

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

Guidance and Resources for Offering Effective Services to Residents



Authors

Diana A. Meyer

Trevor Britt

Sabina Cardenas

David Fromm

Ian Kennedy

Patricia Magnuson

Rich Petersen

Edited by Catherine Hyde

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Send questions and comments regarding these materials to:

Diana A. Meyer or Catherine Hyde
Enterprise Community Partners, Inc.
American City Building
10227 Wincopin Circle
Columbia, MD 21044
410.964.1230

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DEDICATION



This manual is dedicated to Jim and Patty Rouse, who founded Enterprise in 1982 with the mission to see that all low-income people in the United States have the opportunity for fit and affordable housing and to move up and out of poverty.

Jim and Patty understood that housing is the platform for the path out of poverty, and that we, as a country of such extraordinary potential, must help those among us who live in unrelenting hardship to find their way into the mainstream of our wealthy nation. When offered along with a decent place to live and call home, resident services can be the paving stones for a path out of poverty. We are indebted to Jim and Patty for their inspiration to continually strive toward the creation of a safe and effective path for people in need.

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Enterprise is grateful for the generous support of Freddie Mac and its staff, in particular Maxine Baker, Cheryl Clarke and Dean Klein. We are also thankful to the Department of Housing and Urban Development for providing financial capacity-building assistance to our local partners to enable them to improve their services, which in turn benefits families and preserves valuable, federally assisted housing assets.

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A number of the documents in this manual are adapted from resources created by experts in their disciplines. We are grateful for their help and their generous willingness to share these valuable works. They are acknowledged throughout this manual on the resources they provided.

FOREWORD

Sometimes, stable housing alone isn't enough to increase assets and move families up and out of poverty. It may take an extra hand to help a family attain quality education or career advancement, to help their children succeed in school or to create a brighter future for those feeling left behind or overwhelmed by the complex array of social services. Extra encouragement may be required to foster strong, connected communities of support and hope where people can grow to their potential. In these cases, making a small investment in people's lives, combined with decent, affordable housing, can lead to astounding results.

The aim of resident services programs is to make modest investments that will pay back in meaningful returns over a lifetime. Resident services are support systems designed to conquer risk factors and foster positive outcomes in the lives of low-income families. But they offer an additional benefit as well. Resident services improve the performance of the property. They reduce turnover, evictions, vandalism and property maintenance and they improve resident satisfaction and occupancy rates. Through referral to quality services or services provided directly on-site by a staff member, resident services to families in affordable housing have become more prevalent in the last few years in communities across the country. Often, such services include educational and workforce training and job placement, after-school youth and teen programs, financial literacy and homebuyer classes, as well as programs designed to address the specific goals of the unique communities they serve.

Heretofore, resident services in family affordable housing have operated, with a few exceptions, on an ad hoc basis, with little uniformity and few best practices to follow. Enterprise's purpose for creating this manual is to share lessons learned by the pioneers in the field from around the country. Toward that end, Enterprise, with support from Freddie Mac Corporation and Foundation, partnered with several local, nonprofit housing organizations to demonstrate best practices and distill and build upon their on-the-ground wisdom. To that end, we have created and compiled a series of informative guides and model documents covering the full array of relevant topics both in operations—designing and budgeting for a program, evaluating existing services, developing and managing partnerships with service providers, working with property managers, fundraising—and in key program areas—employment, adult education, child care and after-school programs, community safety and financial literacy.

Resident services programs are gaining popularity 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. We believe that providing services in conjunction with housing can only improve beneficial outcomes for children and adults. And our work has provided positive anecdotal evidence of this. We are working with national partners, including Neighbor-

Works America and the American Association of Service Coordinators, to aggregate data that we expect will prove the benefits of resident services more definitively. Meanwhile, much has been proven about the value of similar services and outcomes, both short-term and life-long, that has been demonstrated through study after study:

- Low-income children who participated in a school district pre-school program were 33 percent less likely to be arrested as juveniles, 40 percent less likely to be held back a grade in school, 41 percent less likely to need special education and 29 percent more likely to graduate from high school, according to Long-Term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest: A Fifteen Year Follow-Up of Low-Income Children in Public Schools.
- According to the Brookings Institution, after-school mentoring and tutoring programs for teens have been effective at improving a young person's performance in school as well as behavior out of school.
- Over their lifetimes, high school graduates earn roughly \$300,000 more than those who fail to receive their diploma, according to the Employment Policy Foundation.
- Brown University and the National Bureau of Economic Research report that 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.
- The Federal Reserve reports that homeowners of modest incomes have a net worth of almost \$60,000 compared to less than \$10,000 for renter households with similar incomes.

To be sure, this list of positive impacts of various service programs is not exhaustive, but it does indicate the strong influence such programs—when properly designed and managed toward positive outcomes—can have on the lives of low-income families and individuals. What follows in this manual is advice on the best ways to design and implement services to create positive outcomes for community residents and property performance.

A RECOMMENDED APPROACH TO RESIDENT SERVICES FOR FAMILIES

Today in America, nearly 5 million low-income families are living in affordable rental housing that was built with some form of public financing. Some of these families are stable and are gradually increasing their personal and financial assets. But far more families—many headed by single women—are struggling. They are struggling to overcome the negative repercussions of an inadequate education, an underdeveloped understanding of sound financial practices and a job market that is demanding more and more skills. They cannot locate quality, affordable child care that would help them get an education and keep a job. And often they are plagued by crime-laden streets, domestic violence and substance abuse.

There are supports available to help families overcome these challenges, but they are delivered through an extraordinarily and increasingly complex array of government and privately funded services, each with its own requirements and logistical challenges. Resident services coordinators are the critical link between these supports and the families that need them. In addition, when existing services in the community are inadequate, unavailable or inconvenient, affordable housing providers can design a resident services program that offers needed services on-site.

A well-designed and effectively implemented resident services program can play a large role in providing the modest support families need to overcome barriers to success and build the assets that will move them toward economic self sufficiency and improve their quality of life. Anecdotal evidence shows that a quality resident services program not only offers benefits to families and children, it also has a positive financial impact on a property's performance.

This manual is intended to serve as a guide for affordable housing planners, developers and managers, as well as resident services practitioners who wish to plan and implement effective resident services programs.

A property-based resident services program is defined as permanent rental housing in which social services focusing on personal and community asset building are available to residents through referrals and, in some cases, on-site, depending on residents' goals and available resources. At least one staff person is assigned to coordinate and deliver services full- or part-time, depending on the size of the development and level of services.

In the past, many resident services programs focused primarily on referring residents to services, but did not ensure the quality of the services received. Now, affordable housing organizations are realizing that to more fully respond to their residents' needs and goals and to build sustainable funding support for resident services, their programs must demand and demonstrate positive outcomes for the families served. Therefore, this manual contains guidance on set-

ting targets for success, establishing productive partnerships and tracking and reporting outcomes.

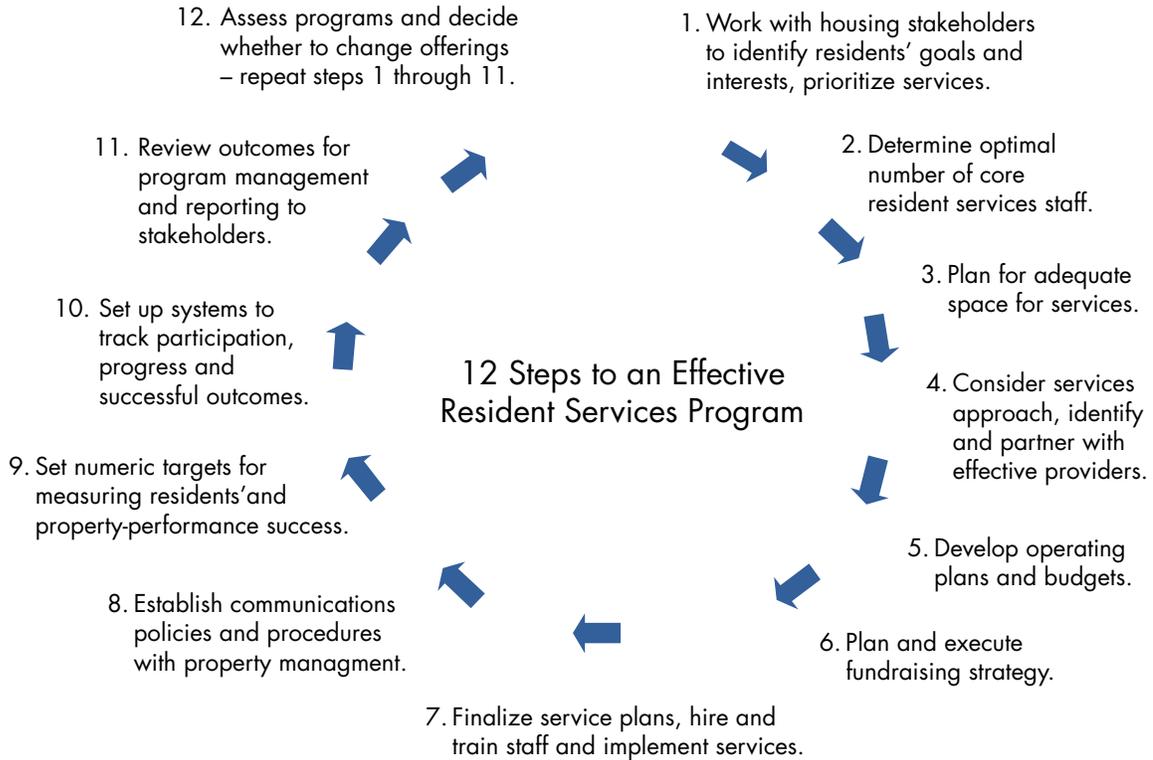
It is important to recognize that the role of a resident services coordinator is complex and varied. The coordinator must help residents assess their barriers and assets, establish realistic plans for achieving their personal goals and locate the necessary services; evaluate the capacity and quality of the programming; and establish relationships with the agencies that can best serve their residents. Resident services staff members must also complete written progress reports on their program outcomes for housing and services stakeholders and in some instances, write grant proposals to raise funds for their services. Organizations are fortunate to find people who can fulfill these myriad roles as a resident services coordinator. The Design Process section of this manual will help you clearly define what you need, so that your chances of finding the right person are greatly improved.

TWELVE STEPS TO BUILDING A RESIDENT SERVICES PROGRAM

Organizations wishing to design or improve a resident services program must consider such issues as the size and configuration of the housing development, the level and types of services desired, the available funds and fundraising potential, and the mix of existing, quality services available off- or on-site. This manual is designed to help organizations through these issues.

