels or educational backgrounds. Indeed, one of the most sensitive tasks you will have to perform is to ensure that people in the community who have fewer skills (i.e., they may read poorly or be very out of shape) feel as welcome as those who have better skills or are more fit. The teaching challenges will be greater in nutrition education because so much of knowing how to make better dietary choices involves reading. Below are two useful online resources you can use to help less literate adults build their nutrition literacy:
    - The food and nutrition information center of the US Department of Agriculture: http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=1

  - Food Stamp Nutrition Connection: http://recipefinder.nal.usda.gov/

- **Use a talk-back teaching style.** Engage residents in conversation and use dialogue to teach a key health principle (for example, the harmful effect of a diet high in saturated fats), and then have the resident repeat the principle back to you. This iterative process will give you the opportunity to hear how the resident places the information into his or her own conceptual framework; this yields the opportunity to either affirm the resident's understanding or gently shape it through additional conversation.

  The cumulative power of hundreds of these conversations, accrued over time, is potentially great. Studies show that low-income and minority persons appreciate the authority and knowledge of health professionals. However, their first and most frequent source of health information is quite often a friend, neighbor or family member. Thus, the more you talk to residents and teach consistently through casual, daily conversation, the more likely you are to have important concepts percolate through the social networks in the community.

- **Ask people to identify their own personal health goals.** Nearly everyone has a health goal; for many people, that goal is to lose weight. All adults should strive to limit weight gain as they age and to build both heart health and muscular strength. While talking to residents, encourage them to set specific, but small, attainable goals. Like goal setting in other life ventures, the wisest approach to setting health goals is to set modest, achievable ones that build incrementally upon one another.

- **Teach that big things come from small changes.** One of the great misconceptions about changing health behaviors is that big changes are necessary to produce health benefits. This is wrong and worth emphasizing to residents repeatedly. For example, an overweight or obese person is setting himself up for failure by believing that only a substantial weight loss will help to improve clinical measures, such as blood pressure or blood glucose. In fact, a weight loss of as little as 10 pounds can produce positive results; this change may be insufficient to help get someone off medications, but it is an appropriate and achievable start towards more substantial results.

- **Set up health months.** Advocacy groups and government agencies acknowledge different health issues every month. The National Health Information Center maintains an online list of health months; check its website at http://www.healthfinder.gov. The site includes links to the websites of pertinent organizations, such as the American Heart Association, the American Lung Association, etc. You can use the site to learn what health months are coming up, so that you can both plan activities and build an educational strategy for each one. You may be able

to get educational resources (often for free) by contacting designated sponsors and asking for support for your residents. For example, February is American Heart Month; the American Heart Association and its affiliates are the lead contact. Getting in touch with your local program well in advance of Heart Month may give you the chance to tap into the affiliate's programs and events or get educational materials that you can distribute to residents.

- **Create a rich health-information environment.** Using posters, murals and publications, you should strive to create an environment in which residents get a steady stream of ideas, tips, facts and suggestions about how to make healthier lifestyle choices. This is particularly important in environments such as the American South where cultural traditions – particularly eating habits – can impede health success. One creative means to generate materials is to work with other resident services professionals to have children from the housing community create them, as part of their participation in early childhood, after-school or teen programs. Most parents take great pride in the "art" works that their kids create, and this can be an opportunity to teach kids, have them display their work and "teach up" to their parents.

- **Put a health message in all resident services publications and communications.** Work with your resident services peers to understand what tools they use to communicate with residents and offer to integrate a health message if space and format allow.

- **Create and distribute a health tips newsletter.** This newsletter should be a single sheet of paper, colorful, simply laid out and graphically rich, with a three to five interesting, actionable health tips or ideas. To ensure maximum readability, write the newsletter at the fifth or sixth grade reading level, and use your conversations with residents to find out what topics matter most to them. Use information from reliable sources, such as state and federal government websites, credible private groups, such as the American Heart Association or the American College of Sports Medicine, or reputable medical institutions, such as the Mayo Clinic. It is generally unwise to simply cull material from the popular media, particularly dramatic news reports about " important" new findings. Reporters and editors are rarely well-versed enough to place data in its proper context and frequently misreport study findings.

FOCUSING ON FOOD AND WEIGHT MANAGEMENT

Nothing unites Americans as much as their collective desire to somehow, someday, someway, lose weight. It is beyond the scope of this basic physical activity program to teach extensive nutrition skills. Some nutrition guidelines are also specific to the needs of particular populations, such as people with diabetes, kidney disorders or heart disease. Despite those limitations, it is safe to say that the following principles are essential to helping both adults and children in affordable housing communities find healthier ways to eat.

- **A calorie is a calorie is a calorie.** Managing caloric intake is irreplaceably important to successful personal eating habits, particularly as they pertain to either losing weight or keeping it off. No diet program ever created – and nearly all of them work, at least in the short term and fail to work in the long term – overturns this basic law of how the human body uses energy from food. Anyone who eats more calories than he or she burns through resting metabolism and physical activity will gain weight; a person who eats fewer calories than he or she needs will lose weight; and a person who maintains an equilibrium will maintain his or her weight.

- **Weight loss can happen with simple changes.** For the majority of the country, adults and children included, weight loss is the order of the day. This is why the choice of foods, snacks and beverages at resident services events and in offices is so critically important. Many convenient and familiar foods, such as juices, juice drinks, fast foods and sweets, are calorie rich, but nutrient poor. Most people get too little activity in their day to compensate for the intake of such unhelpful calories. For people who need to lose weight, even sports drinks are unhelpful. Water will do just fine.

  Nearly everyone who needs to lose weight can start with this basic formula: create a daily calorie deficit of 500 calories through a combination of better food choices and more physical activity. It is a relatively easy change to make once someone understands how. Eliminating one can of sugared soda daily reduces calorie intake by about 150; 1 toaster pastry eliminates another 200, bringing the total caloric reduction to 350. Add 30 minutes of walking for a 200-pound person, at a moderate pace of 3 mph, and another 175 calories are gone, bringing the total calorie deficit to 525. Given that there are 3,500 calories in a pound of fat, this person will lose approximately a pound each week. An excellent website for understanding how many calories are burned by different kinds of activities is http://www.exrx.net.

- **Focus on five fast nutrition strategies.** If you are unable to teach residents anything else, impart these five fast nutrition lessons:

  1. **Fruits and vegetables are a healthy person's best friends.** Americans vastly under-consume fruits and vegetables, indulging instead in refined carbohydrates, packaged/processed foods and red meat. The lack of nearby well-stocked supermarkets, a frequent problem in low-income neighborhoods, can make it much more difficult for residents of affordable housing communities to buy fruits and vegetables or makes the produce that is available more expensive. There is no easy resolution to this dilemma, but it is valuable to reinforce to residents that all varieties of fruits and vegetables – fresh, frozen, dried and canned – are potentially useful.

Canned vegetables should be drained and rinsed before consumption to help reduce sodium; canned fruits should be canned in their own juices, not heavy sugared syrups. You should consider working with local food banks, produce wholesalers, restaurants and farmers' groups to discuss the feasibility of holding periodic markets for residents in your community to help improve their access to fruits and vegetables. Another idea is to organize periodic "field trips" to open-air markets or grocery stores in your area.

2. **Whole grains are better than refined grains.** Simply switching from conventional white bread to bread made with 100 percent whole wheat flour will give a resident a more satisfying and nutrient-rich carbohydrate source. Numerous studies have shown that people who get most of their carbohydrates from whole grains, fruits and vegetables have the best chance of managing their body weight and reducing important cardiac risk factors.

3. **Beware the whites** – white rice, white potatoes, white bread, white (and all other colors of) sugar. These refined carbohydrates increase a dangerous form of fat in the bloodstream, called triglycerides, and contribute to fat accumulation, particularly in the abdomen, where it is most dangerous. Because these items tend to be relatively inexpensive compared to healthier options, they will be the foods of choice for many people in affordable housing. Teach residents that sweet potatoes are a better option than conventional white potatoes and that a French fry is not a vegetable. Sugar is perfectly acceptable in a well-managed eating plan, as long as the person accounts for the calories and is not a diabetic. There is little evidence that synthetic sweeteners aid in weight loss or weight management.

4. **Saturated fats, predominantly from red meats, endanger heart health.** To the extent feasible, residents should be encouraged to opt for poultry, seafood and plant sources of protein—such as beans, legumes and lentils—instead of beef, pork or lamb. It is almost always unhealthy to eat processed meats, lard and processed foods, such as pastries and cookies, which tend to have large amounts of saturated fats. While trans fats are rapidly disappearing from prepackaged foods, they occur naturally in red meat. Encourage residents to try plant-based fats for cooking, such as canola, soybean and olive oil.

5. **There is little scientific evidence of the health benefits of organic foods.** Increasing numbers of Americans have fallen prey to the organic industry's not-so-subtle message that its foods are healthier. No member of a household in an affordable housing community should miss out on the opportunity to eat (less expensive) conventionally grown fruits and vegetables, for example, because he or she falsely believes that only (more expensive) organic is healthful.

Largely the same can be said for supplements. Except in rare cases, vitamin supplements are not necessary and deprive a person of the resources to buy nutrient-rich whole foods such as those identified above.

As a general rule, you can advise residents to limit their sodium intake by not salting their food (or using reduced sodium salts) and eating fewer packaged/processed foods. Your residents can also improve their own nutrition decision-making skills by learning how to read and understand food labels. You can download information reading a food label from these two websites: http://www.cfsan.fda.gov/~dms/foodlab.html and http://www.webmd.com/food-recipes/guide/how-to-read-food-labels?page=1.

As your residents become comfortable with the program, you should consider implementing a health-related curriculum to teach residents new health management skills and reinforce lessons taught as part of physical activity events. You can modify the sample curriculum below to suit the needs and interests of your residents. You'll find numerous online sources of information for many of the topics in the curriculum.

You can also invite residents to contribute heart-healthy recipes to a community cookbook, bring their own creations to community events and participate in cooking "classes" where people can share ideas about how to create healthier meals for their families and try different ingredients. Kids in after-school programs especially like these workshops, which give them the chance to cook with, and eat, vegetables, grains and fruits that they may not have access to at home.

Session Number	Topic	Notes
1	Introduction to physical activity and better eating habits	Talk about the reasons for doing a physical activities and the impact of physical activity and good diet on their day-to-day health (especially in lowering the risk of chronic disease) and the health and development of their kids Instruct residents in the value of keeping a diet and activity diary and how to do so Describe the valuable role that physical activity plays in stress management.
2	Taking the first steps	Daily walking is a core physical activity for good health. Teach how to use a pedometer and set appropriate, achievable goals, such as taking 10,000 steps daily or walking seven to 12 miles each week.

Session Number	Topic	Notes
3	Building strong muscles and bones	Teach why strength training is an essential element of a well-rounded approach to health and wellness. Demonstrate safe, sound strength training techniques in the fitness center.
4	Nutrition 101	Introduce residents to the basics of nutrition, including how their bodies use and store energy and the macronutrients and their roles in health.
5	Shopping for your family	Give a session on how to read a food label and using a food pyramid to build a healthy diet for your family. Take a group trip to the grocery store. During the trip, work with residents to differentiate healthier foods from less healthy ones (such as the difference between high-fiber, low-sugar cereals and high-sugar, low-fiber ones); lead residents in the exercise of making a heart-healthy, calorie-smart grocery list. If going off-site isn't possible, bring in a supply of groceries for residents to analyze with you.
6	Changing your family history	Lead residents through the process of taking a look at their family's diet traditions and finding ways to make heart-healthy substitutions (e.g., substituting plant-based fats for animal fats in recipes) that preserve taste and enjoyment but create healthier foods.
7	Eating out and eating on the run	Take residents on another field trip to different fast food restaurants and have them build a healthy meal or snack from the menu items; talk about how to choose wisely in any environment, a lesson that is critically important for them to pass on to their kids. If going off-site in impractical, bring in printed menus and work through them with residents.
8	Series wrap-up	Pull together the major principles taught in the first seven sessions and get ideas from residents for topics to teach as part of the advanced track.

This section was originally produced for the Freddie Mac Foundation and Enterprise Community Partners by Vikram Khanna, MHS, PA, ACSM-Certified Clinical Exercise Specialist®, of Galileo Health Partners, LLC, Ellicott City, MD; vik@galileohealth.net; 443-226-7009. Additional editing provided by Terese R. Deutsch, MA, Vice President, Galileo Health Partners, LLC. Galileo Health Partners is solely responsible for the content of this guide, and it may not be modified without written consent. 2008 © All rights reserved. No photocopying, distribution, or editing without written permission. Excerpting allowed with proper attribution.

COMMUNITY PARTNERS

Because this program was designed to address primarily basic fitness and nutrition issues, you should reach out to community partners to help fill potential gaps. Organizations, including both government agencies and not-for-profit groups, should be able to provide expertise, educational materials, ideas and resources. These organizations are some to consider contacting:

- **Your local health department.** Officials there may be able to help you organize health fairs at your affordable housing community and help you deliver critical services to residents, such as flu shots each fall. They may have connections to other groups (such as the local heart association or cancer society) and can help you network. If your health department operates clinics in your region, you may be able to refer residents there for basic medical care.

- **Not-for-profit health groups.** Organizations such as the American Heart Association and the American Cancer Society may be able to provide educational materials for distribution to residents, participate in health fairs, help residents find disease-specific screening services or care resources, etc.

- **Local hospitals and medical schools.** Many medical centers have active outreach programs that they use to find people in the community who need help and get them into the institution's care system. Medical centers that have an interest in serving the needs of people who have Medicare, Medicaid or no insurance at all, may also have counselors who can help residents learn if they qualify for either state assistance or private philanthropy, such as free prescription drug programs sponsored by the industry. You should be prepared, however, to be rebuffed by some healthcare organizations – even ones that are not-for-profit – for which serving the needs of disadvantaged populations is not a priority.

  Some medical care entities may want to come to your affordable housing community and set up a clinic where their providers can see patients for basic care and referrals. While this kind of offer is very generous, it is potentially problematic. It raises important and challenging issues about privacy, security of resident/patient files and medical equipment or supplies stored onsite, scheduling and legal liability. This is a very difficult process to develop and manage, and it is not advisable. The wiser alternative is to work with the organization to refer residents into its care network. However, if you choose to pursue it, you should have sign off from your legal counsel, as well as a written protocol and memorandum of understanding with the medical care organization that you want to work with.

- **Local colleges and universities.** Many schools (including community colleges) have programs in physical education, health education, health promotion and related fields. They will likely have both undergraduate and graduate students who you may be able to engage as interns to help build out this physical activity and nutrition program and assist with planning and running activities and events for residents.

- **Local food banks, farmers' markets or culinary schools.** Most communities have food banks that offer vegetables and fruits. There are often farmers' markets and farmers' organizations that may be able to deliver fresh seasonal items to your housing development. Students from local cooking schools might be interested in volunteering to teach healthy cooking techniques.

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MEASURING PROGRESS

This is not a clinical exercise science or physical fitness program, and it is not a clinical study with oversight from an institutional review board. Because of these limitations, you should have a modest approach to both data collection and measurement of resident progress. It is unrealistic to aim for measuring complex clinical measures that regular physical activity and nutritional changes can affect, such as blood glucose, triglycerides and cholesterol levels. These measurements require costly tests, an order from a physician and their collection by the resident services staff—which has no material reason to know them—raises medical privacy issues. It is also inappropriate to try to gather data points such as these and understand them in a vacuum. They are most useful when reviewed in the framework of a person's complete medical history, as well as family health history. This is beyond the scope of this program. There are, however, important data measures that you should track over time.

Keep a comprehensive activity log. Your log should be a continuous program diary that describes all the events and activities that you design and hold for both adults and children. Likewise, the log should have a record of which residents participated. Over time, you need to be able to discern how many residents participate repeatedly in your activities and how frequently new residents join in. This data may help to influence how you market the program's activities to residents to boost participation.

Get feedback from residents. You should periodically either hold informal focus groups with residents or measure their satisfaction with a survey that you distribute at events.

Document how many residents you screen. The PAR-Q and PSS are important screening and measurement tools. Keep track of how many residents you screen and how many you refer for additional care before they start physical activity. Their answers to the PAR-Q questions will give you a quick and easy summary of the basic health characteristics of the people who live in your affordable housing community.

Help residents track their progress. The priorities for overweight and obese adults are, first, regular physical activity, and, second, weight loss. Keep in mind that regular physical activity confers benefits even in the absence of weight loss, while successful long-term weight loss is nearly impossible without regular physical activity. Residents can use free websites to track their food intake and log their exercise activity. There are several important measures of physical activity and change in health parameters that you can help residents track:

- *Steps, time or distance.* Any of these three metrics is a useful measure of the amount of physical activity (walking) completed. The more people walk, the better their psychological, physical and metabolic health and

the more likely they are to achieve their long-term weight loss goals. These measures are equally useful for residents who expand their physical activity strategy to activities such as jogging, swimming or cycling.