The following steps are recommended for designing and implementing or improving a resident services program, and can be viewed as a cycle to be repeated when circumstances change from year to year. Organizations will likely follow some of these steps simultaneously or in different order, based on their unique situations. In addition, some organizations may not need to address every step if, for example, they already have sufficient financial resources or already have an outcomes tracking systems. We hope this manual will provide the guidance and tools needed to lead you through the critical decisions, policies and practices for each of these steps.

Design and Implementation Process



Note: Process and graphic illustration developed in partnership with NeighborWorks America

Step 1: Work with housing stakeholders and residents to identify residents' goals and interests in services; prioritize services goals in the event of limited resources.

In order to ensure that a resident services program is both successful and sustainable, engage local affordable housing stakeholders from the start. Such stakeholders may include senior management and boards of directors, housing development and management staff as well as residents of the development and surrounding community. Together, you will need to set goals for the residents, the program and the property.

Communicating with Residents

Before selecting your program offerings, you must first assess residents' goals and interests. Surveys are the best way to capture such information. You can use the information gleaned from surveys to determine residents' interests, goals and demographic information. The challenge is having enough residents complete the survey so that the data you receive are reliable.

Holding focus groups or talking one-on-one with a representative sample of residents is essential for understanding the interests and goals of housing residents. Communicating with your current or prospective residents will enable you to more accurately plan your key services and the goals for these services.

Communicating with Property Management

Often property management staff will have keen insight into the types of services that would be supportive to residents and at the same time supportive of the property's performance. They may be able to identify certain services that would be particularly attractive as a marketing amenity or helpful to keeping the property in good condition. A common example is after-school programs for properties with lots of children—they are a marketing amenity and help prevent graffiti and other vandalism problems. Another way to gather information is to review rental applications. These applications can provide you with information on residents' income, employment and housing history.

Setting and Prioritizing Goals for Services

Some sample goals for helping families to build assets, for example, would be:

- Obtain employment or better employment to increase family income.
- Attain a higher level of education or training that may lead to improved employment.
- Assist children with homework to improve their educational performance.
- Increase access to quality child care.
- Increase potential for building financial assets through financial literacy and homeownership readiness.

The most critical and defensible priority service areas are those that are first drawn from resident goals and then supported throughout the organization—by the board of directors, senior management, property management, real estate development and fundraising staff.

Goals for Property Performance

Resident services programs are best when they also support property performance and are viewed by property management as adding value to the net operating income. Resident services can, for example, support the following key operating aspects:

- High occupancy rates: An outstanding program helps with marketing to new residents and retaining existing residents.
- Low turnover: Strong programs will lead to residents renewing their leases and reducing costs for preparation of housing units for new residents.
- High rent collection rates: Resident services staff can reinforce the importance of paying rent on time.
- Low maintenance costs: Resident services can help prevent residents from vandalizing or otherwise mistreating the property.
- Low evictions rate: Resident services can help families with budgeting, paying their rent on time or, if necessary, getting rental assistance. This will help to prevent costly evictions.

Part 1 of this manual, The Design Process, provides a guide for integrating resident services into housing development planning, suggestions for obtaining res-

ident input into program planning, a sample resident survey and recommended software for analyzing and reporting survey results.

Step 2: Determine the optimal number of core resident services staff needed for referral services and outcomes management.

Using the experiences of other resident services programs as a guide, calculate how many core resident services staff members are necessary for serving your target population.

You will need to take into account residents' history and current status. If, for example, a large number of the residents are formerly homeless or currently unemployed, the ratio of coordinators to residents will be relatively higher than if residents arrived from other stable housing or are mostly employed.

Also keep in mind that it may not be cost effective to have full-time resident services staff in housing developments with fewer than 50 units, unless the staff can also serve nearby developments of similar size. Other benchmarks you can use are available in the resource "Budgeting, Staffing and Other Benchmarks from Seven Organizations Offering Resident Services."

Step 3: Plan for adequate space for services and community building activities.

It is critical to plan for enough space in or adjacent to the building where your residents live. Space needs will vary depending on what on-site services are offered and how many resident services staff members are required. However, multipurpose community rooms as well as office space for staff members are essential for even the most basic programs. Keep in mind that you can retrofit existing space as needed to serve your needs. The resource "Designing and Establishing Space for a Resident Service Program" will help you.

Step 4: Consider services approach; identify and build partnerships with service providers.

Common approaches to service delivery are referral to existing services, partner service delivery (on- or off-site); and direct service delivery (by your organization for very high priority services if a partner cannot be found).

Before deciding to offer services directly, you should always determine whether needed services can be provided through referral to quality, existing services or through partnerships with service providers, and, if so, whether the providers would assist residents on- or off-site. In order to do this you will need to:

- Assess existing services in the neighborhood.
- Negotiate with effective service providers to accept residents into their programs.
- Negotiate with effective service providers to bring appropriate services on-site.

You can enter into a formal partnership with service providers by signing a memorandum of understanding or you may choose to enter into an informal

partnership. Keep in mind that most service providers need clients to participate in their programs. Therefore, a partnership would be mutually beneficial and may not require any additional funding on your part. The Service Referral and Outcome Management section provides guidance on assessing service providers and developing partnerships. And Part 2 of this manual, Resident Services In-Depth, contains advice on how to identify quality services in specific program areas including employment, adult education, financial literacy, children and youth and community safety. It also contains resources for working with residents.

Step 5: Develop resident services operating plans and budgets.

Based on your services goals, use information from the experiences of effective resident services programs to plan operations, staffing and budgets. Operating procedures should be established in writing to ensure that organizational best practices are not lost when staff turns over and that roles and responsibilities are clear among staff and managers. Several documents in The Design Process section will help you with operating plans and budgeting.

Step 6: Plan and execute a resident services fundraising strategy.

Once you have determined how many core resident services staff members you need, you need to secure funding to support those staff members. There are two principal avenues for funding resident services programs: resources from the project, and fundraising from public and private sources.

Financial resources from the housing development are usually planned upfront as part of the operations budget or project reserves. An estimated \$450 to \$650 per unit, per year, of property income, can support a resident services coordinator (depending on the size of the development) who can provide core referral services. The coordinator can then, in turn, raise additional funds to support the program and leverage existing services. Public dollars could be federal, through Community Development Block Grants, or from state and local trust funds or other revenues. Private fundraising could include grants from foundations and corporations as well as contributions from individuals.

Organizations will need to create a resource development plan and raise public and private funds for on-site programs to cover staff, furnishings, program operating costs and supplies. Both public and private funding can go through a cycle of boom and bust, so it is important to diversify your funding sources. Senior management and the board of directors should be included in the fundraising strategy, as their buy-in is essential to long-term sustainability. The Fundraising section provides some basic resources to help as well as recommendations for other resources.

Step 7: Finalize service plans, hire and train staff, and implement the resident services program.

The hiring process should take into account the many diverse functions of the resident services coordinator, including:

- Identifying resident goals
- Managing services toward desired outcomes and using technology to track progress
- Evaluating quality and scope of services in the community
- Developing and managing partnerships with service organizations
- Referring residents to appropriate services and following up to ensure quality outcomes
- Planning and raising funds to deliver on-site services
- Coordinating with property management to ensure that families are successful tenants
- Teaching or training experience or familiarity with instructional design are helpful, because most services include educational elements.

Once you have hired the resident services coordinator, it is imperative for him or her to access training on fair housing laws, compliance issues related to housing subsidies and confidentiality and other matters, in order to mitigate operational risks.

The job expertise needed for a resident services coordinator who is delivering on-site services will differ from the expertise needed by one providing overall program management and referral services. For example, after-school programs will require staff with teaching experience, and computer labs will require staff with technology expertise. Resident services managers should keep this in mind when hiring additional staff members to implement services. The Design Process section provides insights into the multifaceted aspects of resident services coordination as well as a sample job description.

Step 8: Establish communications policies and procedures with property management staff.

The relationship between property management and resident services staffs must run smoothly to ensure successful property performance and stable tenancy. Organizations with resident services must establish clear policies and procedures for communications between resident services staff and property management staff. Early notification of lease violations to resident services staff will enable them to work with residents and service agencies to provide immediate help, such as emergency rent assistance, followed by long-term help, such as obtaining better paying jobs or improving financial management. It is also important to develop well-defined roles between property management and resident services with respect to dealing with residents, beginning with resident selection policies. The Impact on Property Management section contains guidance on the critical interrelationship between resident services and property management.

Step 9: Set numeric targets for measuring resident success and property performance.

Establishing numeric targets for performance has been found to improve performance in government and business. Resident services managers should set desired outcome targets for service referrals as well as for direct service delivery.

Management should also set numeric targets for better property performance. Include all organization stakeholders in the development of these targets.

Targets for resident services should take into consideration the baseline of past performance, program improvements, number of participants and participants' demographics and goals. Targets should be realistic but challenging to motivate residents and resident services staff to higher achievement. The Design Process section provides advice on target setting.

Step 10: Set up systems and track participation, progress and final outcomes.

Agreements with service providers should include processes for feedback so that outcomes for residents are relayed back to resident services coordinators. When directly providing services, documenting outcomes as they occur should be part of the resident services staff's daily responsibilities.

Spreadsheet programs can be used to log and track progress toward desired outcomes for families. For organizations providing services to hundreds of residents, specialized software for data tracking is available from several sources, some of which are discussed in this manual. It is also critical to verify resident outcomes through standard documents such as report cards, pay stubs and education certificates, or through a post-program assessment. The Service Referral and Outcome Management section introduces a spreadsheet tool for tracking resident services outcomes.

Step 11: Review outcomes for managing the program and reporting to stakeholders.

Reviewing outcomes is essential to successful program management. Monitoring progress enables staff to adjust programs as needed to make them more effective and to engage program partners in resolving poor performance issues.

Finally, reporting resident services program results to stakeholders will contribute to ongoing resource development by inspiring funder confidence in these programs. Positive property performance may provide additional funds from the property to support resident services as well as helping to preserve valuable affordable housing assets over the long-term. The Design Process section provides sample formats for analyzing and reporting outcomes to stakeholders.

Step 12: Assess programs and decide whether to change offerings or fill gaps by providing direct, on-site programs.

Once outcomes are analyzed from referral and partnership programs, resident services staff should identify the service gaps between needed services and available services. Prioritize which would be the most critical services to provide directly on-site using existing or potential funds. Some of the most common on-site services offered by affordable housing providers are:

- After-school programs for children or teens for learning and recreation
- Multipurpose computer labs that residents can use to assist in job searches and for various learning opportunities
- Classes in parenting, financial literacy and homeownership counseling

Part 2 of this manual, Resident Services In-Depth, provides guidance on specific programs that are most common in resident services.

Finally, if the organization decides to add on-site programs to its resident services offerings, it is advised to repeat the first 11 steps in this process.

HOW TO USE THIS MANUAL

This manual describes how to determine what services would most benefit your residents, and then how to fund, staff, design, implement, partner and measure the effectiveness of those services. Each section includes an overview along with multiple model documents to help you get started immediately with hands-on, helpful tools you can adapt quickly to fit your needs.

PART I: IMPLEMENTING A RESIDENT SERVICES PROGRAM

In The Design Process, this guide discusses assessing resident needs, assessing the services available in your community, setting targets for success and measuring outcomes as well as budgeting and staffing. In Service Referral and Outcome Management, you'll find information on partnering successfully with other providers, developing model MOUs and resources for tracking outcomes and referrals. The Impact on Property Management discusses the role of property managers and how you can work with them to improve property performance and prevent evictions. And Fundraising will help you establish systems to track your efforts and provide the best follow-up possible to your donors.

PART 2: RESIDENT SERVICES IN-DEPTH

Here you will find background, facts and hands-on resources to help you understand, partner with service agencies or design and implement direct services in the following areas:

- Employment
- Adult education and English as a second language
- Child care, after-school and youth
- Community safety and crime prevention
- Financial literacy

In each of these sections, you will find a brief introduction to the topic, a fact sheet on the topic that will help you make a case for offering these services and a variety of ready-to-adapt model documents to help you get started immediately.

ONLINE RESIDENT SERVICES MANUAL AVAILABLE IN ENGLISH AND SPANISH

The limitations of the print medium make it impossible to include the wealth of resources and to make full use of the adaptability for which these resources were designed. Therefore, an online version of this manual can be found at www.enterprisecommunity.org/resources and at www.residentservices.org. Available in both English and Spanish, it offers resources from this manual in Microsoft Word, so that you can download and adapt them quickly to your unique requirements. Also you will find the Microsoft Excel spreadsheets we discuss in this manual. They are pre-loaded with helpful guides ready to accept your data and create graphic trending charts, etc., so that you can interpret the data quickly. Finally, the online version will be updated, revised and augmented over time to keep this a living document that can respond to advances in the field.

PART 1

Implementing A Resident Services Program



THE DESIGN PROCESS

Designing the process right from the start—understanding what your residents want, what services are appropriate for addressing their interests, and how well they are doing along the way—increases the likelihood that your program will be a success.

INTRODUCTION TO THE DESIGN PROCESS

It will be much easier to design an effective resident services program—and to gain support for it from key stakeholders—if you address the right issues from the start. First, you will need to know your residents and what their goals are. You will also need to align your services with your organization’s mission and leadership objectives. And, you’ll need to have appropriate space available on site or very close to the housing development. You’ll need to know local service providers, their offerings, policies and track records. You’ll have to define success and ways to measure the residents’ progress along the path to success. Then you’ll need to determine a budget for the services and your own staffing requirements, and finally staff the position. And all that is before you launch your program.

This section will help you move through this process with a thorough understanding of your options. You will even find here the results of research on staffing, program and other operating costs based on a survey of seven resident services programs. Use these resources, as many or as few as will serve you. Read them for background or adapt them to fit your specific needs. We hope they will pave your path to success.

RESOURCES AVAILABLE IN THIS SECTION

- 1. Building Resident Services into the Housing Production Process:**
Use this document as a sample checklist to ensure that your organization does not overlook physical space needs and that you consider any property management issues related to occupancy when designing your resident services.
- 2. Designing and Establishing Space for Resident Services Programs:**
This document provides considerations and guidance for thinking through what space you will need, and how you could use it to your best advantage, when offering different types of resident programs.
- 3. Surveying Residents’ Characteristics, Goals and Interests:** For your resident services programs to succeed, it is imperative that you have a thorough understanding of your residents and their goals. The most efficient way to collect and analyze that information is through a resident survey. This document helps you think through designing your survey and analyzing your results.
- 4. Collecting and Analyzing Resident Data Using SurveyMonkey:**
Luckily, there are a number of low-cost survey-creation tools available online to assist you with this process. This document describes the cost and capabilities of one such tool, SurveyMonkey.

5. **Assessing Social Services for Resident Referrals:** Whenever possible, resident services coordinators should refer residents to existing services in the community, if they are effective and accessible, rather than providing services directly. This document provides information on the issues that your organization should consider when choosing outside service providers, including how to assess providers' effectiveness and how to build partnerships for resident referrals.
6. **Setting Targets for Program Success:** Success is more likely to occur if program managers set "doable but stretch" targets or desired outcomes for their efforts. Enterprise and our community-based partners have used the principles and processes developed by The Rensselaerville Institute to set targets for success for the adults, children and properties in our resident services initiatives. This document briefly outlines the steps we recommend, based on our experience during a three-year demonstration program.
7. **Introduction to Microsoft® Excel-based Tool for Setting Targets for Program Success:** Enterprise has developed a Microsoft Excel-based tool to help in planning and setting targets as well as providing a framework for reporting outcomes. This document explains the design and benefits of the tool, which is available in the online version of this manual.
8. **Systems for Tracking and Verifying Outcomes:** It is important to develop systems for tracking the success of families and children receiving resident services to successfully manage your program and report results to stakeholders. This document explains the necessity for tracking outcomes and options for tracking them.
9. **Budgeting, Staffing and Other Benchmarks from Seven Organizations Offering Resident Services:** To provide guidance for resident services program planning, Enterprise supported research on the costs of operating a resident services program. The research included a review of the operations and budgets of seven nonprofit housing organizations with resident services programs. This document provides a helpful summary of their cost, staffing, and other investments in their programs.
10. **Introduction to Microsoft Excel-based Tool for Budgeting Resident Services Programs:** To assist resident services coordinators and other program staff develop budgets, Enterprise has created a tool using Microsoft Excel that is easy to use and easy to customize to fit particular attributes of any program. This document explains the design and benefits of the tool, which is available in the online version of this manual. It also automates graphic illustrations of your budget information.
11. **Components of the Job and Attributes for Success as a Resident Services Coordinator or Program Manager:** At the core of every resident services program is the resident services coordinator. This document describes the job and the attributes necessary for success in this job.

12. **Sample Job Description for a Resident Services Coordinator:** Use this document as a guide for creating a job description for your organization.

ONLINE RESOURCES

www.enterprisecommunity.org/resources: The Practitioner Resources section of the Enterprise website contains the online version of this manual. Nonprofit users can download sections of the manual to adapt for use by their organizations in delivering resident services programs.

www.residentservices.org: Website of the National Resident Services Collaborative comprised of several national, regional and local community development organizations and established to improve and increase the delivery of resident services for families in affordable housing. Members are Enterprise; NeighborWorks America; The Community Builders; Mercy Housing; the American Association of Service Coordinators; Housing Partnership Network; National Church Residences; Preservation of Affordable Housing of Boston, Massachusetts; Community Preservation and Development Corporation of Washington, D.C.; REACH CDC of Portland, Oregon; the Neighborhood Partnership Fund in Portland, Oregon; and the Alamo Area Mutual Housing Association in San Antonio, Texas.

www.nw.org/learningcenters: Website of the NeighborWorks Learning Center Consortium, a demonstration program including 22 community-based nonprofit organizations operating active Learning Centers at their properties to delivery amenities and services to residents of affordable apartment properties.

www.servicecoordinator.org: Website of the American Association of Service Coordinators (AASC), a national nonprofit organization representing service coordinators serving families, the elderly, persons with disabilities and others who are involved in creating and maintaining service-enhanced housing environments. AASC also offers AASOnline.org, Web-based software for managing resident services for seniors and families.

www.tcbinc.org: The Community Builders has prepared a practitioner's guide, "Resident Success in Economically Integrated Socially Diverse Housing," by Patrick Costigan and Leo Quigley, to share ideas and resources on effective practices in developing mixed-income, mixed-race housing. The guide is based on their own experience and the work of other developers and researchers. http://www.tcbinc.org/what_we_do/resident_success/Ford_MIMR_Resident_Success_without_Att.pdf

BUILDING RESIDENT SERVICES INTO THE HOUSING PRODUCTION PROCESS

In order to ensure that your resident services program fully meets your residents' needs, there are many issues that you need to consider during each step of the affordable housing production process. Use this document as a sample checklist to ensure that your organization does not overlook physical space needs and that you consider any property management issues related to occupancy when designing your resident services.

PLANNING OR PREDEVELOPMENT PHASE

- Identify the target population that the proposed development will serve.
- Review the building and property concept and design and its appropriateness for serving the target population. Consider the ability to deliver desired services on-site, including space for classes/workshops, after-school activities, computer labs, resident meetings and community building activities, as well as staff office space.
- Secure a commitment from the organization's leadership to provide chosen services.
- Conduct a general needs assessment of the target population.
- Initiate contact with local service providers and begin assessing the quality of their services.
- Identify other community assets and resources that could benefit residents.
- Help the development team to design facilities and space for programs, including involving potential external service providers in design discussions.
- Build support in the community for the new housing.

CONSTRUCTION PHASE

- Continue to assess potential service providers and negotiate for service arrangements.
- Assess gaps in existing services and develop plans to address them with on-site services as appropriate.
- Begin fundraising to support on-site services.
- Attend construction meetings regularly to monitor work progress and any design changes. Use this as an opportunity to process change orders if changes are needed to meet the residents' needs or to deliver services on-site.

- Finalize basic resident services program design, including clearly delineating duties between property management and service staff.
- Develop resident orientation materials that include information about quality neighborhood services.
- Establish resident screening and selection criteria.
- Identify funding sources for services not readily available.
- Hire services and property management staff.
- Set up systems for tracking and reporting on outcomes for families and properties.
- Conduct joint training sessions for resident services and property management staffs.

OCCUPANCY PHASE

- Work with property management staff to screen and select residents.
- Develop resident goals and formats for action plans if the population being served warrants this level of service.
- Conduct a detailed survey of residents' goals and interests.
- Finalize the resident services' plan and budget.
- Develop a formal and informal network of service providers.
- Set targets for success of resident services for families and for property management.
- Implement resident services program.
- Evaluate outcomes of service delivery for families and properties.

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DESIGNING AND ESTABLISHING SPACE FOR RESIDENT SERVICES PROGRAMS

Whether you have the relative luxury of planning ahead for space for your resident services or you are trying to retrofit space into an already operating property, your need for space will vary depending on what your program will be offering. This document will help you to plan for and design the space you will need to run your resident services program.

GENERAL DESIGN CONSIDERATIONS

Your buildings serve first and foremost as housing, but can also provide places that are important for the growth of individuals, families and the community. Your organization should have a clear vision of what your resident support and community involvement goals are in order to have ideas about what your space needs will be. Be sure to plan for these space needs in the physical design phase of your housing development. Even if you don't have the funds to finish a potential community space, you should attempt to rough out the plumbing and electrical systems in anticipation of future use to reduce costs of retrofitting for these systems. The design should also consider the necessary insulation and windows based on both the immediate and potential uses of the room.