As residents progress in their activity frequency and duration, the most useful thing that you can teach them is how to make their activity more vigorous. In general a resident's walking pace should be challenging enough to make them breathe hard (huff and puff), so that they find it is somewhat difficult, but not impossible to hold a conversation. When unfit residents first start to walk regularly, they will find this tough to do, or they will be able to do it only for a very short time. As their fitness improves, they will report that they can walk harder for a longer period. This is a valuable and clinically meaningful measure of progress.

- *Waistline measurement.* Helping keep a person's waistline trim is arguably a better and more sensitive indicator of overall metabolic health than is body mass index (BMI). Studies show that a growing waistline is a particularly dangerous development that places both men and women at greater risk for diabetes and cardiovascular disease. In addition, a person with a normal BMI, but a large waistline (a beer belly), is at greater risk of premature death and disability than is a person with a higher BMI who has not allowed his or her waistline to expand.

  Men should aim for a waistline that is less than 40 inches and a waist-to-hip ratio that is less than 1.0. Women should strive to maintain a waistline that is less than 35 inches and a waist-to-hip ratio of less than 0.90. For both men and women, studies of waistline growth show that the people who are most likely to maintain a trimmer waistline throughout middle age and beyond are those who are physically active. It is easy to help residents measure their waists—all you need is a measuring tape.

- *Body fat measurement.* For less than $100, you can get a handheld electronic device that will estimate a person's body fat percentage (see, for example, http://www.bodytronics.com/page/bodytronics/PROD/Bodyfat_Analyzers/OM306). The devices are generally accurate, certainly precise enough to provide a rough estimate of body fat that can help to guide a resident's activity and nutrition strategy. The devices are easy to use and you can help interested residents measure their body fat percentage as frequently as they want.

- *Blood pressure measurement.* Like body fat analyzers, it is relatively inexpensive to get an automated blood pressure monitor (see, for example, http://www.heartratemonitorsusa.com/Pages/all-blood-pressure.html). While these are not a substitute for a measurement taken by a trained professional, they can give a resident an idea of how his or her blood pressure varies over time. Never advise a resident to forgo his or her

blood pressure medication, because of an isolated favorable reading on this kind of unit. He or she should see a physician before deciding to discontinue medication.

The most important thing that you will have to decide regarding what data to collect about residents' health is how to collect and maintain it. This is personal health information and you should NEVER post it in a public place, such as a progress board, unless you have a resident's explicit, written release to do so. It is one thing to show how residents are doing in a walking contest, quite another to reveal personal health information to the broader community. Residents should certainly be encouraged to keep track of this information themselves.

If you plan to track these data points, whether on paper, on Excel spreadsheets or on online (for example, at http://www.FamilyMetrics.org), you should have a privacy policy, share it with residents participating in the physical activity program and secure their permission to collect and track information about their participation in the program. It is not clear whether this kind of program is subject to statutes such as the federal Health Insurance Portability and Accountability Act (HIPAA), because the resident services program is not a health entity of the kind specifically identified by HIPAA. Nonetheless, if you collect data of the kind described above, you are collecting personal health information. In addition, your state laws may be stricter than HIPAA. You should get legal advice about federal and state health information privacy laws before aggregating any of these data in a way that would allow a reviewer to identify individual residents.

The most feasible means to develop a more clinically oriented picture of the impact of your physical activity program on residents in your affordable housing community is through a well-designed study. If you choose to pursue this option, you should consult with experts on physical activity or health promotion/health education at a local college or university. They will know how to design the study, ensure that data collection has proper oversight and that residents' privacy is protected and that the results are published in a respected, peer-reviewed journal, so that other researchers and affordable housing advocates can learn from your experience.

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Section 6:
GREEN OPERATIONS
AND MAINTENANCE

CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

Volume Two: Enhanced and Comprehensive Resident Services
Revised and Expanded Edition

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GREEN OPERATIONS AND MAINTENANCE

With or without green housing, there are many steps that property owners and individuals can take to improve their environment and save money through use of green products and recycling.

INTRODUCTION TO GREEN OPERATIONS AND MAINTENANCE

Residents may be unfamiliar with green systems or features installed in their apartments or with nearby amenities that can provide transportation choices and conveniences within walking distance. Assistance with understanding, operating and maintaining green systems and features will allow residents to fully realize the environmental, health and economic benefits that green buildings can offer.

Operations and maintenance manuals are one way to provide information to residents to assist them in caring for their green apartments. However, manuals serve as only one part of a comprehensive green operations and maintenance (O&M) plan and program that should be established for the development. To implement a successful green O&M program, the manual must be used in conjunction with other ongoing strategies and activities, such as:

1. **On-site information workshops or trainings** for staff and residents to ensure that the best practices are understood and carried out. This section of the manual can be used to help guide the training curriculum. Have knowledgeable staff and residents educate new staff and residents who arrive. Also consider developing incentive programs to encourage the proper implementation of best practices.
2. **Signage**, where it would help to provide reminders or clarification on specific green practices, maintenance products to use or avoid, or special settings for equipment. (Whether permanent or temporary, the signage should be made from green materials, e.g., non-PVC, recycled content materials with low-toxic adhesives.)
3. **Green procurement/purchasing policies and service contracts**, such as for vendors/suppliers of cleaning supplies, paper goods, fluorescent lamps, paint and adhesives.
4. **Ongoing monitoring of all building systems**, and adjustment of settings and controls, to ensure that systems are operating as intended and at optimized efficiency.

It would be beneficial for housing owners to designate a member of the on-site management staff as the point person in charge of monitoring and coordinating all of the development's green operations and maintenance activities.

RESOURCES AVAILABLE IN THIS SECTION

1. **Template for a Healthy Home Guide**: This template is based on a guide written for residents of The Plaza Apartments in San Francisco, Calif. The template is intended to be used as a boilerplate for creating resident manuals for housing developments. The document includes highlighted notes that are meant to assist building owners and property

managers in customizing the guide for their own projects. The guide includes tips on healthy housekeeping and cleaning practices, trash and recycling procedures, pest control suggestions and tips on how to save energy and water. The guide also lists some resources for more information on green housing.

2. **Trolley Square Living Green Guide:** Created by Homeowner's Rehab, Inc./Trolley Square LLC for residents at its Trolley Square housing development, this guide provides residents with answers to basic questions about living an environmentally low-impact lifestyle. The guide offers information on Trolley Square's amenities, suggestions on how to most efficiently use appliances and heating systems, instructions for recycling, maintenance procedures for some of the unique features of the apartments and general energy conservation strategies to help keep costs down. It also includes local "green" community resources.

FOR MORE INFORMATION

Consult the Information Resources section of the Green Communities website for links to online resources (http://www.greencommunitiesonline.org)

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Healthy Home Guide

[INSERT PHOTOS/IMAGES OF PROJECT AND RELEVANT LOGOS FROM THE DEVELOPER, ETC.]

Healthy Home Guide

This document is based on a guide that was prepared by M. Landman Communications & Consulting on behalf of Enterprise Community Partners, for The Plaza Apartments in San Francisco.

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[OR INSERT OTHER DISCLAIMER LANGUAGE]

[Insert publication date]

TABLE OF CONTENTS

Introduction

I. How to Keep Your Home Clean and Healthy

A. Housekeeping and Cleaning
B. Trash and Recycling
C. Pest Control
D. Smoking Policy

II. How to Save Energy and Water
A. Saving Energy
B. Saving Water

Appendices

[THESE APPENDICES ARE SUGGESTIONS. YOUR PROJECT MAY HAVE ADDITIONAL OR OTHER MATERIALS TO INCLUDE]

Green Materials and Systems in **[Project Name]**
Resources for More Information on Green Housing
Recycling Collection Sheet
Transit Map

[DESIGN NOTE: Add page numbers to the table of contents when the document's design and formatting is finalized.]

Introduction

Welcome to **[Project Name]**!

[Insert some general information on the project and its sustainability goals, achievements, benefits, etc.]

To keep the **[building]** healthy and to conserve natural resources, it is important that residents (and maintenance staff) clean, maintain and operate the building using green and healthy products and practices. This guide is meant to help residents do that. It presents some of the things that you can do to keep your home environment clean, green and healthy. Many of these things are easy to do, and all of them are worth the time and effort.

[THE FOLLOWING PARAGRAPH MAY NEED TO BE REWRITTEN TO TAKE YOUR PROJECT INTO ACCOUNT]
In addition to this guide, you should also have owner's manuals for the appliances in your apartment; please refer to those manuals for information on maintaining your appliances. If you do not have those manuals, request them from a building manager. And if anything breaks in your apartment, or if you need some other type of maintenance or repair help, please go to the front desk to request help from the building's maintenance or housekeeping staff.

We hope that you will use this guide and we hope that it will help you to maintain an enjoyable living environment at **[Project Name].**

I. How to Keep Your Home Clean and Healthy

This part of the manual includes sections on housekeeping and cleaning, trash and recycling, pest control, and the building's smoking policy.

A. Housekeeping and Cleaning

It's important to take care of your home, keep it clean and pest-free and clean it using safe products, in order to help protect your health and maintain a pleasant living environment. These recommendations on general housekeeping practices, cleaning products and clothes cleaning may help.

General Housekeeping Tips

- Sweep the floors of your apartment regularly (preferably at least once a week), and mop the hard surface flooring whenever it starts to get dirty or sticky.
- Vacuum the carpet regularly. Dirt and dust get trapped in carpet, and they can trigger allergy symptoms and asthma. **[If your management offers vacuums for use by residents, include information here.]**
- Wash any dirty dishes daily and clean kitchen surfaces with a damp cloth whenever they are dirty.
- If water or any liquid is spilled on the carpet, sop it up immediately with a dry towel or rag. Mildew and mold can develop in carpeting that stays wet too long.
- Wipe up any puddles of water from your bathroom or kitchen floor.
- If your toilet overflows and you can't get it to stop, report it to maintenance staff immediately.
- If you see discoloration on surfaces (white, orange, green, brown, or black), see cracked or discolored grout, or smell a musty odor, it might be mold or mildew. Clean the areas with baking soda or borax. If the discoloration does not go away or gets worse, notify the building maintenance/management staff, as mold can cause serious health problems if it is not addressed.
- Open the window whenever there are odors, cigarette smoke, fumes from cleaning products or other chemicals, or excess moisture in your apartment. Also use a fan to help air out the room.
- When you are using your stove, turn on the rangehood fan if the cooking is creating any smoke or odors.
- Clean the grease filter on your stove's rangehood when any grease builds up; if you have questions about how to clean the grease filter, please ask the housekeeping or maintenance staff.
- Don't use bristly brushes or other abrasive products when cleaning, as they can leave scratch marks.
- Throw out and replace used sponges and cloths/rags if they're dirty or smelly.

- When using a cleaning product, read its label and follow the instructions for using and storing the product.
- Don't mix different cleaning products together (unless specifically recommended or unless they are benign, non-reactive, non-toxic substances).
- If you need to dispose of a container of a chemical cleaning product that is not completely used up, it should be taken to the city's hazardous waste facility. (See the next section on Trash and Recycling for more information on hazardous materials disposal.)
- Glues, adhesives, paints, and other household products often contain volatile organic compounds (VOCs), which contribute to indoor air pollution (as well as to outdoor smog). Try to choose products that are labeled as "low-VOC" or "non-toxic," whenever possible.
- **[Add info on selecting low-VOC paints if residents might paint their own units.]**

Cleaning Products

Cleaning your home is important because it helps remove harmful contaminants, such as mold and bacteria. But many conventional cleaning products can also cause health problems. The use of toxic cleaning products can be a particular problem for people who have health conditions such as asthma or allergies or who have chemical sensitivities or weak immune systems. Some cleaning products can cause headaches, dizziness, skin irritation, respiratory irritation and asthma, eye irritation or worse; some contain cancer-causing substances, reproductive toxins, central nervous system toxins, and endocrine system/hormone disruptors.

Fortunately, many alternative, non-toxic cleaning products are now available. And you can find some good, inexpensive products that aren't even located in the cleaning products aisle at the store. Some very basic and multi-purpose household substances can be used as safe and effective alternative cleaning solutions for most household cleaning jobs; these substances include **baking soda, white vinegar, lemon juice,** and **salt,** as well as **hydrogen peroxide** and **borax.**

Borax and baking soda are especially versatile household products; they can be used for a variety of purposes. For example, baking soda will clean and deodorize all kitchen and bathroom surfaces (just dissolve a few tablespoons in some warm water, or use the baking soda directly on a damp sponge). A combination of baking soda, hot water, and vinegar can clear drains. And borax, baking soda, or hydrogen peroxide can remove stains and mildew.

Alternatively, using a mild soap (like **dishwashing detergent or a liquid/Castile soap**) with some water will clean most surfaces adequately.

This recipe makes a non-toxic, all-purpose cleaner (for cleaning countertops, floors, walls, etc.), but the ingredients can be used separately as well:

1 quart warm water
1 teaspoon liquid soap
1 teaspoon borax
½ cup undiluted white vinegar
Mix ingredients and store in a spray bottle.

If you're selecting a more conventional cleaning product (from the cleaning products aisle) at the store, look for products that are labeled as **non-toxic, low VOC** or **zero VOC,** and/or **biodegradable**. Also look for unscented products (some people are allergic to certain fragrances) and products with recyclable packaging/containers.

Products to Avoid
Avoid the use of chlorine bleach unless it's absolutely necessary to use such a strong disinfectant. Hydrogen peroxide is a good alternative to chlorine bleach. *Never* use undiluted chlorine bleach or ammonia; both of these can cause major respiratory irritation. Also avoid most "anti-bacterial" and "anti-microbial" products; use of such products can cause germs to become resistant to antibiotics.

Read product labels, including the small print. As a general rule, you should avoid all products that are labeled "Danger—Poison." (Products with "Warning" labels are also dangerous, but less so, and products labeled with "Caution" are the least harmful of the three, though they can still be hazardous.) Also avoid products that are labeled as "Corrosive," "Severely Irritating," "Highly Flammable," or "Highly Combustible." And avoid aerosols when possible; they often contain substances that are flammable and that can contribute to indoor air quality problems.

Avoid using most "air freshener" products, especially if their labels say that they contain para-dichlorobenzene. Ingredients like this can cause headaches and other health problems. Also avoid using mothballs; instead, store wool items in plastic bags or airtight containers, and if there is a moth problem, you can kill the moth eggs by washing the affected garments in hot water or putting them in the freezer for a few days.

Clothes Cleaning
The building's laundry room is located **[INSERT info]**.

Before you move into your new apartment, you should wash all of your clothes (and any bedding or other fabrics you're bringing). If the items are quite dirty, choose the hot water setting on the washing machine, to kill germs. Once you've moved in, wash your clothes and bedding regularly: either whenever you are starting to run out of clean clothes to wear or whenever you have a full load of dirty laundry to clean, whichever comes first. When your laundry items are only slightly dirty, you can select the cold or warm water setting (this saves energy).

Choose a laundry detergent that is labeled as **phosphate-free, biodegradable,** and/or **non-toxic**. (Also consider selecting an unscented product.) Such products include borax and Arm & Hammer's Washing Soda. Only a small amount of detergent is necessary; do

not use more than the amount that is recommended in the instructions on the box/container.

When you are done drying your clothes, please clean the lint out of the dryer's lint filter. This will help the dryer work better for the next person who uses it (and it also prevents the lint from becoming a fire hazard).

B. Trash and Recycling

[Explain your project's trash and recycling program, rules, etc. here. The two paragraphs below explain the Plaza's program.]
Your apartment should have a small blue recycling can, along with a trash can. Please put all recyclable materials into the blue can, separated from the trash. Before putting recyclable bottles and cans into a blue bin, please **rinse them out** with water, so that they don't attract pests.

There is a trash room on every floor of the building. Empty the contents of your recycling can into the hallway trash room's recycling bin (and your trash can's contents into the trash bin in the trash room) at least once a week, or every evening if there are any pests in your apartment. You should wash out your recycling can and trash can as often as is necessary to remove sticky residues that might attract pests.

[Explain what your city recycles here. See the San Francisco list below.]
The materials that can be recycled within San Francisco are:

- **Paper**: All types, including newspaper, cardboard (unwaxed), paperboard (e.g., cereal boxes without the lining bag), office paper, envelopes (plastic windows OK), junk mail, magazines and catalogs, milk cartons, paper egg cartons, phonebooks, wrapping paper, etc.
- **Aluminum** cans and foil
- **Glass** bottles and jars
- **Plastic bottles** (#1 through 7)
- **Plastic tubs** and lids (#2, 4, and 5 only*: check the number on the bottom)*
- **Spray cans** (empty)
- **Tin** (steel) cans

Materials that ***cannot*** be recycled include: juice boxes, light bulbs, plastic bags, styrofoam, ceramic dishes, coat hangers, waxed cardboard, mirrors, and window glass. Do not put these types of items or any trash into recycling bins.

All of the recyclables listed above can be put into any recycling bin in the building; the items do not need to be separated according to the different types of recyclable materials. They just need to be kept separate from garbage.

Hazardous Waste Disposal

Hazardous waste materials may not be thrown in the garbage. They must be dropped off at the appropriate city facility for safe disposal or recycling, so that they don't contribute to the contamination of the air, water, or soil.

Hazardous waste materials include:

- chemical cleaning supplies
- batteries (all types)
- fluorescent lamps/light bulbs
- paint, paint thinners, primers, stains and other finishes
- toxic glues and adhesives
- medical/biohazard waste (including needles)
- pesticides, herbicides, chemical fertilizer
- computers, TVs, and other electronic equipment
- printer/copier ink/toner
- used motor oil
- compressed gases

[List any places and programs that take hazardous waste as the original developer of this manual did below.]
Cole Hardware accepts and recycles paint, batteries, and fluorescent light bulbs. Their store that's closest to this building is the **Cole Fox Hardware** at 70 4th St. (near Market St.*)*.

These and most other hazardous materials can also be dropped off at the SF Recycling & Disposal facility on Tunnel Ave. For more information, please **call 554-4333, 330-1425,** or **330-1400**. If you have hazardous materials to dispose of and cannot arrange to drop them off at this facility, let a building manager know. A staff member might be able to drop the items off for you, along with the building's maintenance materials.

C. Pest Control

It is important to keep your apartment free of pests (such as cockroaches, rodents, etc.), as pests can carry disease. If you find bugs, ants, rodents, or other pests in your apartment, report it to the building's maintenance staff right away.

Please do not use toxic pesticide products, such as Raid spray. Most pesticides are poisons, and they are often poisonous to humans, as well as to pests. Studies have linked some pesticides to cancer, birth defects, neurological disorders, and immune system disorders, as well as allergies. Pesticides should only be used as a last resort and in very small amounts. As a general rule, avoid products that are labeled "Danger—Poison." If ants are in your apartment, try sprinkling borax where they are coming in; ants do not like boric acid. If you decide that you must use some chemical pest control products, consider using only baits (for cockroaches and ants). **[If your project's management**

helps residents with rodent control, use this sentence: And for rodents, traps should be used rather than poisons; contact building management for help getting rid of rodents.]

But the best strategy is to keep pests from coming into your apartment in the first place, rather than having to get rid of them later. Many pests are attracted by grease, sweets, other types of food, and standing water. If your apartment is clean and dry, it isn't likely that pests will want to live there. The following are some specific steps that you can take to keep pests from finding food, water, or hiding places in your apartment.

Pest Prevention Tips

- Clean up any open, unsealed food, crumbs (wrap and seal any leftover food and put it in the refrigerator, or in a cabinet if tightly sealed).
- Do not leave dirty dishes out overnight.
- Clean up spills or sticky substances from all floors and surfaces.
- Keep your kitchen clean (counters, cabinets, sink, floors, stove, microwave, etc.); be sure to clean up any grease with soapy water, and dry off any wet areas.
- Sweep, mop, and vacuum regularly.
- Rinse bottles, cans, and containers before putting them in the recycling bins. Clean out the recycling bins to remove sticky residues.
- Take your garbage and recyclables to the trash room at least once a week (or every evening, if there are any pests in your apartment).
- Minimize clutter and paper piles that can provide hiding places for pests.
- If you notice any water leaks or moisture-damaged materials in your apartment, report the issue to building maintenance staff immediately.

Bed Bug Prevention and Control

Bed bugs are small, nocturnal insects that feed on blood. They are about 1/4-inch long and 1/8-inch wide. They have flat, reddish-brown bodies with six legs, and after feeding, they become round and red. They give off a sweet, musty odor. Their eggs are white and very small, and their excrement appears as tiny brown or black spots. Bed bugs are typically found on mattresses, box springs and bed frames, clothing, bedding, furniture, or any dark cracks, seams, or crevices in walls or floors. They can travel through water pipes, wall voids, and ducts, and can spread from room to room. Some people who are bitten by them get itchy welts on their skin.

It is critical to prevent bed bugs from being brought into the building. Here are some rules for prevention, as well as tips for getting rid of them if they do appear.

<u>Preventing the Introduction of Bed Bugs</u>

- Before you move in and bring clothing and bedding into your new apartment, wash the items in hot, soapy water and dry them on the hottest dryer setting.

Freezing the materials (at less than 0 degrees for several days) is also known to kill bed bugs; **[ask building management whether this is an option].**

- When bedding is brought into the building for washing or is removed from your unit, seal the items (e.g., sheets, blankets, pillows, and pillow cases) in a plastic bag before transporting them into or through the building, to avoid spreading the infestation to other areas.
- Used mattresses and bed frames are not allowed into the building, unless property managers are certain that they do not harbor bed bugs.
- The mattress provided in your unit is encased in a permanent plastic covering, to prevent bug infestations. If you notice that the plastic covering is torn, please notify the building management staff. **[Include this bullet if furniture is provided by management.]**
- Eliminate excess clutter (particularly near beds and clothes), to reduce the number of places where the bugs can hide.

<u>Getting Rid of Bed Bugs</u>

- Wash any infested bedding or clothing with hot, soapy water and dry it on the hottest dryer setting. **[(Or the owner or building manager might freeze the materials at less than 0 degrees for several days.)]**
- Use hot, soapy water or rubbing alcohol to wipe surfaces where the bugs are living.
- Vacuum cracks, crevices, and other hiding places in walls, floors, and furniture where adult bed bugs or eggs are found. Dispose of the vacuum contents in a sealed trash bag.
- If a mattress with bed bugs on it is torn and/or infested, it will probably need to be thrown out, as the bugs can live inside the mattress where they can't be reached. Do not treat mattresses with insecticides (unless building managers can verify that the treatment is non-toxic to humans).
- Eliminate excess clutter (particularly near beds and clothes), to reduce the number of places where the bugs can hide.
- Have building maintenance staff seal up any cracks where the bugs are living.

D. Smoking Policy

[Insert your project's smoking policy here. Below is the Plaza Apartment's policy.]

Smoking is not allowed in any of the common areas of the building; it is only allowed in apartment units or outside the building. If you smoke outside, please do not stand near the doors to the building or near any open windows.

If you smoke, please use an ashtray and throw away the butts. Do not let cigarettes or cigarette butts burn the counters, floors, carpets, or other surfaces in your apartment, and please do not drop cigarette butts on the walkways or sidewalks outside. Thank you.

II. How to Save Energy and Water

Conserving energy and water resources benefits the environment in a variety of ways. For example, using less electricity reduces power plants emissions (from burning fossil fuels), which reduces air and water pollution, and that helps protect everyone's health.

In addition, the less energy and water that is used in the building, the less money the building owner will have to pay for these utilities. And the more money the owner saves on utility bills, the more funding will be available to support services and programs that could benefit you and the other residents of the building.
[Modify this paragraph if residents pay their own utility bills.]

A. Saving Energy

[Modify the heat and light sections for your project.]

Lights

- Turn off lights (and any electronic equipment) whenever you're leaving your apartment or when you do not need them to be on.
- When the light bulbs burn out in your apartment, notify building staff; they will provide energy-efficient replacement bulbs for you. Be careful not to break the fluorescent bulbs; they contain small amounts of mercury, which is a hazardous substance. Do not throw away fluorescent light bulbs; the building's staff should take them to the city's hazardous waste facility (or they can be taken to Cole Hardware) for proper disposal.
- If you are going to bring lamp(s) into your apartment, avoid using halogen lamps. Not only are halogen lamps major energy wasters, but they also pose a significant fire hazard.

Heat and Air Conditioning

- Make sure that the temperature in your apartment is comfortable and the heater is not set too high. During cool months, usually the highest temperature that a thermostat needs to be set for is about 68-69 degrees, and it should be set at a lower temperature or turned off when you are not at home and at night. During warm times of the year, set the thermostat higher when you are not home. If the building temperature is too hot or cold (or if your heater will not turn off), notify the building management.
- Do not leave the heat on when you have the window open, or open the window when you have the heat on (unless you just need to open the window while smoking or to air out the room for a short time). Heating and cooling the room at the same time wastes energy.
- Keep your heater clean and dusted.
- Do not place furniture next to the heater, as that can block the heat from entering the rest of the room.

Other

- Clean the dust off of your refrigerator coils twice a year. (Remove the grill at the bottom of the refrigerator and clean the coils in front and back; pull the refrigerator out to sweep and dust behind it.) [**If you would like to be shown how to do this or if your refrigerator is not working properly, contact building maintenance staff. –Modify this if necessary]**
- **[In the laundry room, clean out lint from dryer lint filters before or after each load of laundry. This helps the machines run more efficiently and prevents the lint from becoming a fire hazard.—Modify as necessary, depending on whether your project has a laundry room or rooms or in-unit washer and dryers.]**

B. Saving Water

- When using a sink or the shower, don't run the faucet longer than is necessary for your task. When you turn a faucet off, make sure that it is all the way off.
- If you hear the sound of dripping or trickling water in your apartment or notice that your faucets are leaking or your toilet is running (too long after it has been flushed) and you can't get it to stop, notify the building's maintenance staff right away so that they can fix the leak.
- Try not to take really long showers; keep shower time under 10-15 minutes.
- **[When using a clothes washer, try to clean fairly full loads, when possible (or select a light-load setting for small loads, to use less water than would be used for a full load, if that's an option on the washing machine).--Modify as necessary.]**

APPENDICES

[CUSTOMIZE AND INSERT REFERENCE DOCUMENTS SPECIFIC TO YOUR PROJECT. BELOW IS THE LIST OF APPENDICES INCLUDED WITH THE ORIGINAL MANUAL.]

- **Green Materials and Systems in [Project Name]**
- **Resources for More Information on Green Housing**
- **Recycling Collection Sheet from the city and county of San Francisco**
- **[Location Name] Transit Map**

Resources for More Information on Green Housing

[Insert local resources for residents.]

Green Communities
www.greencommunitiesonline.com

Enterprise Community Partners
www.enterprisecommunity.org

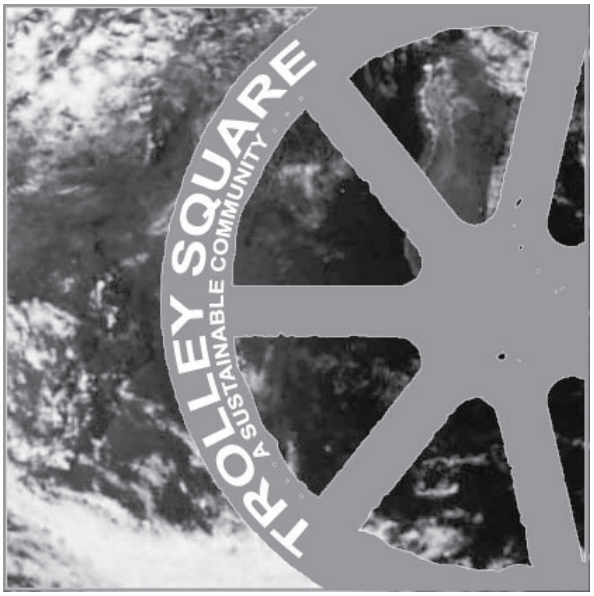
Green Affordable Housing Coalition
www.greenaffordablehousing.org

Build It Green
www.builditgreen.org

U.S. Green Building Council
www.usgbc.org

Building Green
www.buildinggreen.com

TROLLEY SQUARE LIVING GREEN GUIDE



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HOMEOWNER'S REHAB, INC.

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Table of Contents

1. Welcome to Trolley Square! 2

2. Living Green 3

3. Our Shared Outdoor Space..... 5

4. Heating, Cooling, Ventilation, and Energy Conservation..... 8

5. Water Use and Conservation 11

6. Household Appliances and Conservation..... 13

7. Caring for Your Environmentally Friendly Floors..... 15

8. Environmentally Friendly Housekeeping 17

9. Recycling and Garbage 19

10. Healthy, Locally Grown Food..... 21

11. Green Community Resources 22

12. Kids and Nature..... 24

Appendix A: Environmentally Friendly Cleaning Supplies 27

Welcome to Trolley Square!

Homeowner's Rehab, Inc. (HRI), Trolley Square LLC, and Winn Residential are excited to have you at Trolley Square. We hope that you and your family enjoy your new home. Trolley Square is a special place to live because it combines affordable housing with environmental responsibility; the site, the buildings, and each home have all been carefully planned, designed, and constructed to create an affordable, comfortable, healthy, and environmentally friendly community that residents can be proud to call home.

Building Green

Buildings have an extremely large environmental impact on the earth, its wildlife, and its natural resources. For this reason, HRI continually seeks new ways to lessen our buildings' environmental impacts through decision-making, design, construction, and operations strategies that help conserve resources.

For example, Trolley Square is located on the site of a former trolley barn for Cambridge's early bus system. Choosing to redevelop the old Trolley yard helped preserve "unspoiled" natural lands and took advantage of existing roads and nearby public transportation. Public transportation, which is easily accessible from Trolley Square from the bike path next door, makes it easy to get places without driving. As a result, fuel is saved, pollution is reduced, and you save money!

The above describes just one of the many "green" choices made when creating Trolley Square. Trolley Square contains many other features that reduce the building's environmental impact, and allow residents to save energy, water, and money. These features include the use of environmentally friendly building materials, water-conserving toilets and fixtures, energy-saving fluorescent lights and appliances, an efficient hot-water system, electricity producing solar panels, and an environmentally friendly elevator. Each of these elements helps create a healthier living environment, conserves valuable resources, and reduces utility bills as energy becomes increasingly scarce and expensive.

Building Community

Trolley Square is intended to help foster a sense of community. Community members played a large role in the shaping its design; their input has resulted in designated indoor and outdoor community space, and the addition of public art to the nearby park. We invite residents to become actively involved in shaping Trolley Square into a place they are proud to live.

Living Green

"We do not inherit the earth from our ancestors; we borrow it from our children."
~Native American Proverb

What is Living Green?
Living Green means making environmentally responsible decisions in your daily life. These choices can be as simple as turning off the lights when you leave a room, recycling your bottles and cans, walking to work instead of driving, or teaching your friends and family about the importance of taking care of our planet.

Why is Living Green Important?
It surprises many people that homes, not cars, are the biggest polluters in the United States. The average American household produces 3,500 pounds of garbage, 450,000 gallons of wastewater, and 25,000 pounds of CO_2 each year. On the whole, Americans consume approximately $110 billion worth of energy annually. These high figures contribute to depleted natural resources; toxic and polluted air; drinking water and soils; global warming; smog; and scarcity of affordable energy.

The good news is that by living green, each of us has the ability to help reduce and eliminate these problems while reducing many everyday costs. Living green helps protect our natural environment by limiting the amount of resources we consume, and ensures that future generations can enjoy benefits that we often take for granted, such as clean air, clean drinking water, safe food, and inexpensive electricity.

What is in this Guide?
We hope that this guide provides you with answers to basic questions about living an environmentally low-impact lifestyle at Trolley Square. Inside you will find information on Trolley Square's amenities, suggestions on how to most efficiently use your home's appliances and heating systems, instructions for recycling, maintenance procedures for some of the unique features of your apartment, and general energy conservation strategies to help keep your costs down. It also includes some "green" community resources if you are interested in continuing your own learning about living green.

For Kids

The last section of this guide is intended for families with kids, but it is really for anyone who wants to get closer to the natural environment. The desire to take care of the environment begins with an appreciation of the natural world. This appreciation often begins at a young age. Look in this section for some local resources for getting your kids closer to nature and involved in "Living Green."

A Green Future

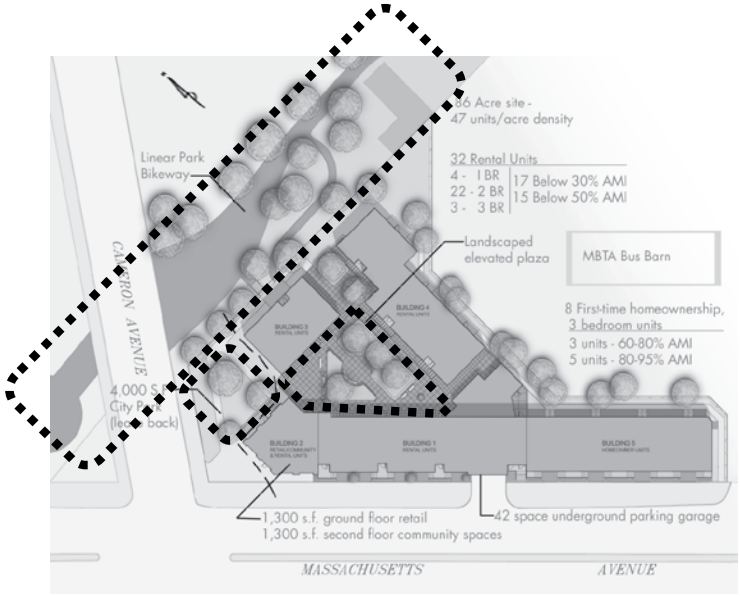
We hope this guidebook supplies useful information for creating a healthier, more pleasant, and supportive community at Trolley Square. We also hope it inspires you to explore the bike path and venture beyond Trolley Square to parks, lakes, woods, and other natural areas that help sustain our City!

Image Source: http://www.unicorn1972.com/Pictures/OtherArtists/Landscap/Boston.jpg

Our Shared Outdoor Space

"The survival of the world depends upon our sharing what we have and working together. If we don't, the whole world will die; first the planet, and next the people."
~Fools Crow, Ceremonial Chief of the Teton Sioux

Trolley Square is designed to provide access to significant amount of open space for residents to enjoy. These areas include the Interior Courtyard, the city park along Cameron Avenue, and the neighboring Linear Park walking/bicycle path. Please respect the landscaping and any birds or small animals that may share this space with you.