First, resident services coordinators need an office or other private space to meet with residents. Even if the resident services coordinator has an office in another building, there should be a small office space or meeting area on-site at as many of the properties served as possible. Moreover, it is desirable to have an on-site community room for group meetings or classes, with as much storage space as you can manage. Many resident services coordinators recommend a minimum of 1,000 square feet of space to serve programs for families in 100 to 160 units.

A larger space will allow you to create additional areas for computer centers, activities, meeting rooms or offices. You may also be able to run programs from within your organization's main office if it is close enough to your properties and transportation is available. Finally, if you can, install a kitchen space or even a counter and cupboards on one side of the room with a sink and refrigerator to be able to provide refreshments at community gatherings or snacks for children in after-school programs.

Active and successful group environments or spaces can bring the community in, draw the residents out and establish a positive identity and presence for your organization. You can use your program space for specific programs to foster tenant, youth and community involvement, after-school and job readiness programs and green spaces or playgrounds.

If sufficient space was not provided in developing your housing, consider converting or expanding existing community space. A property in Washington,

D.C., came up with a creative solution to their need for more space for a technology center for residents. They had a useable but small ground floor space to use as a community room, with a back door out onto the driveway. The property also had nine adjacent garage spaces along the asphalt drive, leading to the exit door of the community space. With support from resident families, the property owner converted the three closest garage spaces into a computer training space combined with the existing space, and turned the last part of the driveway into a gated, outdoor play space for the younger children.

Housing with storefront commercial space could reuse the space for services if proximity and neighborhood conditions are conducive to this use and if rental income is not needed to help cover debt service.

REGULATION REQUIREMENTS

Keep in mind that the amount of space that you can dedicate to a resident services program office may be limited by the bottom line of available housing financing and funder requirements for the maximum number of housing units. However, do your best to provide for as much space dedicated to your resident services program as you can. If, for example, you are developing a new Low-Income Housing Tax Credit project, try to maximize the allowance for community space. Talk with your housing development staff and tax credit syndicator for more information about space for resident services as early in the project as possible.

For a multifamily building, community and program spaces may be located in an unused ground floor unit or in finished space in a property's basement. Be sure to adhere to all local zoning or building code laws about the number of exits, plumbing, drainage, lighting, etc., especially with basements and other below-grade spaces. Of course, if any of your programs that will use the space receive government funding, such as after-school or child care classrooms, or are under any other regulatory requirements, you must adhere to local child care, health department, or other regulations. Some groups with multiple buildings on larger tracts of property or in a closely situated scattered-site project are able, with enough planning and fundraising, to develop a small, separate community space or building.

SPACES FOR ADULT PROGRAMMING AND COMMUNITY RECREATION

You can use community and resident coordinator office space for specific adult and community recreation programs; building, tenant or community meetings; educational or physical fitness classes; cooking and nutrition classes; computer centers; public social events or private parties. Based on these various uses, you should be sure to have plenty of space to set up chairs and tables; a good place to store the chairs and tables when you want the space open; counter space for materials, food or displays and plenty of locked storage space for materials, videos and audio equipment. Again, think ahead about how you want to use your space, maximize the room size and storage capacity as best you can and plan accordingly.

SPACES FOR YOUNGER CHILDREN

The physical environment can be an asset or a barrier to the development of high-quality programming in many after-school child care programs. Children need a space that can be designed and decorated to reflect their needs, concerns and personalities.

The necessity of sharing space with other programs is a fact of life for many before- and after-school child care programs. It may be difficult for children to develop a sense of ownership of a place that is not solely theirs. If you must share, try to find a compatible program. Many programs have devised strategies to make the best of the situation. Keep in mind that it is extremely difficult to serve school-age children's needs in a large space with few boundaries. If children are having behavior problems, inadequate or poorly designed space may be at the root of them.

Therefore, when creating spaces that will serve school-age children, consider these questions:

- Does the space support the goals of your program?
- Does the space feel inviting?
- Does the space work for the number of children in the program?
- Does the space allow for individual activities and privacy, as well as small- and large-group activities?
- Does the environment encourage communication among parents, children and staff?
- Is the environment safe?
- Does the environment support key activities, such as quiet games, homework, dramatic play, eating, active group games, cooking, reading and specialty clubs?
- Does the environment work for you and your staff?
 - Is there a good amount of light?
 - Is there a place for sick children?
 - Is there room for adequate and age-appropriate games and equipment?
 - Is the storage space adequate and workable? (Overbuild storage space wherever possible; you can never have too much.)

SPACES FOR OLDER CHILDREN AND YOUNG ADULTS

Adolescent mental and emotional well-being is associated with teens' environments. Welcoming, safe and productive youth spaces have been proven to make a positive contribution to young adults' development, growth and sense of self. Further, the more separate the older children's or youth program spaces are from the younger school-age children's programs, the greater the likelihood of success.

Separate space, like separate program names, permits the participants to have a sense of autonomy. It facilitates their developmental need to see themselves as having moved beyond early childhood. Separate space permits young people to

decorate their own place as their more mature tastes dictate. They can equip the room with materials, games and equipment that suit their own developmental levels and personal interests without the concern of inappropriate use by the younger students.

Environments used by older school-age children should:

- Be designed and decorated by the students themselves. Solicit their input and participation. Let them help order, purchase and equip the space and maybe even help to fundraise for set-up or maintenance.
- Permit access for the older students to certain shelves or storage areas that are for their “stuff” alone, especially in multi-use rooms.
- Be equipped with materials, games, tables and chairs appropriate to the participants’ ages, developmental needs and interests.
- Provide opportunities for private areas where participants are not always under the direct supervision of adults. Use of dividers or even draperies can help provide this sense of special space.

Spaces that are inviting and comfortable for teens and young adults will encourage them to hang around even when there are no specific activities scheduled.

TIPS ON SHARING SPACE

Here are some tips for making the best use out of multipurpose rooms:

- Purchase or build adaptable equipment: portable room dividers, locked storage closets, chairs, cabinets, tables and even sofas on wheels.
- Include set-up and take-down time in the daily routine. This may include hanging pictures on the wall, putting materials out on tables, rolling out rugs and moving or rolling in soft furniture.
- Make sure there is clear agreement about where each program will store equipment and supplies, who will clean the space and the process for working out any conflicts that may arise. Regularly scheduled meetings, perhaps at the beginning and end of the school year, can help to clarify issues before they arise as problems.
- Develop “learning centers on wheels” for art, library, dramatic play and so on. Small rugs will help to establish boundaries between activity centers.
- Separate program space—space that offers a sense of separateness—in a shared area can be created through scheduling exclusive use times for some portion of the day or a particular day each week. Non-program space—such as an unused storage room, a corner of a room that can be partitioned off or an unused hallway—can be set aside at certain times, and made functional using easily moveable furnishings and partitions.

Space is an important contributor to all young people's ability to relax, learn and grow. Consider it carefully as you design your programs, and try to allow for as much flexibility as possible.

OUTDOOR SPACES

Backyards or side-yards, whether grassy or concrete pads, can be transformed into play areas, sitting areas for conversation or places to hold messy outdoor activities. Empty lots adjacent to the properties or nearby can be transformed into community gardens, parks or additional recreation space. It is best to acquire any such property if your organization doesn't already own it to ensure the continued use for the community. If that is not an option, however, be sure to establish a clear legal agreement with the private or public owner of that land before using it. Finally, take advantage of local public green and recreation spaces; talk with your local parks board about programming. More information on developing community gardens is available in an Enterprise publication called "Neighborhood Green: A Guide for Community-based Organizations." To view or download a PDF copy of that publication, go to www.enterprisecommunity.org/resources, and look under the left navigation for Enterprise Resource Database. Then search for "Neighborhood Green."

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SURVEYING RESIDENTS' CHARACTERISTICS, GOALS AND INTERESTS

For your resident services programs to succeed, it is imperative that you have a thorough understanding of your residents and their goals. The most efficient way to collect and analyze that information is through a resident survey. The results of your resident survey will help you to determine when to develop partnerships with area service agencies that you can refer residents to and when to provide services on-site.

DEVELOPING SURVEY CONTENT

Surveys should contain questions on the number of people living in each housing unit as well as residents' education levels, job status, ages and interests. Responses to questions about education level can indicate the need for after-school programs and adult education classes. Responses to questions related to employment status can indicate the number of residents who are underemployed or unemployed and need assistance with career development or job placement. Asking about residents' interests can help you to plan for on-site speakers or workshops on personal growth that cover such topics as parenting, money management or conflict resolution. For specific examples of questions to include on resident surveys, see the sample that follows. You can photocopy the survey directly and use it as written or download and customize it through the online version of this manual, which can be found at www.enterprisecommunity.org/resources.

ENCOURAGING RESIDENTS TO COMPLETE SURVEYS

It is always challenging to persuade residents to complete surveys or questionnaires about their needs and interests. One hundred percent participation is ideal but unlikely. Some residents may not be willing to share personal information regardless of the incentives. However, other residents simply need to be convinced that completing the survey is worth their time. Here are some strategies for encouraging residents to complete surveys:

- Personally ask residents to complete the survey to help you plan services that will benefit them and their children.
- Help residents fill out the survey through one-on-one interviews.
- Provide residents with the option to complete the survey electronically.
- Offer incentives for completing the survey, such as a prize drawing.
- Provide refreshments and child care on-site when administering the survey.

ANALYZING SURVEY RESULTS

If you need to survey a large number of residents or use a survey with dozens of questions, consider developing an electronic survey that residents can complete either online or through email. This will enable you to analyze the results more efficiently. One way to accomplish this is to use a Web-based software tool such as SurveyMonkey, which facilitates analyzing surveys. With SurveyMonkey, residents can either complete the surveys electronically or on paper and resident services staff can enter and analyze the results online. You can read more about SurveyMonkey later in this section.

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Resident Survey

To help us better serve you, please take a few minutes to complete this survey. The information you provide will help us to plan programs to support you and your family.

1. Which of the following describes your household?
- Two parents at home
 - One parent at home
 - Other, specify: _____

2. What is the primary language of your home?
- English
 - Spanish
 - Other, specify: _____

3. What is your race or ethnic background?
- African American
 - Hispanic
 - Caucasian
 - Other, specify: _____

4. Have you taken and passed any English as a Second Language (ESL) courses?
- Yes
 - No
- If yes, what level? _____
- Beginners ESL test _____
- Intermediate ESL test _____

5. Family Information (List all members)

(For education level please use the codes from the chart below.)