Outdoor Space at Trolley Square

1. Interior Courtyard: The interior courtyard is a semi-private plaza partially enclosed by the apartments and the commercial building. It is designed to create a safe play area off the street for children that can be monitored by parents living in the surrounding apartments. Please enjoy this space by keeping it in good condition and free of litter. Thank you!

2. The Linear Park Bicycle Path: The Linear Park Path is wonderful for recreational bicycling, jogging, or walking, but it also provides easy access from Trolley Square to the MBTA Red Line and bus services in Davis Square. Using the bike path is a great alternative to driving for commuting to work, going to school, or running errands. The Linear Path runs through Cambridge and Somerville and connects to other recreational paths, such as the Minuteman Commuter Bikeway and the Fitchburg Cutoff Bike Path, for longer treks. Choosing the path and public transportation over driving saves fuel costs and reduces the air pollution that contributes to global warming. It is also a great way to meet your neighbors!

Image Source: www.york.gov.uk

FACT: Carbon in the earth's atmosphere traps the sun's heat and keeps the earth warm. This is good, because otherwise it would be too cold for us to live on this planet. Unfortunately, our excessive burning of fossil fuels such as coal, gas, and oil in cars and power plants increases the amount of carbon dioxide in the atmosphere and causes the earth to become warmer and warmer. This excessive heating of the earth is called "Global Warming." Global warming causes stronger storms, droughts, rising sea levels, and species extinction. The best way to stop global warming is to reduce your dependence on fossil fuels. This means driving less and conserving as much energy as possible.

3. Parking and Vehicles: Open space was preserved at Trolley Square by putting parking in an underground garage. This way, the surface could be made pleasant for people and vegetation, not cars.

- The garage is for Trolley Square resident parking only.

- If you do not own a car, but need to make occasional car trips, ZipCar is a great and inexpensive alternative to renting a car. ZipCars are located all over North Cambridge. For more information, please visit www.zipcar.com.
- To protect the area's groundwater and keep the neighborhood clean, please do not change your vehicle's oil or wash your car in the garage or on Trolley Square grounds. These activities can pollute our groundwater.

FACT: The underground garage will help lower your air conditioning bills in the summer. How? Ever notice how hot parking lots and other asphalt surfaces can get when the sun is shining? This is called the "heat island effect." Heat islands are caused by dark asphalt that absorbs sunlight and re-radiates heat. This raises the temperatures around parking lots and other asphalt surfaces by as much as 5-10 degrees Fahrenheit, forcing your air conditioners to work harder to cool your apartment. By placing parking underground, surface asphalt is minimized and more space is created for plants, which naturally help cool the air.

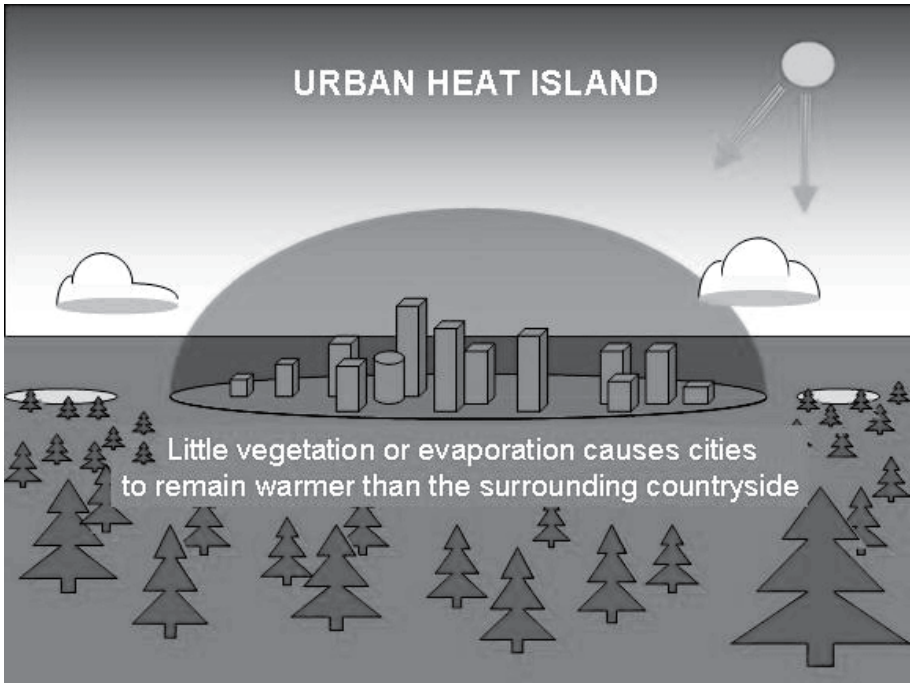


Image Source www.weatherquestions.com

Heating, Cooling, Ventilation, and Energy Conservation

"When we heal the earth, we heal ourselves."
~David Orr

Heating and cooling buildings consumes a lot of energy. Usually this energy comes from non-renewable fossil fuels that pollute the air, contribute to global warming, and place excessive demands on the earth's natural resources. The average house uses 38 percent of its total annual energy use on heating. Trolley Square is equipped with high performance, energy-efficient heaters to minimize energy use. Below are some ways you can save even more energy, keep the air in your home comfortable and clean, and lower your monthly energy bills.

FACT: Our energy comes from many sources. Oil, coal, and natural gas are considered non-renewable resources, meaning that we can use them up. Also known as fossil fuels, these non-renewable resources can cause pollution and global warming. Wind, solar, geothermal, and hydro-electric are called renewable energy sources. Renewable energy can not be used up and is generally better for the environment than non-renewable energy, but its production can cause some environmental damage. What is the best way to limit the environmental impact of the energy you use? Conserve as much energy as you can!

FACT: Trolley Square has photovoltaic solar panels on the roof that generate clean energy by transforming the sun's rays into electricity. Since these panels are owned by Trolley Square, you don't pay for this electricity in your monthly bill. This "free" energy is used to power the lights and ventilation in the garage.

Wind, Solar, and Hydroelectric forms of renewable energy.
Image Sources: www.buffalopix.com, www.blogeko.info, www.nwp.usace.army.mil

1. Control Your Thermostat: Homeowners' units at Trolley Square are equipped with automatic setback thermostats. Please review the owner's manual for operating instructions.

- During the colder months of the year, set the thermostat at 68 to 70 degrees when home. When you go to bed or leave the house for more than 3 hours, turn the temperature down to between 55 and 60 degrees.
- Trolley Square has a baseboard radiant heating system. Please do not block the baseboards with furniture or rugs as this will prevent the heat from distributing evenly throughout your apartment.

FACT: Adjusting your thermostat down by two degrees can prevent 2,000 pounds of carbon dioxide from being released into the atmosphere each year.

2. Air Conditioning: Every unit at Trolley Square comes with a sleeve to install an energy-efficient air conditioner if you choose.

- To ensure the air conditioner operates efficiently, be sure to change the air filters and clean the cooling coils regularly.
- Be sure to purchase an air conditioner that is properly sized for your apartment. Otherwise, you may pay for more cold air than you need! Visit www.energystar.gov/index.cfm?c=roomac.pr_properly_sized for more details.
- Please aim the drainage line away from exterior wall surfaces to avoid damaging the siding.

FACT: Switching from a conventional air conditioner to an Energy Star rated model can reduce your energy use and energy bill by 10 percent!

3. Natural lighting, artificial lighting, and cross-ventilation: The design of every unit in Trolley Square is intended to help residents maximize their use of natural daylight and cross-ventilation.

- When possible, use daylight to naturally light your home instead of using energy-consuming artificial lights.
- Artificial lighting can cause a room to heat up very quickly. Try using cooler fluorescent light bulbs so you don't need to air condition a room being warmed by lights.
- Don't forget to turn the off the lights, the television, and any other electronic appliances when you leave a room.
- Apartments and condos in Trolley Square have operable windows in both the front and rear of the units. On pleasant days, turn off heaters or air conditioners, open the windows on both ends of the apartment, and allow cross-ventilation to fill your home with fresh outdoor air.

FACT: Many of the lights in your apartment come pre-installed with fluorescent bulbs that use 66 percent less energy than regular incandescent light bulbs and last 10 times longer (one fluorescent bulb can last 7 years!). If every household in the United States replaced one normal light bulb with an Energy Star compact fluorescent bulb, it would prevent pollution equal to the amount of removing one million cars from the road! Fluorescent bulbs are available for purchase from any improvement store.

4. Ventilation and Exhaust Fans: Regularly cleaning fans and vents will improve indoor air quality and help prevent the spread of allergens such as dust and molds.

- The kitchen exhaust fan is attached to the microwave. Change its filter regularly to prevent the spread of allergens and keep it operating effectively.
- All bathrooms are equipped with a low-energy, low-speed continuous fan that constantly refreshes bathroom air and removes moisture.

5. Seal drafts from windows, walls, and doors immediately: Drafts lower the insulating power of your apartment and cause heaters and air conditioners to work harder to reach a comfortable room temperature. Sealing drafts and air leaks early will save energy.

- If you rent, promptly report any drafts or leaks to your property manager.

FACT: Trolley Square's walls have been built with additional wall insulation (made from 80 percent recycled newsprint), additional roof insulation, and double-paned energy efficient windows. It also has a special white, rubber-coated roof that reflects more of the sun's heat than a black roof. The result is a building structure that saves 30 percent more energy than Cambridge building codes require!

Water Use and Conservation

"When the well's dry, we know the worth of water."
~Benjamin Franklin

Although it seems like water is everywhere, only 1 percent of it is safe for human use. Americans use roughly 380 billion gallons of water per day, leading to water shortages and drained lakes, rivers, and streams. Rising water costs have also made it more expensive to get the water we need to live. Conserving water in your home will help reduce your monthly utility bills and help ensure that we have a clean and healthy water supply in the future.

1. Showers and Sinks: All of the fixtures in Trolley Square use less water than traditional fixtures. For example, while normal showerheads use 5 gallons of water every minute, "low-flow" fixtures use only 2.5 gallons per minute. Aerators on the sinks reduce water usage from 2-3 gallons per minute to 1.5 gallons per minute.

- Try not to leave water running when not in use.
- A 5 minute shower uses less hot water than a bath. Short showers save $$$!

2. Dual-Flush Toilets: The toilets in Trolley Square are called "dual-flush" toilets because they use different amounts of water to flush liquids and solids.

- Dual-flush toilets operate a little differently than normal toilets. For liquid waste, push the left button (half-filled circle). For solid waste, push the right button (fully-filled circle). Refer to the owner's guide for further instructions.

Image Source: Caroma

- Avoid using harsh chemicals to clean the toilets. Instead try one of the natural products listed in the "Environmentally Friendly Housekeeping" section of this guide.

FACT: 60 percent of the average American family's water bill is spent in the toilet and shower. Proper use of a dual flush toilet can lower your toilet water use by nearly 67 percent, while low-flow showerheads can reduce water use in the shower by 50 percent!

3. Hot Water: The hot water in Trolley Square's rental apartments comes from shared water heaters in each building. These water heaters are set at 120 degrees Fahrenheit to conserve energy and protect residents from accidental scalding.

- Homeowners units each come equipped with their own boilers. Although these units may be adjusted, we recommend keeping a setting of 120 degrees to save energy.

4. Fix any leaky faucets, toilets, or pipes immediately: Fixing leaks early will save water and prevent water damage to your home.

- Apartment tenants should report leaks or drips to the property manager.

5. Don't pour any hazardous chemicals or paints down the drain or into the ground: These chemicals will eventually find their way into the ground and pollute the groundwater and soil.

- Save any products that are unsafe for disposal for hazardous waste disposal days. The City of Cambridge holds three hazardous waste disposal days per year. Please visit www.cambridgema.gov/TheWorks/schedules/hse/hazard.html for more information.

FACT: The landscaping at Trolley Square uses only plants local to New England's climate. This makes it more likely the plants will live a long time and requires less irrigation to keep them alive. When the landscaping does need watering, Trolley Square has a special "drip" watering system that captures, stores, and spreads rain water without using any of the City's drinking water supply.

Household Appliances and Conservation

"Take care of the earth and she will take care of you."
~Author Unknown

Household appliances are major consumers of both energy and water. Following some of the suggestions below can help increase their energy efficiency.

1. Refrigerator/Freezer:

- Maintain refrigerator at 37 to 40 F.
- Maintain stand-alone freezer temperature at 0 F.
- Check the refrigerator and freezer periodically for signs of deterioration, particularly around the gaskets.

2. Dishwasher:

- Make sure dishwasher holds a full load before using it.
- The energy used during the "dry" cycle on dishwashers can be saved by propping the dishwasher door open and air-drying dishes.
- Use liquid dishwasher detergent instead of powder soap. Powder will not dissolve completely in Trolley Square's 120-degree hot water system.

3. Stove, Microwave, and Oven:

- Matching the size of pan to heating element size on the stove, using flat bottom pans, and covering pans will increase cooking times and decrease energy usage.
- Use small cooking appliances, electric frying pans, toaster ovens, and others whenever possible.

4. Computers and other Electronics:

- Shut off computers, TVs, and other appliances when they are not in use.
- Replace aging electronics and appliances with newer, more energy efficient models.
- Choose appliances with automatic shut-off switches or install timers to automatically shut off devices after certain amounts of time.

5. **Laundry:** Homeowner's units in Trolley Square come equipped with washer and dryer hook-ups. Renters may use the Energy Star-rated laundry facilities located in the garage near the elevator.

   - When purchasing a washer and dryer, look for an Energy Star front-loading washer instead of a top-loading machine. Front-loading washers use less water and some rebates may be available for Energy Star models. Look for a model with variable temperature settings. Don't buy a drier with a load size larger than the washer's maximum load size.
   - Washing one big load of laundry is less expensive and uses less energy than two small loads. Make sure your load is full before running the machine.
   - Wash full loads of laundry with cold water. Washing clothes in hot water costs more and does not sterilize clothes.
   - Use non-toxic soaps and alternative cleaners.
   - Periodically check to make sure the dryer vent is not obstructed or stuck.
   - Clean the lint screen in your dryer before every load to make sure that air can pass through the machine.
   - Please do not overload the dryer.

FACT: When purchasing any home appliance, compare the difference between different products' energy use and costs by reading the big yellow Energy Star label on the product's package. All appliances in Trolley Square have been selected for their high Energy Star ratings.

Caring for Your Environmentally Friendly Floors

Trolley Square contains special flooring that does not contain hazardous chemicals. Properly taking care of these floors will keep your home looking clean and new for years to come.

1. Carpet: The carpets at Trolley Square are free of chemicals and use hypo-allergenic carpet cushions made from recycled material.

- Vacuum your carpet regularly to prevent the build up of dust and other allergens.
- Please remove spots and spills promptly before they set. Baking soda and water naturally removes many stains.
- Do not store bicycles on carpeted surface since they bring in oil on their tires.
- If you rent your apartment and you have a stain you cannot remove, contact your property manager and a professional carpet cleaner will be sent. Please do not shampoo your own carpets.

FACT: Many flooring products contain chemicals known as Volatile Organic Compounds (VOCs). VOCs are found in many paints, glues, and carpets and may be a health hazard. The carpets, paints, sealants, and glues used at Trolley Square were chosen for their low-toxicity and low VOC content to ensure that the air quality inside your home remains healthy. When purchasing these products yourself, look for the Green Seal on paints and the Green Label on carpets and rugs to make sure that what you buy is low in VOCs.

2. Marmoleum Flooring: The marmoleum flooring in your home's kitchen is made of natural materials, contains no VOCs, and was selected for its high durability. **SPECIAL CLEANING INSTRUCTIONS MUST BE**

FOLLOWED IN ORDER TO MAINTAIN THESE FLOORS PROPERLY.

- Clean your floor regularly by sweeping/dust mopping or vacuuming. If the floor is muddy it can be cleaned with a SLIGHTLY damp mop, making sure the dirt is rinsed out of the mop and not spread back on the floor. Use ONLY Marmoleum Concentrated Floor Cleaner for heavy cleaning (Available for purchase at www.themarmoleumstore.com).
- Tough dirt should be removed with a scrubbing sponge (i.e. SOS, Scotch-Brite) or nylon brush. Small rotary floor machines and wet vacuum cleaners such as the Bissel system are also very good at cleaning and removing ingrained dirt.
- For spills, scrape or blot as much as possible and as quickly as possible. Mop with diluted Marmoleum Concentrated Floor Cleaner. Damp mop with clean water. Repeat steps 3 & 4 if necessary.
- DO NOT apply wax furniture polish or silicone products to the marmoleum or use too much water when cleaning. Use only a slightly damp mop.
- Protect your floor from sharp furniture legs by placing furniture caps or similar protectors on them. If moving a heavy object across the floor, place a piece of carpet (or similar) underneath it.

FACT: Marmoleum floors are made of linseed oil, rosins, wood flour, jute and ecologically responsible pigments. These resources are called "rapidly renewable resources," meaning they can be re-grown very quickly without hurting the environment or endangering the species.

3. Ceramic tile: The ceramic tile in your bathroom was selected for its durability in moisture-prone areas.

- Clean the ceramic regularly with a non-toxic cleaner to prevent mildew and fungal growth.

Environmentally Friendly Housekeeping

"Every day is Earth Day."
~Author Unknown

Most household cleaners contain harsh chemicals that are not safe to touch and give off fumes that are not safe to breathe. Below are some inexpensive alternative household cleaning products that do not pose strong health hazards.

1. Use simple, natural cleaning products: You may not realize it, but many ordinary household items are effective for standard household chores and cleaning up many different stains. For more tips, visit http://housekeeping.about.com/cs/ environment/a/alternateclean.htm and http://dep.state.ct.us/wst/p2/individual/ house.htm

- *Baking Soda:* A baking soda and water paste can be as effective as standard commercial abrasive cleaners for getting stains out of clothes, cleaning kitchen appliances, cleaning pots and pans, deodorizing the garbage and refrigerator, and eliminating other household odors. When mixed with Borax, baking soda can replace expensive detergent for your automatic dishwasher. Mix with vinegar and rubbing alcohol for a streak free glass/mirror cleaner.
- *Vinegar:* Mix one part vinegar with one part water in an empty spray bottle and use it on most hard surfaces in your home (never use on marble or marmoleum) instead of a harsh chemical spray. Use on toilets, sinks, showers, counters, and kitchen appliances. Any scent of vinegar will disappear after the surface has dried. Vinegar may also be used as a fabric softener in your laundry.
- *Lemons:* Lemon juice can be added to either vinegar or baking soda to increase its cleaning power. Try cutting a lemon in half and using it to scrub dirty dishes instead of using traditional dish soap.

2. Purchase non-toxic cleaners: Many companies now offer versions of traditional soaps, sprays, and abrasives without toxic chemicals. Please see Appendix A for a list of commercially available "green" cleaning products and web sites providing more information on green cleaning products.

- Look for products that are free of phosphates, EDTA (ethylene diamine tetraacetic acid or ethylene dinitrilotetraacetic acid) or NTA (nitrilotriacetic acid), petroleum, and nonylphenol ethoxylate, chlorine, and artificial fragrances and colors.
- Choose products with no or low VOC concentrations (less than 10 percent).
- Do not buy products with "Danger" or "Warning" labels.
- Use products that come in concentrated form to reduce the amount of packaging used.
- Buy products sold in biodegradable packaging or that are themselves biodegradable. After they are disposed of, they will break down without polluting soil.

FACT: Chemical cleaners and packaging can stay toxic for many years after they have been disposed of, polluting soil and water. Biodegradable packaging and cleaning supplies break down over time and decompose into non-toxic elements that don't harm the environment.

3. Purchase cleaning products made of recycled content: Look for cleaning products made with recycled materials or packaged using recycled content. Don't forget to recycle packaging when you are done using it!

4. Look for cleaning products with third-party verification of their non-toxcity. Look for the "Green Seal" or other certification proving a cleaner is environmentally acceptable. A list of "Green Seal" products is available at www.greenseal.org/findaproduct/index.cfm.

Recycling and Garbage

"Waste not the smallest thing created, for grains of sand make mountains."
~E. Knight

Much of the waste households produce, from soda cans to paper bags to glass bottles to plastic containers, can be reused or recycled. Reusing and recycling drastically reduces the amount of natural resources needed to produce new products. For example, every Sunday, Americans throw away 90 percent of newspapers that could otherwise be recycled to save 500,000 trees every week! Recycling is one of the most simple and effective things that you can do for the environment. Below are some simple recycling suggestions:

1. Separate garbage from recyclables: The City of Cambridge requires that all residents recycle. Trolley Square has a recycling center where you may leave all of your recyclables for pick-up.

The following items may be recycled:

- *Glass, Metal & Plastic Containers*: Please rinse before putting into recycling bin.
    - aluminum (pie plates, trays & foil), empty aerosol cans, glass containers (any color), metal cans (tin, steel & aluminum), stiff plastic containers, #1-7, (no plastic bags/ Styrofoam), plastic plant pots (#1-7, must be clean)

- *Paper:* Collect in paper bags before putting in recycle bin.
    - paperboard (cereal & tissue boxes, paper towel rolls), magazines & newspapers (glossy paper is ok), phone books & junk mail, (no CDs or plastic wrap), milk/juice cartons, (aseptic containers are ok), soft cover books, all office paper (no blueprints)

- *Cardboard:* Please flatten or cut so it is no larger than 3' x 3' and place next to recycling bins.

FACT: Recycling can help prevent global warming. Trees naturally reduce the carbon dioxide levels in the atmosphere by transform carbon dioxide into oxygen. Unfortunately, entire forests are being cut down to make paper. Without these forests, carbon dioxide levels increase and global warming intensifies. The more we recycle, the fewer trees we need to cut down.

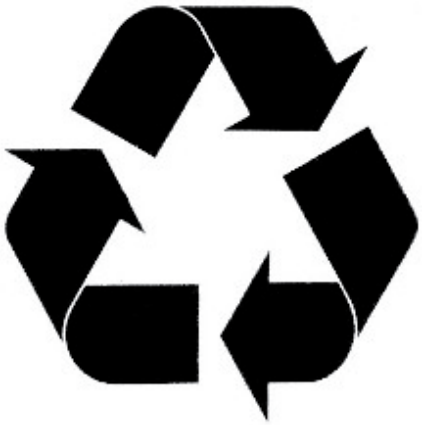
2. Reuse items instead of disposing them: Many items we throw out can be used again. Visit www.p2pays.org/recycleguys/tips.asp for more tips.

- Donate old clothes to Goodwill or bring to a thrift shop.
- Bring canvas, cloth, or old plastic bags with you to the store instead of bringing home new ones.
- Use silverware instead of disposable cutlery and paper plates.
- Pack your lunch or leftovers in a reusable container.

3. Purchase products made from recycled materials: Many products, such as plastic containers, paper towels and toilet paper, notebooks, and glassware, come from recycled materials. Purchasing these products shows manufacturers that you support recycling efforts and can reduce the amount of natural resources we consume.

- Use recycled, non-chlorine bleached paper and bath products when possible. These products are far less polluting than products containing bleach.

FACT: Every ton of 100 percent recycled paper saves an estimated 4,100 kilowatt-hours of energy, 7,000 gallons of water, and 60 pounds of air pollutants. If all paper towels were made with 100 percent recycled materials, approximately 1 million tons of used paper would be kept out of our waste stream.



Healthy, Locally Grown Food

Fruits and vegetables bought at farmers markets, farm stands, and food co-ops can be less expensive than buying at the supermarket, often contain fewer pesticides than grocery store produce, and help support local farmers. Below is a list of nearby places where you can buy locally grown foods. All are accessible by public transportation.

Arlington Farmers Market
Russell Common parking lot
Arlington Center
Arlington, MA 02174
June-October
Wed. 2:00 pm-6:30 pm
WIC Coupons
T: 77 Bus to Arlington Ctr.

City Hall Plaza Farmers Market
Boston City Hall Plaza
Boston, MA 02202
May-November
Mon/Wed-11:00 am-6:00 pm
WIC Coupons
T: Green Line to Gov't Ctr.

Copley Square Farmers Market
St. James Avenue
Boston, MA 02202
May-November
Tues/Fri,-11:00 am-6:00 pm
WIC Coupons
T: Green Line to Copley

The Harvest Co-op
581 Mass. Ave. Central Sq
Cambridge, MA 02139
617-661-1580
T: Red Line to Central

Brighton Farmers Market
Brighton Ctr-Bank of America
Brighton, MA
July-October
Saturday, 12:00pm-4:30 pm
WIC Coupons
T: Check bus schedules

Brookline Farmers Market
Center St West parking lot
Coolidge Corner
Brookline, MA 02146
June-October
Thursday, 1:30 pm-dusk
WIC Coupons
T: Green Line Coolidge Cnr

Cambridge Central Square Farmers Market
Bishop Allen by Columbia
Cambridge, MA 02143
May-November
Monday, 12:00 pm -6:00 pm
WIC Coupons
T: Red Line to Central

Cambridge Charles Square Farmers Market
Charles Hotel at Harvard Sq.
Cambridge, MA 02138
May-November
Friday, 1:00 pm-6:00 pm
Sunday, 10:00 am-3:00 pm
WIC Coupons
T: Red Line to Harvard

Cambridgeport Farmers Market
Morse School parking lot
Magazine St & Memorial Dr.
Cambridge, MA 02139
June-October
Saturday, 10:30 am-3:30 pm
WIC Coupons
T: Red Line to Central, 47 Bus to Memorial Dr.

Somerville Farmers Market
Davis Square
Day & Herbert Streets
Somerville, MA 02143
May-November
Wed., 12:00pm-6:00 pm
WIC Coupons
T: Walk to Davis Square

FACT: Fruits and vegetables from supermarkets usually have traveled thousands of miles for days or even weeks, causing its nutritional value, freshness, and taste to decline with time. Food from farmers markets is often picked less than 24 hours before you purchase it!

Green Community Resources

"Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect."
~Chief Seattle, 1855

Cambridge is home to many community groups and organizations that offer valuable information and services about "living green" to Cambridge residents. Below are some resources for accessing these services or for joining a local organization.

1. Meet Your Neighbors: One of the best ways to learn about your community is by asking the people that know it best – people who live there. Knowing your neighbors can also make Trolley Square a safer, cleaner, and more enjoyable place to live.

2. Trolley Square's Community Space: Trolley Square has approximately 1,200 square feet of indoor space designated for community use. It is located on the second floor at the corner of Mass. Ave. and Cameron Street. Residents are encouraged to use this space.

- The community space may be used to hold workshops, meetings, or social events. It contains a community room, small office, restrooms, and a kitchenette. Please contact your property manager if you are interested in reserving this space for a community function.
- Certain nights of the week, the community space is reserved for use by neighborhood community organizations. Many of these groups welcome your participation in their functions. Please check the schedule posted in the community room for meeting times.

3. Community Resources: Below is a partial list of "green" services and resources that you might find useful for learning more about "living green" in your community.

- *Cambridge Recycling Department:* Information on how to recycle in Cambridge.
  www.cambridgema.gov/TheWorks/departments/recycle/materials.html#
- *Cambridge Bicycle Committee:* Composed of community members working to improve conditions for bicyclists in Cambridge.

www.cambridgema.gov/cdd/et/bike/ Contact: Stephanie Anderberg, sanderberg@cambridgema.gov, (617)349-4671

- *Cambridge Pedestrian Committee:* Works to improve access and create a pleasant and safe environment for pedestrians in Cambridge. www.cambridgema.gov/cdd/et/ped/plan/ ped_com.html Contact: Rosalie Anders, randers@cambridgema.gov, (617) 349-4604
- *Cambridge Climate Protection Initiative:* City initiative to create a more environmentally friendly community. www.cambridgema.gov/cdd/et/env/climate/climate.html Contact: John Bolduc, jbolduc@cambridgema.gov, (617)349-4628
- *Office of Workforce Development:* Offers many youth and adult job training and placement programs to Cambridge residents. www.cambridgema.gov/DHSP2/owd.cfm, 617-349-6234.
- *City Sprouts:* After-school and summer programs for children centered on urban gardening and outdoor education. www.citysprouts.org/ Contact: Jane Smillie, Director, jsmillie@citysprouts.org, (617) 349-6562 x208
- *The Food Project:* The Food Project engages young people in sustainable agriculture. Each year, over a hundred teens and thousands of volunteers farm 31 acres in rural Lincoln and several lots in Boston. www.thefoodproject.org
- *EPA Region I Air Quality Index:* During warmer months, issues air quality alerts and online mapping of ozone and particulate levels. www.epa.gov/region01/aqi/ index.html
- *Energy Star:* Information about energy efficient appliances and products including a listing of retailers. www.energystar.gov/
- *Massachusetts Interfaith Power & Light:* Organization working to help places of worship improve the energy efficiency of their facilities and to support the energy efficiency of congregation members. www.mipandl.org
- *ACEEE Green Guide to Cars and Trucks*: www.greenercars.com/indexplus.html
- *EPA Green Vehicle Guide:* www.epa.gov/greenvehicles
- *EPA Personal Greenhouse Gas Emissions Calculator:* http://yosemite.epa.gov/oar/globalwarming.nsf/content/ResourceCenterToolsGHGCalculator.html

Kids and Nature

"You must teach your children that the ground beneath their feet is the ashes of your grandfathers. So that they will respect the land, tell your children that the earth is rich with the lives of our kin. Teach your children what we have taught our children, that the earth is our mother. Whatever befalls the earth befalls the sons of the earth. If men spit upon the ground, they spit upon themselves."
~Native American Wisdom

The desire to "live green" and protect our planet begins with an appreciation of the natural world. One of the best ways to give children this appreciation is by exposing them to nature and letting them explore the outdoors. Below are some ways to help increase your kids' interest in nature. The more they love and respect the environment, the more likely they will to want to protect it!

1. Explore the Great Outdoors: There are many places both nearby to Trolley Square and further away that are accessible by public transportation and provide lots of open space for children to explore and play.

- *Visit a nearby park:* **Russell/Samp Field** (Follow Linear Park westward), **Tobin Field** (Cedar and Dudley St), **Raymond Park/Corcoran Field** (Walden and Raymond St), **Ringe Field** (Yerxa and Pemberton St), **Danehy Park** (New St behind Fresh Pond Mall).

  For a complete map of all Cambridge Parks and available activities, please visit: www.ci.cambridge.ma.us/CDD/cp/parks/osmap.pdf

- *Take a hike or a bike ride:* **Cambridge Linear Park** (right outside!), **Fresh Pond Reservation** (Concord Ave and Fresh Pond Pkwy), **Middlesex Fells** (Orange Line to Oak Grove), **Arnold Arboretum** (Orange Line to Forest Hills), **Charles River Recreation Path** (Red Line to Charles Street), **Revere Beach** (Blue Line to Wonderland), **Lincoln Reservation/Walden Pond** (Fitchburg Commuter Rail to Lincoln), **Emerald Necklace** (Green Line D to Longwood), **Back Bay Fens and Victory Gardens** (Green Line to Hynes/ICA) **Chestnut Hill Reservoir** (Green Line C to Cleveland Circle), **Boston Harbor Islands** (Ferry Service from Long Wharf).

There are many other areas open to hikers that are both on and off public transportation. Visit www.geocities.com/Yosemite/Trails/1171/ for more information on these and many more hiking and biking opportunities.

- *Join a Community Garden:* Gardening is a great way for kids and adults to see up close how nature works. Below are some community gardens located in and around North Cambridge. For more information about these or other community gardens groups, visit www.bostonnatural.org/community_gardens.php

  Corcoran Park Garden - Walden St./Corcoran Park
  Don McMath Park Community Garden - Pemberton Street, off Sherman
  Fresh Pond Parkway Garden (MDC) -Located near Fresh Pond/
  Neville Manor Garden- Fresh Pond/Neville Manor
  Sacramento Street Garden- Sacramento St., off Mass. Ave.
  Whittemore Ave. Garden - Whittemore Ave., near Alewife

FACT: Recent studies have shown that giving children time to play in and experience nature has helped reduce the symptoms of attention deficit disorder.

2. Visit a Museum or Interpretation Center. Boston is home to many museums and educational centers that explore different elements of the natural world.

- **The New England Aquarium** (Blue Line to Aquarium)
- **Franklin Park Zoo** (Orange Line to Forest Hills, 16 Bus to zoo)
- **Boston Nature Center** (Orange Line to Forest Hills, 31 Bus to Morton/Harvard streets): Two miles of wheelchair-accessible trails and boardwalks through meadows and wetlands. See coyotes, pheasants, and many species of migratory birds.
- **Habitat Education Center and Wildlife Sanctuary** (Commuter Rail to Belmont Center or 74/75 Bus from Harvard Square, 1 mile walk)**:** Nature Center and 2.5 miles of trails through forests, meadows, ponds, and wetlands.
- **Drumlin Farm** (Fitchburg Commuter Rail to Lincoln): Explore a working farm and wildlife sanctuary.

- **Blue Hills Trailside Museum** (Milton, MA): Exhibits featuring wildlife within the reservation's 150 miles of trails.

3. Join an outdoors camp or after-school program. Several organized camps and after-school programs in the area help kids explore and learn about nature and the outdoors. Visit Baby Zone Parent Resources for more information.

http://boston.babyzone.com/parentresources.asp?prid=863

- **City Sprouts***:* After-school and summer programs for children centered on urban gardening and outdoor education. www.citysprouts.org/

- **The Food Project's BLAST Program**: BLAST (Building Local Agricultural Systems Today) brings youth and adults together to build sustainable food systems and help create new leaders. www.thefoodproject.org/blast

4. Read. Many books, including the one below, discuss ways to help children gain a greater appreciation for nature and the environment.

- Louv, Richard. Last Child in the Woods: Saving Our Children from Nature Deficit Disorder. Algonquin Books: Chapel Hill. 2006.