Name	Gender (M/F)	Age	In Child Care (Y/N)	Education Level (chart below)	Employed (Y/N)

- Education Level*
- 1 1st through 8th grade
 - 2 9th through 11th grade
 - 3 High School Diploma or GED in United States
 - 4 High School Diploma or GED outside of United States
 - 5 Some college
 - 6 Associate of arts or two-year degree
 - 7 Bachelor of arts or four-year degree

6. What resources and services would you like to have in your community? _____

7. What recreational activities would you like to have available here? _____

8. What types of training and educational programs are you interested in? _____

9. What, if any, are your concerns about safety in your community? _____

10. How safe do you feel in the following areas?

Please use the following scale:

- 4: You feel very safe.
- 3: You feel mostly safe.
- 2: You feel somewhat safe.
- 1: You don't quite feel safe.
- 0: You do not at all feel safe.

___Your building ___The children's play area ___Your neighborhood

11. How much would you benefit from programs and activities for the following?

Please use the following scale: from 4, meaning you would greatly benefit, to 0, it would be of no benefit to you.

	Great benefit			No benefit at all	
Seniors (56 years or older)	4	3	2	1	0
Adults (21-55 years old)	4	3	2	1	0
Young adults (14-20 years old)	4	3	2	1	0
Children (5-13 years old)	4	3	2	1	0
Toddlers (4 years or younger)	4	3	2	1	0
Infants (birth to 3 years)	4	3	2	1	0
At-risk children/ youth	4	3	2	1	0
New immigrants	4	3	2	1	0
Abused children	4	3	2	1	0
Abused adults	4	3	2	1	0
Ex-offenders	4	3	2	1	0

	Great benefit			No benefit at all	
Parents with children in prison	4	3	2	1	0
Children with parents in prison	4	3	2	1	0
Those who lost loved ones to violence	4	3	2	1	0
Other _____	4	3	2	1	0

12. If we had programs and activities for the groups listed above, would you or your family participate?

Yes No

If yes, which group's activities would you be interested in? _____

If no, please explain why you would not participate. _____

13. Do you think the community would benefit from activities or programs in the following areas?

Please use the following scale: from 4, meaning the community would greatly benefit, to 0, it would be of no benefit to community.

	Great benefit			No benefit at all	
After-school	4	3	2	1	0
Pre-school	4	3	2	1	0
GED	4	3	2	1	0
Computers	4	3	2	1	0
Arts and crafts	4	3	2	1	0
Parenting	4	3	2	1	0
Life skills	4	3	2	1	0
Budgeting and banking	4	3	2	1	0
English as a second language	4	3	2	1	0
Literacy	4	3	2	1	0
Job readiness skills	4	3	2	1	0
Small business development	4	3	2	1	0
Housekeeping	4	3	2	1	0
Health	4	3	2	1	0
Nutrition and cooking	4	3	2	1	0
Alcohol and drug abuse prevention	4	3	2	1	0
Domestic violence prevention	4	3	2	1	0
Anger management	4	3	2	1	0
Conflict resolution	4	3	2	1	0
Other _____	4	3	2	1	0

14. If we offered any of the above training or educational programs, would you and/or your family participate?

Yes No

If yes, which group's activities would you be interested in? _____

If no, please explain why you would not participate. _____

15. Would you be interested in helping develop and provide community activities?

Yes No

16. If your family has any immediate or long-term needs that you would like our help with, please describe them here. _____

17. Describe the physical condition of your previous housing. _____

18. Describe neighborhood resources and services that were available in your last neighborhood. _____

19. What attracted you to this neighborhood rather than another neighborhood? If you can't think of anything specific, please tell us what would attract you to a particular neighborhood. _____

20. Optional

Name: _____

Unit #: _____

Thank you for completing this questionnaire and helping to make a difference in our community.

COLLECTING AND ANALYZING RESIDENT DATA USING SURVEYMONKEY

In order to plan a resident services program, you need to know about your residents' characteristics, interests and goals. Collecting and analyzing this data, however, can be arduous and time-consuming if done manually. Luckily, there are a number of low-cost survey-creation tools available online to assist you with this process. SurveyMonkey, which was developed by SurveyMonkey.com LLC, is one such tool.

With SurveyMonkey, anyone can easily and quickly create professional, online surveys. You only need an Internet connection and a Web browser (such as Internet Explorer) to access and use the tool. The SurveyMonkey application will help you to design surveys, collect responses and analyze results directly from the website at: www.surveymonkey.com.

You can use SurveyMonkey for \$19.95 per month or \$200 per year. Because it is a Web-enabled application, you do not need to purchase any additional hardware. Technical support is available 24 hours a day, 365 days a year.

Here is some information on SurveyMonkey's key features, which are comparable to similar online survey-creation tools:

DESIGNING SURVEYS

Users can choose from a number of question types to design a survey that meets their unique needs. In addition, you have complete control over the colors and layout of your survey. To control the flow of the survey, you can incorporate logic into the response.

For example, you may be asking residents if they have children under the age of 10 and the name and grade level of each child. If the respondent indicates the presence of one or more children, you would design the survey to move that respondent to another series of questions that asks them to enter the name and grade level for each child. The respondents that have no children would bypass that extra series of questions and move on to the remainder of the survey.

COLLECTING RESPONSES

When performing surveys, a significant amount of time and effort is often required to wade through and consolidate paper or email responses. Using SurveyMonkey, you can simply cut and paste a link to a survey onto a website or within an email message to potential respondents. SurveyMonkey also uses a "pop-up invitation generator" to maximize the response rate from your website. After you create the pop-up invitation to the survey, you can copy and paste the code to a page on your website and start generating invitations, which will only

pop up once. SurveyMonkey also uses an automated email notification and list management tool to track survey respondents.

ANALYZING RESULTS

The software aggregates data and allows users to view results as they are collected in real time in tables, graphs and charts, as well as individual responses. A filtering feature allows you to block access to confidential data and display only the responses desired. The raw data can be downloaded for further presentation options and analyses.

For more information about SurveyMonkey, go to: www.surveymonkey.com.

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ASSESSING SOCIAL SERVICES FOR RESIDENT REFERRALS

Every group of housing residents has unique assets, interests and goals. As a result, there is no cookie-cutter design for resident services. There are, however, common elements. For example, at the core of every resident services program is a service coordinator who assesses available services in the community and then builds relationships with the best providers. This enables residents to access the services they need and want. These relationships between the resident services coordinator and the service providers can be informal or formal. More formal relationships may be memorialized in agreement letters or memoranda of understanding between service providers and affordable housing owners.

Service agencies that have a shortage of physical space or serve more clients in order to fulfill their goals may even be interested in providing services on-site at the affordable housing development. In some cases, it may be advantageous for housing providers to undertake joint fundraising efforts with agencies that provide services to their residents.

Whenever possible, resident services coordinators should refer residents to existing services in the community rather than providing services directly. Direct service delivery places financial and organizational burdens on community development organizations. Therefore, service coordinators should focus first on identifying and working with local service experts, rather than trying to become the experts themselves.

Of course, your organization may wish to directly provide select services to your residents in order to fulfill your organization's mission. Or, perhaps the services needed are not readily available in your area. If you decide to provide services directly, be sure that your board supports your decision. Also, make certain that you have or get the proper expertise in-house, that you are organizationally structured to handle the work, and that you have the capacity to secure government contracts and privately raise funds to operate your programs.

This document provides information on the issues that your organization should consider when choosing outside service providers, including how to assess providers' effectiveness and how to build relationships for resident referrals.

SERVICE TYPES

The first step for any resident services coordinator is to learn about the different service types that residents may need or want. Review the following list of services and think about how each service might help to meet your residents' needs.

Education

- After-school/educational support for children
- Adult basic education/literacy/GED
- English as a Second Language
- Adult continuing education

Employment

- Work skills training
- Soft skills training
- Job placement
- Ex-offender/adult re-entry

Child Care

- Finding and keeping quality child care
- Pre-school education

Youth and Teens

- Athletics, arts and other recreation activities
- Support for staying in school

Building Personal Wealth

- Self-sufficiency, asset building
- Financial literacy
- Homeownership counseling

Family Services

- Family case management
- Parenting education, parenting support
- Domestic violence
- Drug treatment
- Emergency rental or utility bill assistance

Public Safety, Community Improvement

- Community organizing
- Police relations
- Anti-gang work
- Conflict mediation
- Recreation activities
- Block improvements

Health Care

- Community health centers
- Funds for health care

IDENTIFYING AVAILABLE SERVICES

Create a chart of the local agencies that provide services for each category in the above list. Your chart should include:

- Who provides which services
- Where each organization is located and available transportation to that location
- Participant eligibility requirements
- How the services are offered (through classes, one-on-one counseling, etc.)
- Cost and fees, if any (fixed, sliding scale, donations only) and payment methods (client payment, Medicaid, Medicare, private insurance, etc.)
- Hours of service
- Staff-to-participant ratios
- Referral methods accepted (appointments, walk-ins, referrals required)
- Availability of services (waiting list, length)
- Documentation required for receiving services
- Languages spoken

Here are some resources that you can use to find the needed information:

- Word of mouth
- Directories published by your local human or social services agency
- Directories published by local community service agencies or foundations, such as the United Way. To find your local United Way, go to: www.unitedway.org. If your community is implementing a United Way-sponsored 211 system, you will have access to an extensive list of local resources. To find out if your community participates, dial 211 or go to: www.211.org.
- Yellow Pages

ASSESSING THE OVERALL QUALITY OF EXISTING SERVICES

Before deciding which service providers you should refer your residents to, you need to assess each provider's effectiveness. Here are some general questions to consider when assessing a service provider:

- What is its reputation?
- Is it well-staffed? What is its staff's credentials?
- Is it willing to collaborate with other organizations?
- How long has it been in business?
- Who is on its board?
- What are its funding sources and history?
- What do other service providers say about the organization?
- What do your residents and others in the community say about it?
- What do public and private funders say about the organization's performance?
- How does it track and measure successes and outcomes?
- What are its outcomes and successes?

- Can it provide copies of internal and external evaluations?

Depending on the specific services provided, there are additional factors that you should consider when assessing the quality of an organization's services.

DEVELOPING PARTNERSHIPS WITH SERVICE AGENCIES

Once you have decided which organizations to work with, you have a number of options concerning the type of relationship that you form. When deciding how to set up the relationship, consider these points:

- Existing partnerships that you can expand upon
- Informal referrals
- Letter commitments for delivering services
- More formal memoranda of understanding (MOUs), service agreements
- How the organization tracks referrals and gets feedback from clients

ASSESSING THE SPECIFIC QUALITY OF SERVICES

Because the types of services available vary greatly, there are service-specific issues that you need to address when evaluating existing services. Listed below are some questions to consider when evaluating specific service areas, as well as ideas on resources for locating this information. Bear in mind that these are general questions and resources and your overall goal is to find as much information as possible on each service provider and the services it offers.