5. Environmental Websites for Kids: The following websites offer environmental information and resources for kids.

- **U.S. Environmental Protection Agency Kids Club:** www.epa.gov/kids/
- **Youthnoise**: www.youthnoise.com
- **Dr. E's Energy Lab (U.S. Dept. of Energy):** www1.eere.energy.gov/kids/
- **Energy Kid's Page (U.S. Energy Information Administration):** www.eia.doe.gov/kids/
- **Kids Saving the Planet:** http://www.kidssavingtheplanet.org
- **Kaboose – Earth Day Every Day:** www.kaboose.com/features/earth-day/index.html
- **Leaders of Waste Reduction – Recycling for Kids:** www.environleader.org/kids.html

Section 7:
DOMESTIC VIOLENCE

CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

Volume Two: Enhanced and Comprehensive Resident Services
Revised and Expanded Edition

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DOMESTIC VIOLENCE

In a 2005 survey, one in four women and one in nine men in the United States are victims of domestic violence at some point in their lives. In households with incomes under $15,000/year, 35.5 percent of women and 20.7 percent of men suffered violence from an intimate partner. (From the National Domestic Violence Hotline)

INTRODUCTION TO DOMESTIC VIOLENCE

Domestic violence affects 25 percent of women in the United States while remaining one of the best-kept family secrets. In spite of the pain, fear and isolation felt by the victims, they often work as hard as the offenders to keep the abuse hidden. Despite what many people believe, domestic violence is not due to the abuser's loss of control over their behavior. In fact, violence is a deliberate choice made by the abuser in order to take control over their intimate partner. The text and tools in this section are intended to help resident services coordinators to understand the dynamics of domestic violence and to provide referral resources to support the resident in ending the violence in her life.

Although both men and women are victims of domestic violence, most commonly the abuser is male and the victim is female. For that reason, this section at times uses "she" for the victim and "he" for the abuser.

RESOURCES AVAILABLE IN THIS SECTION

1. **Understanding Domestic Violence:** This section defines what domestic violence is, provides facts about domestic violence, identifies reasons why the victim stays in the relationship and provides national resources that provide contact information to domestic violence response agencies throughout the United States.
2. **Identifying the Dynamics of Domestic Violence:** This resource includes a domestic violence overview handout and two diagrams that explain the dynamics of domestic violence.
3. **Safety Planning Checklist:** This resource includes a safety planning checklist that can be used by victims to think through a plan for safety, if needed.
4. **Do's and Don'ts: How to Help Someone You Think Is a Victim of Domestic Violence:** This resource includes advice on how to respond to a person who may be a victim of domestic violence.
5. **Considerations for Addressing Domestic Violence in Housing Settings:** This resource provides facts about domestic violence and housing. It also includes considerations for resident services practitioners and property management staff for addressing the effects of domestic violence.
6. **Domestic Violence and Economic Stability:** Victims often have been isolated from finances or have intermittent employment histories. This resource includes facts about economic abuse and information on how resident services can address the effects of domestic violence on employment.

7. **Resources for Legal Advocacy:** Domestic violence victims have several options available to them to gain legal protections. These options vary at the state and municipal level. This section provides an overview of these options as well as resources for finding out the legal statutes in your community.
8. **Children and Domestic Violence:** This resource provides facts about the effect of domestic violence on children, common behavioral signs of domestic violence and resources to assist caretakers in finding help for their children. Youth programs may provide a safe, predictable environment for children who are witnessing or who have witnessed domestic violence. This resource offers guidelines to consider when administering or implementing youth development programs.
9. **Domestic Violence and Immigration Issues:** Immigrants in domestic violence situations face additional barriers to receiving help. This resource provides recommendations for how to address these barriers.
10. **Dating Violence: Resources for Teens:** This section provides resources for teens to identify potentially abusive behavior in dating relationships. This section also includes "do's and don'ts" on how to respond when they or a friend is in an abusing dating relationship, a "power and control wheel" specific to teen dating violence and a dating bill of rights that promotes the identification of healthy relationships.
11. **Facts About Stalking:** Stalking is a common element in domestic violence situations but can occur in casual dating relationships as well. This provides facts about stalking, the dynamics of stalking and information about filing a stalking complaint.
12. **Resources for People Who are Abusive to Their Intimate Partners:** Domestic violence will never completely end unless perpetrators stop their abusive behavior. This resource provides information and resources for people who abuse their partners, including "do's and don'ts" on how to respond to someone who is abusive to his/her intimate partner and information about treatment programs.

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UNDERSTANDING DOMESTIC VIOLENCE

This section will review the definition of domestic violence, the signs of an abusive relationship and interventions and supports that can assist the victim in seeking help. It is important to remember that the role of the resident services coordinator is not to be a counselor, but to provide information and resources so the resident suffering from domestic violence can find help on his or her own.

It is important to understand what domestic violence is, how it can manifest and the types of intervention and support that can be put into place. The following documents will provide you with background information you need in order to provide appropriate referrals and resources.

Domestic violence, simply defined, is coercive control over one's intimate partner. This control is achieved through a pattern of behaviors that allow one person to gain and maintain ongoing power over his or her partner. Too often, we limit our understanding of domestic violence to physical violence – kicking, hitting, spitting, slapping, stabbing and worse. The reality is that domestic violence is more often characterized by subtle words and actions that never become known to those living outside the home, and the majority of the abuse does not meet a standard for arrest, legal consequence or outside intervention. It occurs in all ethnic groups at all socioeconomic levels and in every religious group. In the vast majority of cases, the abuser is male and the victim female. For this reason, "she" will be used to describe the victim in most cases. However, it is important to note that both men and women can be victims of domestic violence.

FACTS ABOUT DOMESTIC VIOLENCE

- One in every four women will experience domestic violence in her lifetime. Females who are 20-24 years of age are at the greatest risk for intimate partner violence.
- An estimated 1.3 million women are victims of physical assault by an intimate partner each year.
- The majority (73 percent) of family violence victims are female. Females were 84 percent of spousal abuse victims and 86 percent of abuse victims at the hands of a boyfriend.
- Historically, females have been most often victimized by someone they knew.
- Almost one-third of female homicide victims who are reported in police records are killed by an intimate partner. Seventy-six percent of female homicide victims had been stalked by the person who killed them.

- Less than one-fifth of victims reporting an injury from intimate partner violence sought medical treatment following the injury.
- Intimate partner violence results in more than 18.5 million mental health care visits each year.
- Sexual violence is often a component of domestic violence. The use of sexual violence, or threat of violence, is used to maintain control over the victim.

FORMS OF DOMESTIC VIOLENCE

Domestic violence takes many forms. All of the examples below illustrate how the abuser attempts to maintain control over his victim.

Physical: Slapping, shaking, shoving, kicking, hitting, biting, attempt to strangle, using weapons or objects as weapons, grabbing, locking the partner out or restraining the partner

Destruction of property: Punching walls, breaking furniture, destroying irreplaceable photos and heirlooms

Emotional/verbal: Threatening, excessive yelling, frequent criticism, name-calling, humiliating, berating or discounting the partner in speech or action, threatening to "out" a same-sex partner

Sexual: Using physical force or coercion to make someone perform any sexual act against her will, including unprotected sex, forcing someone to wear sexually provocative clothing

Financial: Denying partner access to family funds, bank accounts or credit cards; controlling all finances and forcing partner to account for all money spent

Isolation: Denying partner access to friends, family, telephone, news media, faith community and other avenues of familial and social support

REASONS WHY VICTIMS STAY

When outsiders learn of abuse in a relationship, they typically ask, "Why doesn't she just leave?" To ask this of a victim does her more harm than good. Victims face myriad barriers to leaving, and complex reasons for staying, including:

Fear: Many victims of domestic violence live in sheer terror due to the abuse they have suffered and the threats their batterers have made, including, "If you ever leave me, I'll kill you, I'll take the children, I'll hurt your family, I'll destroy the pets." The threats carry extreme impact due to the violence already experienced. Furthermore, many victims believe no one can truly protect them from their abusers.

Love: Often, victims still love their abusers or may cling to memories of what they once shared. Also, some victims feel pity and compassion for their batterers, and if substance abuse is involved, they may believe that if the substance abuse ends, the violence will end. Therefore, they feel compelled to stay and help end the addiction. In some cases, the batterer has threatened to kill him/herself if the partner leaves, and so the partner feels responsible for the abuser's safety and well-being.

Frequency and severity of battering: In many cases, a batterer will promise — quite convincingly — that this abusive incident will be the last. The victim will often believe him, especially if the abuse occurs relatively infrequently or if the injuries are not severe. The batterer may also try to convince the victim that the abuse was her fault, that had she not done anything wrong, he would not have resorted to violence. Thus, she believes that if she changes herself and her actions, the abuse will not reoccur.

Economic dependence: Some victims have no access to family checking and savings accounts or credit cards and thus can't see leaving as being financially feasible. If there are children to support, the victim will be especially concerned about being able to provide for them if she leaves. If the batterer has prevented her from working for a period of time, she may doubt her ability to find a job and suitable transportation. She may lack financial resources and affordable housing options.

Isolation: Many batterers isolate their victims over a period of time from their friends and even family. This isolation is compounded by a lack of familiarity with available resources (e.g., crisis lines and shelters). Some victims who are aware of available resources may choose not to access them due to a stigma attached to asking for help and a belief that outsiders should not be involved in family affairs.

Her beliefs: If a victim grew up witnessing domestic violence, she may believe abuse is a normal part of every intimate adult relationship. Similarly, if she witnessed abuse or was abused as a child, she may believe it's acceptable to hit a family member. By either witnessing or experiencing abuse as a child, the victim may not have learned any healthy forms of conflict resolution. In addition, if she has very low self esteem, she may believe she deserves such abusive treatment.

Most gripping of all are the fear and hope — fear that if she leaves, he will follow through on threats he's made, and hope that the abuse will finally end. Indeed, research has shown that when a victim leaves she is in the greatest danger of being severely injured or killed by her abuser.

Sources: Adapted from staff interviews at AMEND (http://www.amendinc.org) (2007) and from the National Coalition Against Domestic Violence (http://www.ncadv.org)

RESOURCES

The National Coalition Against Domestic Violence: The mission of the National Coalition Against Domestic Violence (NCADV) is to organize for collective power by advancing transformative work, thinking and leadership of communities and individuals working to end violence in our lives. NCADV's work includes coalition building at the local, state, regional and national levels; support for the provision of community-based, non-violent alternatives, such as safe home and shelter programs for battered women and their children; public education and technical assistance; and policy development and innovative legislation. http://www.ncadv.org/

The United States Department of Justice: Office of Violence Against Women: The mission of the Office on Violence Against Women (OVW) is to provide federal leadership to reduce violence against women and to administer justice for and strengthen services to all victims of domestic violence, dating violence, sexual assault and stalking. http://www.usdoj.gov/ovw/

The Family Violence Prevention Fund: The Family Violence Prevention Fund works to prevent violence within the home and in the community to help those whose lives are devastated by violence because everyone has the right to live free of violence. This website contains a wealth of resources on family violence topics and offers practical programming information on how family violence affects children, health, teens and immigrant women as well as strategies for addressing violence in the home as well as the workplace. http://www.endabuse.org/

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IDENTIFYING THE DYNAMICS OF DOMESTIC VIOLENCE

This document provides resident services coordinators with three resource sheets identifying facts about domestic violence and the dynamics of a domestic violence relationship. The following tools are intended to help resident services coordinators understand the dynamics of domestic violence and can be used as a part of a domestic violence awareness workshop.

- Domestic violence overview
- Power and control wheel
- The cycle of domestic violence

DOMESTIC VIOLENCE OVERVIEW

Domestic violence is willful intimidation, assault, battery, sexual assault, and/or other abusive behavior perpetrated by an intimate partner against another. It is an epidemic that affects individuals in every community, regardless of age, economic status, race, religion, nationality or educational background. Violence against women is often accompanied by emotionally abusive and controlling behavior and thus is part of a systematic pattern of dominance and control. Domestic violence results in physical injury, psychological trauma and sometimes death. The consequences of domestic violence can cross generations and truly last a lifetime.

Signs of Domestic Violence

Does your partner:

- Call you names or humiliate you?
- Get jealous of who you see or talk to and try to control who you see?
- Try to keep you from seeing family or friends and/or limit who you see?
- Call you frequently to check on where you are?
- Control all the money?
- Hit, punch, slap or kick you?
- Threaten to hurt you physically?
- Throw things / punch things / yell to intimidate you?
- Hurt the children or pets to get you to do what he wants?
- Belittle you / tell you you'd be nothing without him?

If you said yes to any of those questions, you may be experiencing domestic violence. You deserve a relationship that is caring and do not have to live in fear. There are people who can help you leave the relationship.

RESOURCES

The National Domestic Violence Hotline: The National Domestic Violence Hotline believes that every caller deserves to be treated with dignity and respect. Help is available to callers 24 hours a day, 365 days a year. Hotline ad-

vocates are available for victims and anyone calling on their behalf to provide crisis intervention, safety planning, information and referrals to agencies in all 50 states, Puerto Rico and the U.S. Virgin Islands.
1-800-799-SAFE (7233)
1-800-787-3224 (TTY)
http://www.ndvh.org/index.php

Assistance is available in English and Spanish with access to more than 140 languages through interpreter services. Hotline services are also available to hearing-impaired callers. A hotline advocate provides a direct connection to domestic violence resources available in the caller's area. All calls to the National Domestic Violence Hotline are confidential. The National Domestic Violence Hotline website contains useful and current information on domestic violence issues and strategies that help in addressing this problem.

THE CYCLE OF DOMESTIC VIOLENCE

Domestic violence generally follows a cyclical pattern. The cycle may repeat with varying frequency. However, once the pattern is established, it usually repeats with increasing frequency. Some perpetrators are episodic, for example, during the holidays, while others are less or more frequent. Regardless of the age or gender of the perpetrator and victim, the cycle below describes a common pattern of domestic violence.

Tension Building: The tension-building stage may include criticism, using angry gestures, belittling and/or "the silent treatment." The victim may feel like she is walking on eggshells. The abuser use alcohol or drugs, which is often used as an "excuse" for violence.

Violence: This stage includes physical and sexual attacks, threats or verbal abuse.

Seduction: This stage may include apologies, blaming and promises to change. Gifts and endearments are often offered in public places so they are witnessed by others.

The cycle also explains how three emotions—love, hope and fear—repeat themselves and perpetuate a violent relationship. These help keep the cycle in motion:

- **Love** for your partner, the relationship has its good points, it's not all bad.
- **Hope** that it will change, the relationship didn't begin like this.
- **Fear** that the threats will become reality. These threats can range from fear that your partner will kill you or him/herself, to taking the children, to "proving" the victim is an unfit parent or crazy.

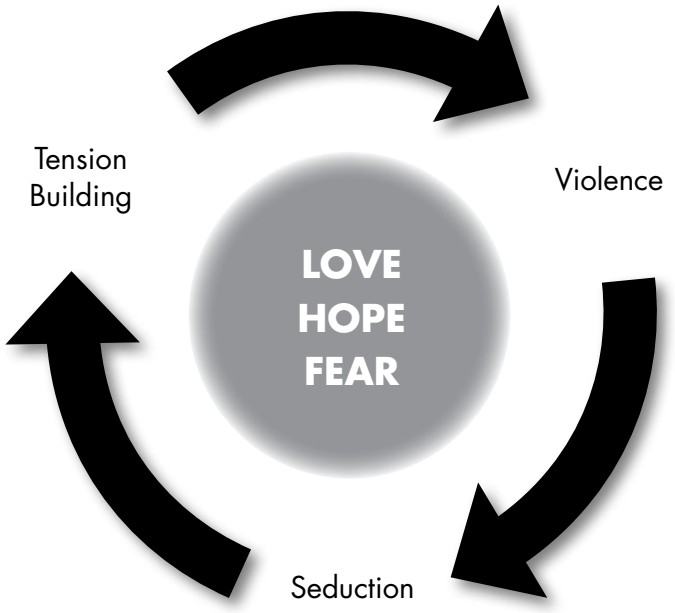
The abuser's apologies and loving gestures in between the episodes of abuse can make it difficult to leave. He/she may make his/her partner believe that he/she is the only person who can help, that things will be different this time, and that he/she truly loves his/her partner. However, the dangers of staying are real. Domestic abuse often escalates from threats and verbal abuse to physical violence and even murder. And while physical injury may be the most obvious danger, the emotional and psychological consequences of domestic abuse are also severe. No one deserves this kind of pain—and the first step to breaking free is recognizing that the situation is abusive. Once the victim acknowledges the reality of the abusive situation, she can get the help she needs.

Adapted from the website of Safehouse Denver (http://www.safehouse-denver.org) (2007) and material from http://www.helpguide.org/mental/domestic_violence_abuse_types_signs_causes_effects.htm

THE POWER AND CONTROL WHEEL

Physical and sexual assaults, or threats to commit them, are the most apparent forms of domestic violence and are usually the actions that allow others to become aware of the problem. However, regular use of other abusive behaviors, when reinforced by one or more acts of physical violence, makes up a larger system of abuse.