Education (children)

Specific questions to address:

- What is the teacher-to-student ratio?
- What are the teachers' qualifications?
- What activities are offered?
- What are the hours of operation?

Potential information sources:

- Public school systems
- Parks and recreation programs
- Churches
- Nonprofit community organizations

Education (adults)

Specific questions to address:

- What are the hours of operation?
- How are the students taught and assessed?
- What are the teachers' qualifications?
- Are the classes overcrowded?
- Are classes divided accurately by student level?
- Are current students making progress?

Potential information sources:

- Workforce agencies
- Community colleges

Employment (work and soft-skills training, job placement)

Specific questions to address:

- What target population does the program serve?
- What support services are offered while students are in training and after they have found work?
- Is it strictly job placement or are educational and vocational services also provided?
- What is the program's philosophy?

Potential information sources:

- Local Workforce Investment Board
- State employment department

Employment (ex-offender services)

Specific questions to address:

- When does the program begin working with clients?
- How long does the program work with clients?
- Does the program have connections with the parole system?
- What services (i.e., legal, physical and mental health, employment, etc.) are offered and how intense are these services?
- Does the program have connections with employers or landlords willing to work with ex-offenders?

Potential information sources:

- Workforce Investment Board
- Regional office of the Department of Justice

Child Care

Specific questions to address:

- What is the caregiver-to-child ratio?
- If it is a home-based setting, is the provider registered?
- What kind of training has the provider received?
- Is there a calendar of activities?
- Is there a menu of the food served?
- Do the parents speak highly of the provider?

Potential information sources:

- Local Child Care Resource and Referral Agency (www.childcareaware.org)
- Local government child care bureau

Family Services (parenting education and support)

Specific questions to address:

- Does the program offer special support for single parents?
- What are the hours of operation?
- What types of programs and activities are offered?

Potential information sources:

- County services
- Social service agencies

Family Services (case management)

Specific questions to address:

- What is the intensity level of the services provided?
- What are the counselors' credentials?
- What are the hours of operation?
- Are the counselors overloaded with cases?
- What range of services will the counselors help a family coordinate?

Potential information sources:

- Social service agencies
- Mental health agencies

Family Services (domestic violence)

Specific questions to address:

- What are the counselors' credentials?
- What is the range of services offered?
- Does the program focus on strength and empowerment?
- Is the program only focused on women in shelters or women who have left their homes or will it also help women who are currently with their batterers?
- What other services (i.e., legal, physical and mental health, employment, etc.) are offered?

Potential information sources:

- County government
- Domestic violence shelters

Family Services (drug treatment)

Specific questions to address:

- What is the program's philosophy?
- What after-care support is offered?
- What are the counselors' credentials?
- What is the range of services provided?

Potential information sources:

- County drug treatment agency
- Mental health agencies

Public Safety, Community Improvement (community organizing)

Specific questions to address:

- What is the actual community involvement?
- What are the decision-making and governance structures?
- How are priorities determined?
- What strategies are used?
- What is the program's relationship with the local police precincts?

Potential information sources:

- Community action agencies
- National Organizers Alliance (<http://www.noacentral.org>)
- Regional Department of Justice

- National Crime Prevention Council
- Local police department

Public Safety, Community Improvement (conflict mediation)

Specific questions to address:

- What is the program's philosophy?
- What are the requirements for using the program's services?

Potential information sources:

- City neighborhood involvement groups
- National Association for Community Mediation (<http://www.nafcm.org/>)

Building Personal Wealth

Specific questions to address:

- Does the program address the needs of individuals with limited English or literacy skills?
- What knowledge does the program assume a new participant will have?
- What are the program's goals and expectations?
- Does the program help individuals to repair bad credit, lower their debt and begin to save?

Potential information sources:

- Individual development account (IDA) programs
- Home-buyer counseling programs

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SETTING TARGETS FOR PROGRAM SUCCESS

Leading program administrators and evaluators have found that success is more likely to occur if program managers set targets or desired outcomes for their efforts. A leader in understanding how ideas are implemented to succeed in the real world, The Rensselaerville Institute recommends addressing the following questions when planning programs.

- How do we define success from our activity?
- What evidence will we use to communicate that success to others?
- How will we know along the way that we are on course to achieve that success?

Targets are numeric success measures that you can use to determine how much your program is actually impacting people's lives. The Rensselaerville Institute recommends that organizations set targets that are "doable with a stretch" and are based on what would have happened to and for participants without a given program.

The institute also recommends that you set milestones to ensure that your program is on the right track toward achieving its targets. Milestones reflect participant progress and are much more important to track than work-plan activities. You should focus not on what your program offers but, rather, on what participants actually receive.

Milestones and targets become the core of a program management system and are highly useful for generating program strategy. It is a good idea to share your program's targets and milestones with participants. This ensures that everyone knows where they are in relation to the goal.

SETTING TARGETS IN RESIDENT SERVICES PROGRAMS

Enterprise and our community-based partners have used the principles and processes developed by The Rensselaerville Institute to set targets for success for the adults, children and properties in our resident services initiatives. Based on our experience during a three-year demonstration program, the steps we recommend are:

1. Analyze previous success with specific programs to increase assets and meet the needs of resident families.
2. Survey residents to determine the level of interest in specific services and to learn what level of participation you might expect over the coming year or two.

3. If your organization has an existing program, investigate how to improve its services. Consider how much better your results could be assuming the expected level of participation and how much you might be able to impact the program's results by improving existing services and setting clear targets and milestones.
4. If your organization is establishing a program, investigate and replicate best practices in like services and set bold but doable targets based on the amount of participation expected and the experience of similar, effective programs.

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INTRODUCTION TO MICROSOFT® EXCEL-BASED TOOL FOR SETTING TARGETS FOR PROGRAM SUCCESS

To help resident services managers set bold but doable targets for program success, Enterprise has developed a Microsoft Excel-based tool to help in planning and setting targets. By entering relevant information about each program into the spreadsheet, a resident services coordinator can see which programs have the most potential participants. You can look at baseline information or review similar programs' experience to determine which programs will likely have the most participation and the most positive outcomes.

This tool is also designed to provide a framework for reporting program outcomes to affordable housing stakeholders. Tools designed to track outcomes and the effectiveness of programs are included in other sections of this manual. Below is a sample of the tool with definitions for the various data fields.

The following are definitions for the data fields:

- **Number of Potential Participants:** Based on surveys and discussions with residents, this is the total number of residents that could participate in the program.
- **Target Number of Participants:** Based on the previous column and the capacity of the program, this is the ideal number of participants for the program.
- **Target Number of Those Achieving Outcomes:** This is the number that you expect to achieve, the pre-defined level of success in the program.
- **Define Successful Outcome:** This is a description of what qualifies as success in this program. See examples in the chart below.
- **Number of Participants Completing Program:** Actual number of those completing the program.
- **Number of Participants Achieving Success:** Actual number of those achieving the successful outcome.
- **Percent of Target Achieved:** Calculation of the number who achieved the outcome divided by the target number for achieving outcome.
- **Verification Method:** What is used to verify the successful outcomes? Examples are test scores, report cards, improved credit scores, etc.
- **Period of Performance:** What is the period of performance, a month, six months, school year, full year? This depends on the program and its participants.

<i>Program Name</i>	<i>Number of Potential Participants</i>			<i>Target Number of Participants</i>	<i>Define Successful Outcome</i>	<i>Number of Participants Achieving Outcomes</i>			<i>Percent of Target Achieved</i>	<i>Verification Method</i>	<i>Period of Performance</i>
ESL	85	25	20	Mastery of ESL level	22	18	90%	Test scores	September – December		
After- School Tutoring	39	20	15	Improved grades	18	18	120%	Report cards	September – January		
Financial Literacy	85	30	20	Improved credit scores	20	10	50%	Credit scores from website	September – March		

This Excel-based tool is available for downloading and customizing through the online version of this manual, which can be found at www.enterprisecommunity.org/resources.

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SYSTEMS FOR TRACKING AND VERIFYING OUTCOMES

For reporting to stakeholders as well as for making the case for funding for effective resident services, it is critical for organizations to track both the outcomes of families and children served by resident services programs as well as the performance of the property. This can be done through a dozen key indicators of success (as discussed earlier in the Design Process section). Organizations have several options for implementing tracking systems, including software applications designed for this purpose, such as Efforts to Outcomes or AASC Online, or it can be customized with a spreadsheet application, such as Microsoft® Excel. Enterprise has developed such a tool, and an introduction to that tool can be found in the Service Referral and Outcome Management section of this manual. The tool itself can be downloaded and customized from the online version of this manual, which is available at www.enterprisecommunity.org/resources. However, with a little time and a basic understanding of the software, an organization can design its own outcome-tracking spreadsheet.

In the case of most resident service programs, a combination of on-site programs and referrals to off-site agencies and programs address residents' service needs. In most cases, referrals are coordinated with the off-site agency, and it is beneficial to outline the terms of this relationship in a formal document, such as a contract or a memorandum of understanding. Outcomes-tracking protocol should always be a part of that memorandum. However, regardless of which entity is responsible for officially tracking referrals and outcomes, resident services coordinators should collect at a minimum the following information when processing a resident's request or referral:

- Resident identification
- Resident request or goal
- Assistance or referral details
- Referral agency name and contact information
- Date referred
- Referral outcome and date

To be sure, a wider array of information will be necessary when attempting to analyze programs, outcomes, agency performance and other factors important to your organization and funders. However, this is only a baseline list, and more extensive collection information can be found in the Service Referral and Outcome Management section of this manual.

When developing your systems, first decide what should be tracked. Determine the information necessary to measure the success of your program or your partner agencies' programs. Once this is determined, the type of system to use depends upon how detailed the tracking needs to be. If a program involves multiple resident services coordinators working at different properties and includes multiple on-site programs, specialized outcome-tracking software may be ideal.

However, if the program is relatively small and cost is a strong consideration, then a spreadsheet tool will probably be the best solution.

SPREADSHEET TRACKING TOOLS

Tools like Microsoft's Excel are advanced computer-based spreadsheet applications that combine power and flexibility with ease of use. The greatest advantage of using any computer-based spreadsheet tool, as opposed to collecting data with pen and paper, is that such applications are specifically designed to manipulate data, and therefore allow users to change, update and reconfigure information in ways paper filing does not allow. Excel can hold more than 65,000 rows and 250 columns of data within a worksheet. Although there is room for a lot of data, one should be mindful that spreadsheet applications are not designed to be used as repositories for very large and complex data sets; in such instances, a database application is preferred.

As a tool for manipulating data, Excel uses special commands, known as functions, to quickly perform calculations. With several mathematical, statistical and financial categories to choose from, functions extend the power of Excel and can be used to make complex operations extremely simple. Moreover, using this feature is essential when analyzing data. Finally, once the data have been aggregated, Excel offers myriad choices for quickly representing key information graphically, making it easier to report on outcomes to your organization, funders and other stakeholders.