The Power and Control Wheel, below, is a particularly helpful tool in understanding the overall pattern of abusive and violent behaviors, which are used by



an abuser to establish and maintain control over his/her partner. Very often, one or more violent incidents are accompanied by an array of these other types of abuse. They are less easily identified, yet firmly establish a pattern of intimidation and control in the relationship.

Although physical assaults may occur only once or occasionally, they instill threat of future violent attacks and allow the abuser to take control of his partner's life and circumstances.

Power and Control Wheel developed by Domestic Abuse Intervention Project, Duluth, MN; Getting Free, Ginny NiCarthy © 1986, Seal Press, Seattle, WA

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SAFETY PLANNING CHECKLIST

The following checklist provides the elements of a safety plan. Safety plans are useful whether the victim is in a relationship with the abuser or has left the relationship. Safety plans are prepared in advance, to use in a crisis. Safety plans are very important even after the victim has left the abuse. In fact, the most dangerous time for the victim is the period after she/he has left.

ISSUES TO CONSIDER BEFORE LEAVING

- Identify four possible places to go if you leave your home.
- Make a list of people who might help you if you left. Will someone keep a bag for you? Is there someone who could lend money if needed? Make plans for pets.
- Keep change for phone calls or get a cell phone.
- Open a bank account and credit card in your name.
- Imagine how you might leave. Try doing things that get you out of the house, such as taking out the trash, walking the family pet, going to the store. Practice how you would leave.
- Figure out how you could take your children with you safely.
- Put a bag together of things you use everyday and hide it or leave it with a friend whom you can access easily.

ITEMS TO TAKE, IF POSSIBLE

- Children (if it is safe)
- Money
- Keys to car, house and work
- Extra clothes
- Medicine
- Important papers for you and your children, such as:
  - Birth certificates
  - Immunizations cards
  - School or medical records
  - Social security cards
  - Green cards
  - Work permit
  - Driver's license and registration
  - Welfare identification
- Lease / rental agreement
- Mortgage payment book and unpaid bills
- Insurance papers
- Police protection order, divorce papers, custody orders
- Items for your children (toys, blankets, etc.)

- Pictures, jewelry, things that mean a lot to you
- Your safety plan

AFTER LEAVING, THINK ABOUT:

- Ensuring your safety.
- Getting a cell phone. Some domestic violence agencies have cell phones available.
- Getting a protective order from court. Keep a copy with you at all times. Give a copy to the police, people who take care of your children, your work, the apartment manager if you lease your home.
- Changing your locks if you have stayed in your home. Consider installing stronger doors. Install smoke detectors and consider putting in outside lights or a security system.
- Telling your friends and neighbors that the abuser no longer lives with you. Ask them to call the police if they see the abuser near your home or children.
- Telling the people who care for your children who can see them. If you have a protective order, give a copy to their teachers, babysitters and after-school caregivers. Give them a picture of your abuser.
- Changing the bank, grocery store or other businesses you visit.
- Coming up with a safe way to speak to your abuser if you must.
- Reviewing your safety plan often.

Abusers try to control their victims' lives. When abusers feel a loss of control – like when victims try to leave – the abuse often gets worse. Victims need to take special care when they leave and need to continue to use and update the safety plan after leaving.

Source: This section on personalized safety planning was adapted from the Metro Nashville Police Department's personalized safety plan.

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DO'S AND DON'TS: HOW TO HELP SOMEONE YOU THINK IS A VICTIM OF DOMESTIC VIOLENCE

Whether we realize it or not, we all know someone who has been abused or who is currently being abused. While we may want to help, many of us may not know how. We often feel uncomfortable "butting in" on another person's affairs. We don't have to be afraid to help, however. Here are a few suggestions for helping someone you suspect may be at risk of getting hurt at home. If you suspect one of your family members, friends or coworkers is a victim:

Do say:

- I am afraid/concerned for you.
- Have you thought about a safety plan?
- You deserve to be treated well. No matter what you do or say, it is not okay for him/her to hurt you.

Don't say:

- Why don't you leave?
- Why do you let him/her treat you like that?
- "You should . . ." (Victims are empowered by the ability and power to make their own decisions.)

Do:

- Respect the victim's right to her own feelings, even if you can't empathize with those feelings.
- Listen and support without passing judgment.
- Inform the victim of resources, such as an employee assistance plan (EAP), etc., that are available through the company, if she/he works.
- Refer the victim to helpful community resources such as legal assistance, safe shelters and outreach programs.
- If the victim is a coworker, consult with your EAP counselor and/or human resource administrator to discuss your concerns regarding violent or potentially violent situations.
- If the victim is a coworker, maintain confidentiality for the safety of the victim and provide support, but do not compromise the workplace or go against company policies.
- Stay connected to the victim. Continue to be supportive without condoning the violence.
- Offer to make the call to a battered women's shelter for her or with her.

- Compliment him/her on his/her strengths and skills. Domestic violence shatters the victim's confidence.

Source: The information in this section is from the AMEND website, http://www.amendinc.org (2007).

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CONSIDERATIONS FOR ADDRESSING DOMESTIC VIOLENCE IN HOUSING SETTINGS

An estimated 1.3 million women are the victims of physical assault by an intimate partner each year. Many of these victims are forced to stay with or return to their abusive partners because of lack of available shelter or affordable housing. In 2000, more than half of the U.S. cities surveyed by the U.S. Conference of Mayors identified domestic violence as a primary cause of homelessness. Victims of domestic violence need access to safe, adequate and affordable housing in order to gain independence and permanently end the cycle of violence.

Affordable housing fills a critical gap for many people leaving or experiencing domestic violence. This section provides facts about domestic violence as it relates to housing and provides advice for property managers when dealing with tenants who are experiencing domestic violence. Both resident services programming and property management practices can support residents who have experiences with or are experiencing domestic violence. Resident services coordinators are not counselors and should not take on a counseling role.

This section concludes with a sample draft of a lease agreement addendum that can be used to modify a lease for a resident to remove her abuser from the lease and move into a different unit. Because lease agreements are controlled by the property management staff, you should discuss this option with the property management staff before referring a resident to the leasing office.

FACTS ABOUT DOMESTIC VIOLENCE AND HOUSING

- Domestic violence victims often return to their batterers when a viable option for permanent housing cannot be found.
- The number of people in need of federal rent subsidies to afford housing outweighs the number of units available. In some states, people have remained on waiting lists for years.
- Victims and survivors of domestic violence often have trouble finding other housing as their history of abuse may have caused poor employment, credit or rental histories.
- Due to high demand, most domestic violence shelters do not allow victims to stay more than 90 days. However, the average length of time it takes a homeless family to secure subsidized housing is six to 10 months.
- Many victims of domestic violence fear calling law enforcement if they are in danger due to "zero tolerance for crime" policies. These policies allow landlords to evict tenants when violence occurs in the home, regardless of whether the tenant is the victim or perpetrator of domestic violence.

RESIDENT SERVICES PROGRAMMING

The role of affordable and supportive housing in stopping the cycle of domestic violence is clear. Residents who are in or who have left domestic violence may benefit from 'trauma-informed' modifications that will make your resident services programs more accessible. In addition, some resident services programs address the affects of domestic violence through breaking isolation, increasing job skills or providing appropriate referrals to address challenges.

Community building activities: Because domestic violence isolates the victim, social and recreational activities can also assist with re-building community connections. Build a positive relationship with the police.

Healthy parenting groups: Domestic violence undermines the confidence of victims, and children may be traumatized as well. Support for healthy parenting can help the family heal.

Financial literacy education: Residents who have left domestic violence often experience financial hardships, and one of the control tactics of the abuser may have been financial isolation. The resident may not know basic money management skills that will help her stabilize her and her family's lives. Resources for implementing an out-of-school-time program are available in the *National Resident Services Collaborative Practitioner Manual, Volume 1*.

Job skills training: Victims may have been prevented from working and may have few job skills or a spotty work history. One tactic of control may have been to keep the victim isolated from the workplace, or to undermine her employment and get her fired, which limits references. Finally, because domestic violence erodes the confidence of victims, the support of job skills training will help the victim apply for and maintain employment. Resources for implementing a job readiness program are available in this volume.

Out-of-school-time programming for youth: All youth need safe, positive places. Youth who have witnessed or experienced domestic violence have trauma-related issues. Predictable and stable services counteract the unpredictability and trauma of domestic violence. Resources for implementing an out-of-school-time program are available in this volume.

Policies: Create clear policies to guide resident services and property management (including maintenance, security and leasing) staff in handling police protection orders, including what to do if the protective order is violated or if the abuser tries to pick up children from after school programs.

PROPERTY MANAGEMENT CONSIDERATIONS

Resident services coordinators can work with property management staff to understand the policies in place that address domestic violence situations. Property managers can address the safety of residents in several ways. In all cases, the property management staff will need a copy of a protective order.

Unit change: Property managers can modify leases to allow a resident to move into a new unit on the property. This unit change will ensure the abuser does not have keys or access to the victim or the victim's children. A sample lease addendum or modification form is included in this section. The addendum can be used to remove the abuser from the lease.

Protective order awareness: When staff members are aware of the protective order, they can call the police if they see the abuser violating the provisions of the order. The victim can provide a picture so staff can recognize the abuser and call the police immediately. Under no circumstances should property management or resident services personnel confront the abuser.

Property landscaping: Property management staff can modify landscaping to ensure that the abuser does not have places to hide (such as behind bushes) and can maintain or increase lighting. These measures increase the safety of all residents.

Security staff: Security personnel may be part of the property management team or may be contracted through a third party. The security staff in place should be aware of the protective order and have a photo of the abuser.

Set-aside units: Many affordable housing communities have set-aside units reserved for victims leaving domestic violence situations. There are several ways to set aside these units, all of which require the involvement of the property management's senior leadership.

Evictions: Sometimes the violence of the abuser puts the victims at risk for eviction. Property management staff can consider implementing a policy where victims are not evicted. These policies often require that the victim obtain a protective order first.

Sources: *Supportive Housing for Families: An Overview of Key Considerations* (2007), The Corporation for Supportive Housing. Some information also retrieved from the National Coalition Against Domestic Violence website at http://www.ncadv.org/files/Housing_.pdf

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DOMESTIC VIOLENCE AND ECONOMIC STABILITY

Domestic violence can create serious obstacles that prevent victims from achieving economic security and self sufficiency. By controlling and limiting the victim's access to financial resources, the abuser ensures that the victim will be financially dependent and have limited options if she chooses to leave. Lack of income is a common reason victims cite for staying in or returning to abusive relationships.

FACTS ABOUT ECONOMIC ABUSE AND STABILITY

- A 2005 national survey found that 21 percent of full-time employed adults were victims of domestic violence.
- One study found that over 75 percent of domestic violence perpetrators used workplace resources to express remorse or anger towards, check up on, pressure or threaten their victims.
- One study of female domestic violence victims found that 44 percent were left without transportation when the abuser disabled their cars or hid their car keys, inhibiting their ability to attend work.

RESIDENT SERVICES THAT ADDRESS THE EFFECT OF DOMESTIC VIOLENCE ON ECONOMIC STABILITY

Financial literacy programs and job readiness programs can address domestic violence's effects on economic and employment prospects. The *National Resident Services Collaborative Practitioner Manual, Volume 1*, provides detailed information for planning, implementing and evaluating financial literacy, job readiness and workforce development programs.

SAFETY PLANNING IN THE WORKPLACE

Victims of domestic violence are often harassed at work. Victims can use the following suggestions for safety planning in the workplace.

- Decide who at work to inform of the situation. This should include office or building security. Provide a picture of the abuser.
- Inform the children's school, daycare, etc., about who has permission to pick up the children.
- Arrange to have an answering machine, caller ID or a trusted friend or relative screen calls.
- Devise a safety plan for leaving work, which may include an escort walking with you to the car, bus or train and staying until the bus, car or train safely departs.

- Use a variety of routes to go home by if possible and think about a plan if something happens while going home (i.e., in the car or the bus, etc.)

Sources: Facts and safety planning retrieved from the National Coalition Against Domestic Violence, http://www.ncadv.org and Safehouse Denver at http://www.safehouse-denver.org (2007)

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RESOURCES FOR LEGAL ADVOCACY

There is no federal law mandating uniform standards for legal protections. Access the local domestic violence response agenc(ies) in your area to find out about the laws and resources. Many domestic violence response agencies have legal advocates on staff to guide victims through legal processes.

COMMON FORMS OF LEGAL PROTECTION

The following are general descriptions of common legal protections:

Protective/Restraining Order: Restraining or protective order laws are state laws, not federal laws, and each state has a different law (also called a statute). A restraining order or protective order is a legal order issued by a state court that requires one person to stop harming another person. The following information includes common provisions in these orders, although they may differ from state to state.

All protective order statutes permit the court to order the abuser to stay away from the victim; the victim's house, work and school; and to stop contacting the victim. There can also be a provision to order that all contact, whether by telephone, notes, mail, fax, e-mail or delivery of flowers or gifts, is prohibited ("no contact" provisions).

Temporary Custody: Many states also allow the court to make decisions about the care and safety of children. Courts can order the abuser to stay away from and have no contact with the children's doctors, daycare and school or after-school job. Most courts can make temporary custody decisions, although many courts are very reluctant to do so. Courts can also order supervised visitation or specify a safe arrangement for transferring the children back and forth.

SAFETY WITH A PROTECTIVE ORDER

The protective order provides proof that the abuser must stay away from the victim and comply with the provisions in the order. Victims should consider the following safety issues after obtaining a protective order.

- Keep the protective order on you at all times. Give a copy to a trusted friend, neighbor or family member and inform family, friends, neighbors and your physician or health care provider that there is a protective order in effect.
- Call the police if the protective order is violated.
- Think of alternative ways to keep safe if the police do not respond right away.

IF THE RESTRAINING OR TEMPORARY ORDERS ARE VIOLATED

If the abuser does something that the court has ordered him/her not to do or fails to do something the court has ordered, he/she has violated the order. The victim can ask the police or the court, or both, depending on the violation, to enforce the order. The police can generally enforce the stay away, no contact, cease abuse, exclusive use, and custody provisions - those that need immediate response. These types of violations can also later be addressed by the court.

FOR MORE INFORMATION

WomensLaw.org: The mission of WomensLaw is to provide easy-to-understand legal information and resources to women living with or escaping domestic violence. By reaching out through the Internet, the organization empowers women and girls to lead independent lives, free from abuse. The site publishes state-by-state specific legal information for domestic violence. It also publishes information on getting help in local communities. http://womenslaw.org/

Source: Information in this section is from the WomensLaw website at http://womenslaw.org and the website of Safehouse Denver at http://www.safehouse-denver.org. (2008)

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CHILDREN AND DOMESTIC VIOLENCE

Children in homes where domestic violence occurs may be witnesses to abuse, may themselves be abused, may suffer harm "incidental" to the domestic abuse and may be used by the abuser to manipulate or gain control over the victim. In addition, research has shown that there is a strong correlation between child abuse and domestic abuse.

- Children are often witnesses to domestic violence. Slightly more than one-half of female victims of domestic violence in the United States live in homes with children under twelve.
- Fifty percent of men who frequently assault their wives also frequently assault their children.
- Children in homes where domestic violence occurs are physically abused or seriously neglected at a rate 1,500 percent higher than the national average in the general population.
- Mothers are eight times more likely to hurt their children when they are being abused than when they are safe from violence.
- A major study of more than 900 children at battered women's shelters found that nearly 70 percent of the children were themselves victims of physical abuse or neglect.
- Children may be "inadvertently" hurt through domestic violence. They may be hit by items thrown by the abuser, and older children, in particular, may be hurt trying to protect their mothers.

EFFECTS OF WITNESSING DOMESTIC VIOLENCE

As witnesses, children can be harmed psychologically and emotionally. Studies indicate that child witnesses, on average, are more aggressive and fearful and more often suffer from anxiety, depression and other trauma-related symptoms. Children growing up in violent homes often take responsibility for the abuse and may feel guilty for not being able to stop it. They live with constant anxiety that another beating will occur or that they will be abandoned. They may feel guilty for loving the abuser. Children may be at a higher risk of alcohol or drug abuse, experience cognitive problems or stress-related ailments (headaches, rashes) and have difficulties in school.

Although the effects of witnessing domestic violence appear to diminish with time, they can continue through adulthood. As adults, child witnesses may continue to suffer from depression and trauma-related symptoms. In addition, studies show that boys who witness domestic violence are more likely to batter as adults.

Also, it is common for abusers to use children to manipulate their victims. An abuser may threaten to take custody of or kidnap the children if the victim

reports the abuse; he may also threaten to harm or kill the children. He may also tell her that she will lose custody if she seeks a divorce because she "allowed" the abuse to happen. He may even harm the children in order to control the mother. During and after separation, abusers continue to use these tactics. Visitation and joint custody provide the batterer with opportunities to abuse, threaten and intimidate his former partner.

PROGRAMS THAT CAN BE HELPFUL TO CHILDREN

Youth programs may provide a safe, predictable environment for children who are witnessing or who have witnessed domestic violence. The following programming and administrative considerations may be helpful to consider when administering or implementing youth development programs.