When tracking data, you must establish protocols for data collection to ensure that all members of the staff are using the same terminology to describe the same things. Such uniformity is achieved through "drop-down lists" that are unique to columns of information. By standardizing the categories of assistance and the types of data collected, you can easily create graphic representations of the data for reporting purposes.

NeighborWorks America has Excel-based tools for tracking attendance and school-grade improvements in after-school programs available on the website of its Multifamily Initiative at <http://www.nw.org/network/neighborworks-progs/multifamily/learningcenters/lcTools.asp>.

SPECIALIZED OUTCOMES-TRACKING SOFTWARE

Enterprise Community Partners, Inc. and NeighborWorks America worked with the American Association of Service Coordinators (AASC) in 2006 to design new software for resident services coordinators and managers to track services and outcomes for families living in affordable housing. The new software was collaboratively developed by AASC and the Pangea Foundation and is adapted from software already available for seniors through www.AASCOonline.org. AASCOonline-Family is Web based, so multiple staff can enter or review data at the same time, efficiently and effectively. It manages data for tracking and reporting outcomes. For more information about how this software works and to purchase AASCOonline-Families, go to www.aascfamilies.org.

Another software program that has been available for several years is the Web-based software called Efforts-to-Outcomes, created by Social Solutions. More information about this software is available at www.socialsolutions.com. Like AASCOOnline-Family, it can also be used to track group program participation as well as demographics and resident employment and education status.

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BUDGETING, STAFFING AND OTHER BENCHMARKS FROM SEVEN ORGANIZATIONS OFFERING RESIDENT SERVICES

To provide guidance for resident services program planning, Enterprise supported research on the costs of operating a resident services program. The research included a review of the operations and budgets of seven nonprofit housing organizations with resident services programs. These organizations were affiliated with Enterprise, through its Resident Services Initiative, or with NeighborWorks America, through its Learning Center Consortium, and had proven themselves capable of delivering effective resident services. There are several challenges to this research and the compilation of learning from the research. First, multiple variables affect the operations and costs of any one resident services program. Second, few programs have similar cost profiles, even though their program content might be similar. Finally, the fact that organizations aggregate financial data differently impedes the development of cost ratios among programs.

Nonetheless, through the existing programs researched for this report, there are considerable lessons to be learned that can help the field plan the design and prepare for the cost of future programs.

Because the service focus of the seven programs varied substantially, macro-level data do not provide much useful program business-planning information, except to establish size parameters in an order of magnitude. This is a summary of macro-level data for the entire resident services programs, including one-on-one personal services, adult and youth education programs, special event programs and allocations of overhead where available.

COSTS

Per-unit costs

“Per unit” costs refer to the total annual cost of the program divided by the total number of residential units for which services are provided. The per-unit costs for an entire resident services program ranged from \$327 to \$719; however, the two extremes represented special exceptions. The lowest cost was for a scattered-site owner with a single, centralized community center and no youth programs. The highest cost was for the owner of a small number of units, whose aggressive resident services program resulted in substantially higher per-unit costs at this stage of the organization’s development. Although the average of the seven organizations was approximately \$575 per unit, four of the larger organizations with the multifaceted service programs were tightly bundled between \$600 and \$650 per unit.

Per-unit, on-site cost of programs with a coordinator or community room

Two organizations offered data on specific sites without central office or overhead allocations. Their per-unit costs were \$426 and \$340 (or an average of

\$383). Subtracting this from the total program costs for those organizations resulted in an average central office and overhead allocation of approximately \$192 per unit for organizations with on-site coordinators.

Total on-site costs

The total cost of providing a full-service program at a single housing facility depends on a wide range of factors, including the number of units, level of service, etc. However, for the organizations where individual sites had a full-time resident services coordinator, the total costs for the sites (without any allocation of central office costs or overhead) ranged from \$49,000 to \$63,000 per facility. Per-unit, on-site costs ranged from \$350 to \$650. The facilities with more units of housing have the lower per-unit costs.

Cost per individual participant

Five organizations reported total participant data. The average cost per participant, not including multiple contacts for the same participant, was \$350 per participant for the year. Only two organizations reported the total number of individual residents, including adults, children and others in their facilities, and the average cost for those was \$140 per resident. This number is possibly a bit low, since it represents an average occupancy of four residents per apartment. One organization was able to report the total incidences of participant services provided in a year, including multiple service events to the same resident. The cost of service was \$77 for each incidence.

Cost breakdown by expense type

As might be expected, resident services programs have a large allocation of costs to personnel services. Contractors providing professional services, such as teachers or training professionals, were included in the operating expense category.

	Average	Range
Salaries and Wages	73.7%	60.7% - 88.2%
Operating Expenses, including contractors	26.3%	11.8% - 39.3%
Contracted services (incl. in operating expenses above)	8.8%	3.4% - 13.8%

The organizations with the largest operating expenses tended to be those that contracted with outside expertise for instructional services for adult and youth programs. The actual cost for typical operating expenses, such as telephone, travel, mileage, supplies and related expenses, was quite small. In many cases, direct expenses for refreshments, instructional supplies, party favors, prizes, etc. were donated.

SPACE ALLOCATION

All of the organizations had community facility space available in nearly all of the residential facilities in which they provided resident services. However, in many of the older facilities, space was a serious issue. Most of the community facilities had a minimum of approximately 1,000 square feet dedicated to com-

munity space, which managers thought was a good minimum for meeting space and could easily accommodate programs for 30-40 residents at a time. Managers also reported that a resident coordinator program needed at least one private office for the coordinator to meet with tenants and that the community space should have a separate computer room if feasible. Many facilities operated with a computer area located in a corner of the community room, but this led to conflicts. The resident services directors reported that their organizations were designing new facilities to contain at least one private office, larger community rooms and a separate computer room for the resident services program. They also reported that they were frequently able to squeeze out a little more space in older facilities including, in a couple of cases, converting former residential space into community space or offices.

YOUTH PROGRAMS

After-school programs

Although four organizations operated some sort of after-school program, they were all so different it was not feasible to find common operating data for bench marking. Several programs operated with partners or volunteers that resulted in very low-cost programs. The two programs that provided sufficient data to calculate a per-unit cost varied from \$190 to \$719, probably representing the two extremes. The first was a very large organization with six after-school sites serving very large facilities. The higher-cost program served only a very small number of units and used a sizeable number of contract teachers.

The cost-per-eligible-youth varied from \$414 to \$761, but these numbers apply to the total number of eligible youth living in the residences and not the number of participants. Cost-per-participant data can only be extrapolated from the one program reporting per-site costs, and that cost was \$750-\$850 per participant slot for the school year. Based on the one multi-site program with site-specific data, the cost of operating each site was approximately \$25,000 per school year. Two programs operated with contract teachers rather than resident services staff or volunteers, and their cost for those teachers ranged from \$12,000-\$15,000 for the school year. Most programs operated for three hours per day, and the teachers were provided one planning hour per day for a 20-hour workweek.

Teen tutoring

Regular after-school programs are oriented toward youth up through the eighth grade or sometimes a year or two older. For high-school age residents, programs tend to focus more on tutoring programs that provide one-on-one assistance with homework or meeting special program content tutoring needs. Tutoring programs operate principally with volunteers from the community, but a few organizations also developed special education programs for teens, such as financial education, career planning or building higher aspirations for education. Several programs operated one evening per week for approximately two hours. One organization developed a special eight-week program to teach "life skills," which proved highly popular with both youth and parents. For the

one organization with detailed cost data for its teen tutoring program, the cost per residential unit was \$131, and the cost per teen participant over the course of a year was \$791.

Summer camp

Five of the seven organizations provide some form of summer youth program, but two of them provide camp through partners at no cost to the affordable housing sponsor. One of those provides free space to the partner at each of its 11 facilities, and the partner handles all other aspects of the program. The other organization formerly ran its own summer program but found that there were plenty of slots available in well-developed programs run by others in the community. So it now helps place individuals in those programs instead.

One program serves approximately 120 youths at five sites covering six properties for a total cost of \$146 per youth for a seven-week program. This cost does not include a small amount of central office overhead and direct supplies. Each site operates 35 hours per week and serves approximately 24 youths. The cost for each counselor, usually college students studying youth education, is \$3,500 for the summer or approximately \$12.50 hour.

Pre-school

None of the organizations analyzed operated their own pre-school program, but five of them sponsored pre-school programs through one or more partner organizations. Two of the organizations donated space to the pre-school partner. All of the organizations were satisfied with the partnering arrangement, and most of the day care slots were made available to residents at low or no cost.

ADULT PROGRAMS

Although all of the organizations either sponsored or supported programs in English as a Second Language (ESL), General Education Development (GED) and employment readiness, such programs were either totally or partially developed and provided through partners. A few of the affordable housing organizations provided space for these programs and provided limited counseling to residents in support of these programs.

Four organizations had adult education data. Their average cost was \$157 per housing unit, and the range was from \$83 to \$234 per unit. Based on numbers from three programs with student-specific data, the average cost was \$351 per participant, but the costs ranged greatly—from \$161 to \$563 per participant. The midpoint figure of \$329 was based on a program with very detailed cost and participation data and based on enrollments of 15-25 students for classes of 8-10 sessions. It is likely, therefore, that a cost of \$300 to \$350 per student is a reasonable assumption for programs of a similar size.

Most of the homebuyer programs were taught by staff, but with several adjunct teachers from the business community to handle special sessions. The latter

were usually volunteers, such as appraisers, mortgage brokers, bankers, home inspectors and other real estate professionals. The cost per residential unit was \$133, and the cost per adult participant over the course of a year was \$469.

STAFFING RATIOS

The ratio of resident services staff to the number of housing units varied from 1:55 to 1:165, but the lower ratio represented a growing organization with so small a number of units currently under management that it should be considered an anomaly. Among the balance of the organizations, there were two clusters of staffing ratios. One cluster averaged a ratio of about 1:85 and the other cluster averaged about 1:160. Not surprisingly, the cluster at 1:85 represented the organizations that relied more heavily on staff to deliver core programs, whereas the organizations with the lower ratio of 1:160 relied more on partners and volunteers. Despite this clustering, it is not feasible to develop benchmark staffing ratios because of the diversity of programs and operating methodologies. The only staffing ratio that appeared to be somewhat consistent was the teacher-to-student ratio in both the adult and youth education programs. The ratios varied from 15 to 35 students per teacher with a concentration around 25.