- Develop a clear policy on the protocol to follow if child abuse or domestic violence is disclosed.
- Design programming so that it follows a predictable structure.
- Resident services coordinators are not counselors and should not engage in counseling children. Make the appropriate referrals to adult caretakers so they can wish to seek age-appropriate support for their children. Contact your local domestic violence response agency for a list of referral sources.
- Implement a policy signing youth into / out of programming. Ensure they leave programming only with approved persons.

Source: Some information in this section gathered from the website of http://www.domesticviolence.org (2008).

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DOMESTIC VIOLENCE AND IMMIGRATION ISSUES

Domestic violence is a complex problem in any community. However, the effects on immigrant victims can be magnified due to fear of seeking assistance and cultural differences. These influences can create significant barriers. Resident services coordination can help victims overcome these barriers.

Barriers to seeking help include:

Language barriers: Language barriers will often prevent immigrant victims from seeking assistance, emergency shelter or other services.

Perception of law enforcement or legal system: Immigrant victims often have had negative experiences with law enforcement in their home countries or may distrust the legal system because of misinformation from the abuser.

Fear of deportation: Abusers often threaten victims with deportation if they complain about the abuse, threaten to leave or call the police for help.

IMMIGRANT ISSUES AND RESIDENT SERVICES

Community events with law enforcement may help combat the fear of seeking help from police. In addition, resident services coordinators can integrate domestic violence information into a community meeting about safety and crime intervention.

English as a second language classes can assist residents in building the language skills they need to stabilize their finances and to ask for help.

FOR MORE INFORMATION

Obtain information about domestic violence help in languages spoken in the community. These are available from the National Domestic Violence Hotline, which provides materials and translation services for over 150 languages.

The Violence Against Women Act (VAWA) contains provisions for immigrant women to petition for residency for themselves and their children. They do not need to depend on their spouse to petition. There are also options for victims of abuse if they are in the middle of deportation proceedings.

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DATING VIOLENCE: RESOURCES FOR TEENS

Many domestic violence response agencies provide community education programs as an integral part of their mission. After all, research indicates that teens engaged in violent or controlling dating relationships are likely to perpetuate domestic violence as they mature. Resident services coordinators can contact their local domestic violence agencies to ask for a presentation about dating violence and healthy boundaries.

This document provides resident services coordinators with three resource sheets identifying facts about domestic violence and the dynamics of a domestic violence relationship, which can be used as a part of a domestic violence awareness workshop.

Dating violence occurs when one partner attempts to maintain power and control over the other through one or more forms of abuse, including sexual, physical, verbal and emotional abuse. Dating violence affects both females and males and does not discriminate by racial, social or economic background.

Also, recent research has established that dating violence is much more common than parents or educators may have previously believed:

FACTS ON TEEN DATING VIOLENCE

- Nearly one in five teenage girls who have been in a relationship report that their boyfriends threatened violence or self-harm when presented with a break up.
- Thirteen percent of teenage girls who have been in a relationship report being physically hurt or hit, and 26 percent of teen girls in a relationship report enduring repeated verbal abuse.
- One in four teenage girls who have been in a relationship report being pressured into sexual intimacy. The same proportion of girls report repeated verbal abuse by their partner.
- Twenty-six percent of mothers under the age of 18 will experience domestic violence within three months of giving birth.
- A study of 8th and 9th graders found that 25 percent have been victims of nonsexual dating violence, and 8 percent have been victims of sexual dating violence.
- Forty-two percent of boys and 43 percent of girls say the abuse occurs in a school building or on school grounds.

- Over 30 percent of teenagers do not tell anyone about being victimized by their partners. Less than 3 percent report the abuse to police or another authority figure and only 3 percent tell a family member about the violence.

Sources: The National Coalition Against Domestic Violence (http://www.ncadv.org) and Safehouse Denver (http://www.safehouse-denver.org).

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TEEN DATING VIOLENCE SELF QUIZ

This teen dating self-quiz can be used by resident services coordinators when discussing healthy boundaries and in addressing safety issues.

Are you going out with someone who...

- Gets too serious about the relationship too fast?
- Is jealous and possessive?
- Won't let you have friends?
- Discourages you from spending time with friends or family?
- Won't accept you breaking up with him/her?
- Tries to control you by giving orders, making all the decisions or not taking your opinions seriously?
- Puts you down in front of friends, or tells you that you would be nothing without him/her?
- Makes your family and friends uneasy and concerned for your safety?
- Scares you?
- Threatens you?
- Has a history of fighting or loses his/her temper quickly?
- Grabs, pushes, shoves or hits you?
- Accuses you of cheating or being flirtatious without reason?
- Pressures you for sex or is forceful or scary about sex?
- Blames his/her behavior on you, other people, alcohol or drugs?

Do you…

- Feel less confident about yourself?
- Blame yourself for your boyfriend/girlfriend's behavior?
- Make excuses for him/her?
- Hide the truth from others about how s/he is treating you?
- Fear what would happen if you tried to end the relationship?
- Worry about verbal or physical attacks?

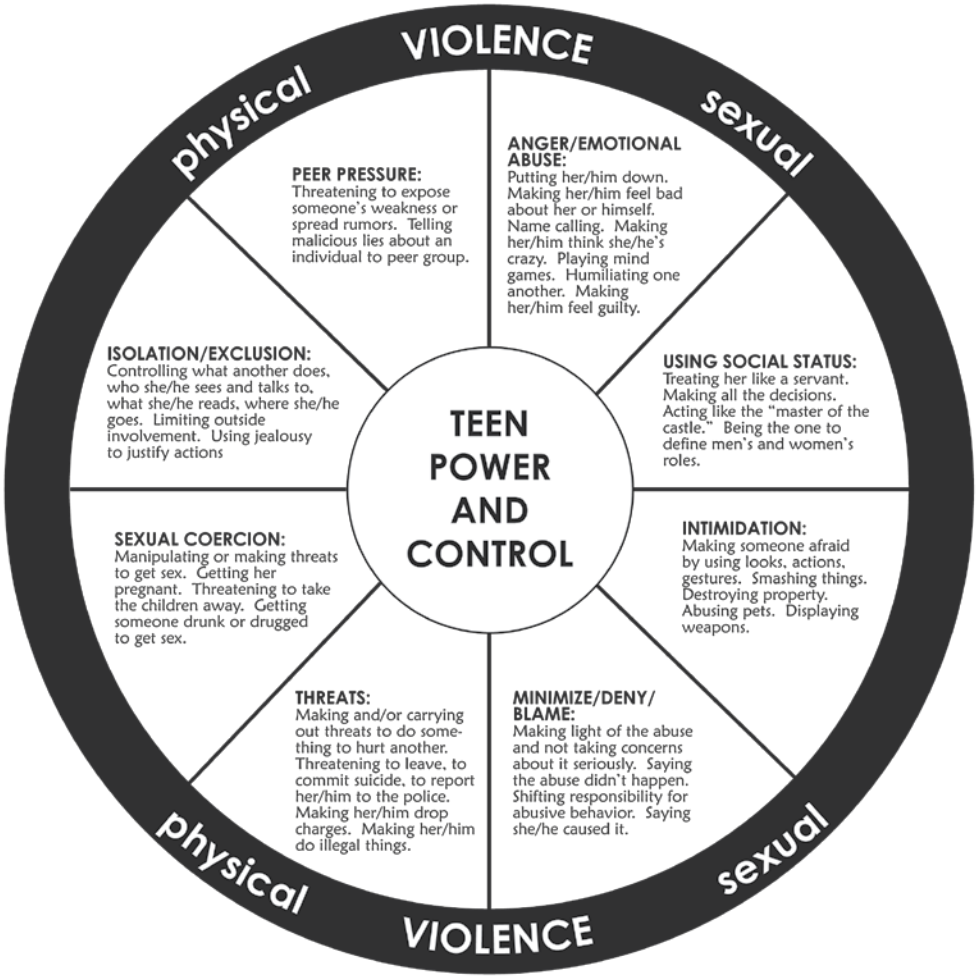
Please get information and support if you are concerned about your relationship

or have checked any or many of the items in this self-test. Many domestic violence hotlines have information and support specific to dating violence. Also, there are resources to help those that recognize their own abusive behavior and want to change.

Sources: Quiz adapted from *In Love and In Danger: A Teen's Guide to Breaking Free of Abusive Relationships* (1998) by Barry Levy. Text adapted from the Safehouse Denver website (http://www.safehouse-denver.org), 2007.

DATING VIOLENCE POWER AND CONTROL WHEEL

Dating violence takes many of the same forms as domestic violence. The Power and Control Wheel is a particularly helpful tool in understanding the overall pattern of abusive and violent behaviors that are used by a batterer to establish and maintain control over his partner. Very often, one or more violent incidents are accompanied by an array of these other types of abuse. They are less easily identified, yet firmly establish a pattern of intimidation and control in the relationship. Abusers may also use technology to further control behaviors. Examples include threats of humiliation on social networking websites or harassment through e-mails and text messages.



DATING BILL OF RIGHTS

The Dating Bill of Rights can be a useful tool to use with teens and adults exploring healthy relationships and healthy dating.

I have the right to…

- Ask for a date.
- Refuse a date.
- Have my own thoughts and feelings and communicate them.
- Have my limits and values respected.
- Be heard.
- Set physical, emotional, and sexual boundaries.
- Have friendships outside of my relationship.
- Say "no."
- Be safe on a date.
- Be treated with respect.
- Disagree with my date.
- Determine whom I will date.
- Control my own destiny.
- Get angry.
- Be assertive on a date.
- Leave any dating situation when I don't feel safe or it doesn't feel right for me.
- Have a healthy relationship.

Dating Bill of Rights retrieved from the website of Safehouse Denver, http://www.safehouse-denver.org (2007).

FOR MORE INFORMATION

National Teen Dating Abuse Helpline: This 24-hour national web-based and telephone resource was created to help teens (ages 13-18) experiencing dating abuse and is the only helpline in the country serving all 50 states, Puerto Rico and the Virgin Islands. Although there are national hotlines for adults, teens have special needs and require specific expertise, information and communication mechanisms for overcoming dating violence. 1-866-331-9474

National Center for Victims of Crime: Dating Violence Resource Center: The Dating Violence Resource Center contains tip sheets for parents and friends, fact sheets, research and practical advice on how to obtain protective orders. http://www.ncvc.org

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FACTS ABOUT STALKING

The term "stalking" is more commonly used to describe specific kinds of behavior directed at a particular person, such as harassing or threatening another person. Virtually any unwanted contact between a stalker and his/her victim, which directly or indirectly communicates a threat or places the victim in fear can be referred to as stalking.

Stalking and domestic violence are closely related. In fact, stalking that emerges from domestic violence situations constitutes the most common and most potentially lethal type of stalking. Stalking can emerge whether the stalker has a relationship with the victim or not. Whether the stalker knows the victim or not, the behavior patterns closely mirror the patterns of domestic violence.

THE DYNAMICS OF STALKING

Stalking is usually triggered when the stalker's advances toward his/her victim are frustrated — regardless of whether the stalker is seeking to establish a relationship or continue a previously established relationship.

The stalker may attempt to woo his victim by sending flowers, candy and love letters, in an attempt to "prove his love." However, when the victim spurns his/her unwelcome advances, the stalker often turns to intimidation. Such attempts at intimidation often begin in the form of an unjustified, jealous and inappropriate intrusion into the victim's life. Often these contacts become more numerous and intrusive over time, until such collective conduct becomes a persistent pattern of harassment. Many times, harassing behavior escalates to threatening behavior. Such threats may be direct or indirect and communicated explicitly or implicitly by the stalker's conduct. Unfortunately, cases that reach this level of seriousness too often end in violence and/or murder.

Just as with most domestic violence cases, stalkers are the most dangerous when they are first deprived of their source of power and self-esteem; in other words, the time when their victims determine to physically remove themselves from the offender's presence on a permanent basis by leaving the relationship.

FILING A STALKING COMPLAINT

Laws concerning stalking differ between states. They address that the stalker engaged in a course of conduct that would place a reasonable person in fear for his/her safety and that the stalker intended and did, in fact, place the victim in such fear. Victims can receive legal advocacy through a domestic violence agency.

Victims wishing to file a stalking complaint with law enforcement officials should do so at the earliest possible point. The stalking complaint must include evidence to establish the fact that the stalker engaged in conduct that is illegal.

If law enforcement officials do not witness such conduct firsthand, it is often up to the victim to provide them with the evidence necessary to establish probable cause. It is crucial for stalking victims to document every stalking incident as thoroughly as possible, including:

- Collecting and keeping any videotapes, audiotapes, phone answering machine messages.
- Taking photos of the stalker or property damage.
- Keeping letters sent, objects left, affidavits from eyewitnesses, notes, etc.

Experts also recommend that victims keep a journal to document all contacts and incidents, along with the time, date and other relevant information.

In addition, victims should contact their local domestic violence or crime victims' office immediately to develop a personalized safety plan or action plan.

Sources for this section include: *Project to Develop a Model Anti-Stalking Code for States, Final Summary Report,* National Institute of Justice (1993). the National Center for Victims of Crime, and materials from the National Coalition Against Domestic Violence website at (http://www.ncadv.org)

FOR MORE INFORMATION

The Stalking Resource Center: The center is a program of the National Center for Victims of Crime. Its mission is to raise national awareness of stalking and to encourage the development and implementation of multidisciplinary responses to stalking in local communities across the country. 1-800-FYI-CALL (1-800-394-2255); 1-800-211-7996 (TTY); http://www.ncvc.org/src/Main.aspx

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RESOURCES FOR PEOPLE WHO ARE ABUSIVE TO THEIR INTIMATE PARTNERS

Voicing concern to someone who may be a victim of domestic violence is difficult. Speaking to someone about your concerns whom you believe may be abusing his/her intimate partner is even harder. Violent abuse is an abuser's choice. The reason we know an abuser's behaviors are not about anger and rage include:

They do not abuse other individuals, such as the boss who does not give him time off or the gas station attendant that spills gas down the side of his car. He waits until there are no witnesses and abuses the person he says he loves.

If you ask an abused woman, "Can he stop when the phone rings or the police come to the door?" she will say "Yes." Most often when the police show up, he is looking calm, cool and collected and she is the one who may look hysterical. If he were truly "out of control," he would not be able to stop himself when it is to his advantage to do so.

The abuser very often escalates from pushing and shoving to hitting in places where the bruises and marks will not show. If he were "out of control" or "in a rage," he would not be able to direct or limit where his kicks or punches land.

Resident services coordinators should not attempt to address these issues with a resident. Rather, these resources may be provided to someone concerned about another person who may be abusive. This section provides information on the do's and don't of talking with people who are abusive as well as information about abuser-prevention programs.

DO'S AND DON'TS: TALKING WITH SOMEONE WHO MAY BE ABUSIVE

Confronting someone you suspect is abusive affects more than the adults involved. By speaking up, you could help the whole family, including children who witness the violence. If you suspect a family member, friend or coworker is being abusive at home, use these tips.

Do:

- Express empathy for difficulties experienced by this person.
- Advise them to stop the violence (just like you would advise someone not to drive drunk).
- Maintain that there is no excuse for violence.
- Remind the person that only he/she controls his/her behavior. No one can make him/her be abusive or lose control.
- Say, "I'm concerned. It's clear that you feel a lot of anger and tension over this. What can we do to make sure nobody gets hurt?"

- Refer the individual to a perpetrator's intervention and counseling program. There are several nationally recognized perpetrator counseling programs that can refer the person to a quality program in his or her local area.
- Provide the individual with referral information to the employee assistance program (EAP) if he/she is a coworker.
- Make an effort to stay in touch with this person. The perpetrator may be as isolated as the victim. Be persistent and realize you may have to take the initiative.

Don't:

- Blame the victim.
- Be taken in by excuses of how the victim/alcohol/drugs/a bad day made the abuse occur.
- Assume the victim is safe if the abuser says it won't happen again, even if the person who has been abusive is remorseful.
- Try to physically intervene. Rather, call the police.
- Feel guilty about calling the police. You might be saving someone's life.

While reaching out to a suspected victim of domestic violence may be difficult, reaching out to a suspected perpetrator is even harder. Calling someone on his or her abusive behaviors may be the hardest thing you ever have to do. It could also be the most compassionate. By addressing a friend, family member or coworker about abusive behaviors, you could save someone's life.

Source: The website of the Mid-Valley Women's Crisis Center (http://www.mvwcs.com) (2007)

FOR MORE INFORMATION

Abusive Men Exploring New Directions (AMEND): AMEND is a nonprofit organization working to end domestic violence by providing counseling to men who have been abusive, advocacy and support to their partners and children and education to the community. Founded in 1977, the second abuse treatment provider in the country, AMEND's mission is to help men stop their violence and break the cycle of abuse so that they and their partners, children and families may live in safe and peaceful homes. Based in Denver, Colorado, AMEND has connections to offender treatment programs and women's shelters across the country. Callers can receive referrals to programs in their areas. (303) 86A-MEND; http://www.amendinc.org

The Non-Violence Alliance: The Alliance is a national leader in the field of batterer accountability and change. With roots in the domestic violence movement reaching back over twenty years, the Non-Violence Alliance provides expert consultation to private and governmental agencies on intervening effec-

tively with batterers. These services include training, clinical supervision, program development and conference presentations. http://www.endingviolence.com

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