PARTNERS AND VOLUNTEERS

Nearly all of the organizations relied on partners to provide one or more of the traditional resident services tasks and nearly every major program under the resident services umbrella was being provided in at least one organization by one or more partners. Anecdotal evidence indicates that the availability of partners is somewhat opportunistic and likely varies among the states depending on the availability of funding. The types of partners varied considerably, but there was a lot of partnering with well-known organizations like Boy Scouts, Girl Scouts, Junior Achievement, Big Brothers and Sisters and similar organizations. Overall, it appeared that there are many opportunities for affordable housing organizations to find a no-cost or low-cost partner to provide many of the resident services.

One of the organizations new to providing resident services was somewhat instructive regarding the opportunities for outsourcing to partners. Due to the inability to marshal a lot of funding quickly for an internally directed program, the resident services director made an intensive effort to identify and develop formal relationships with 42 different service providers to provide the direct service component of a number of programs. In this case, the coordinators are able to focus more on direct individual services to residents despite higher unit ratios. More study would be required to understand the dynamics of that region to determine the degree that this is replicable. In essence, the resident services director in that situation concluded that if the organization could deliver the clientele, space and logistical support, there were several potential partner organizations that had the program delivery capacity and the need for productivity such that it was a win-win for both organizations.

Certain program areas were riper for partnering than others. Nearly all of the organizations reported having partners deliver pre-school day care services. Generally, there was a trade of space for a program, although a couple of organizations charged the partners a small amount of rent. Summer youth programs were widely provided by partners, again with the occasional provision of free space. Most programs also relied on partners to provide traditional educational services such as ESL and GED and also employment assistance. In many cases the latter providers were local or state government agencies or contractors. In a few cases, the affordable housing organization augmented some of these services and in particular the employment services.

Most of the resident services programs are highly amenable to the use of volunteers to deliver direct services. A large part of the job of many resident services coordinators is organizing and supervising the delivery of services by volunteers. Although volunteers occasionally serve as trainers for financial fitness and computer programs, volunteers are most commonly used in youth programs where they serve as homework club mentors, teen tutors and event chaperones. Nonetheless, volunteers in some markets are relied on for tax return assistance, personal financial management assistance, computer training and other tasks. In the latter case the volunteers are usually professionals from within the community such as bankers, computer technicians or bookkeepers. It appears that a good volunteer program with clearly defined tasks can generate considerable cost savings to the organization.

REVENUES

Many programs charge a nominal fee, frequently \$5 or so, for an entire series of seminars. This is designed more to provide residents with a sense of value to the training rather than to raise funds because the nominal fees are a very minor amount of the actual cost. Most larger programs had a dozen or more sources of funding and generally relied on any one source for no more than 10 to 15 percent of the total resident services budget with the exception of property-related revenues, which in a few cases provided as much as 50 percent of the total funding of the resident services program. In many cases, the sources of revenue changed over time and as a result of changes in service priorities. Homebuyer and financial fitness programs appeared to generate considerable interest for grants and related support from the business community.

MANAGEMENT STRUCTURE

The seven programs were structured organizationally much the same with the resident services program being managed by a director of resident services who reported directly to the CEO. In one instance, the director of resident services was the organization's assistant executive director, whose primary focus was on resident services. In another instance, there were two major resident services programs, each with a separate director; however, one of the programs was more focused on non-resident participants.

For organizations with larger programs and a large number of facilities, the next layer of management consisted of either one or more program managers of specific programs such as financial fitness program manager, computer center manager or youth program manager. Residential services coordinators were responsible for one or more residential complexes. The residential services coordinator and program managers all reported to the director of resident services. For smaller organizations, there was no program manager level and the director and coordinators shared all of the program management functions.

In the larger organizations with specific program managers responsible for developing and delivering program content, the resident services coordinators tended to be more involved in intake and referral and crisis management services. They provided principally logistical support, such as marketing and event management services, for programs delivered at the community center. In organizations without content program managers, the coordinators relied on a combination of internal and volunteer or partner resources for program delivery. In some organizations, however, the organizational structure was driven more by the mission with those focusing on moving their residents to privately owned housing tending to rely less on residential services coordinators and more on content-oriented program managers to deliver programs at the facility.

The presence of a resident services coordinator with specific office hours at each facility on at least a part-time basis seems to be a prerequisite for a successful program. The resident services delivery professionals have learned that it is first necessary to generate the trust of the residents and the best way to understand their needs and earn trust is to be available to listen. That allows the organization to deliver interesting and valuable program content that addresses the needs of residents. Fixed hours of operations are helpful by generating predictability. It is more important for the resident services coordinators to be available for a few hours on a fixed schedule than for more hours on an unreliable schedule.

GOALS ASSESSMENT AND EVALUATION

All of the organizations have mechanisms in place to perform goals assessments of its residents and formal performance evaluations of its programs. Most of the organizations do both in house. A few have begun contracting for program evaluation services, and others reported plans to contract more for evaluation services in the future. Those that are planning to contract with an independent third party for evaluation services are looking to work with local universities. Those that currently contract for evaluation work have very modest budgets of \$5,000 or so.

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INTRODUCTION TO MICROSOFT® EXCEL-BASED TOOL FOR BUDGETING RESIDENT SERVICES PROGRAMS

Creating budgets for resident services programs can be difficult, especially for new programs. Despite the difficulties involved, budgets are essential, particularly for small, single-site programs where minor changes in funding or costs can cause major disruptions throughout the other service areas.

While established programs can use past budgets to determine proper program allocations for a new year, newer programs do not have such luxuries. Moreover, established programs benefit from having budgetary systems in place that have likely undergone revisions and iterations depending on the performance of these systems in the past. Many new programs, meanwhile, will likely take a trial-and-error approach to budgeting and budgetary systems, at least for their first few budget cycles.

To assist resident services coordinators and other program staff develop budgets, Enterprise has created a tool using Microsoft Excel that is easy to use and easy to customize to fit particular attributes of any program. Based on budgeting and staffing benchmarks for resident services from the research funded by Enterprise (which is described earlier in this section), the budget tool presents a representational service program that divides the total budget among a range of different on-site service and referral programs. The list of services in the tool is certainly not exhaustive, but the format for each service area's budget can be used regardless of what type of service is actually provided; that is, users can replace any numbers or assumptions about programs to tailor the tool to their specific organization. The list of services described in the tool includes:

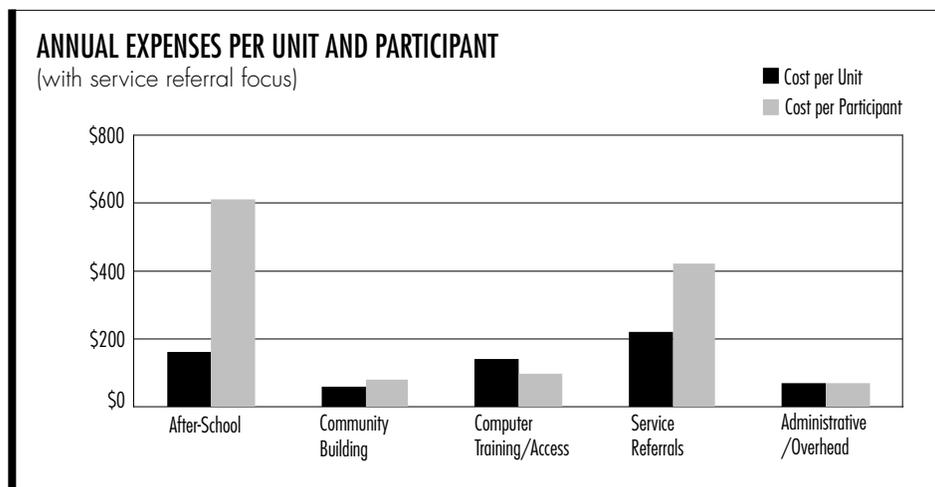
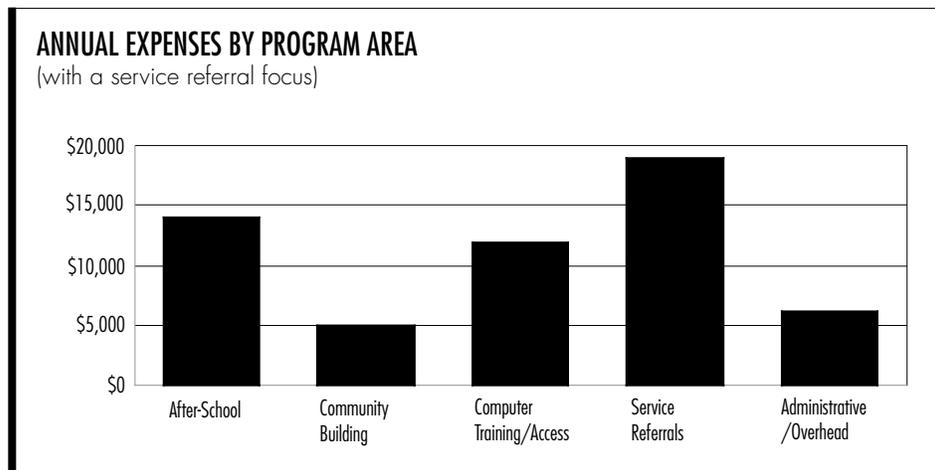
- After-school program
- Teen tutoring
- Computer access and training
- Community building
- Financial literacy
- Service referrals
- Administrative
- Staff (which includes cost information for taxes and benefits)

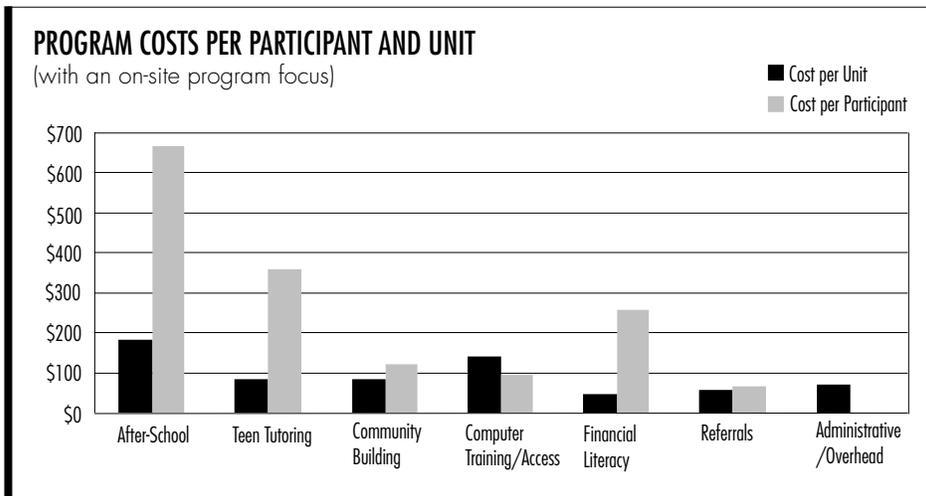
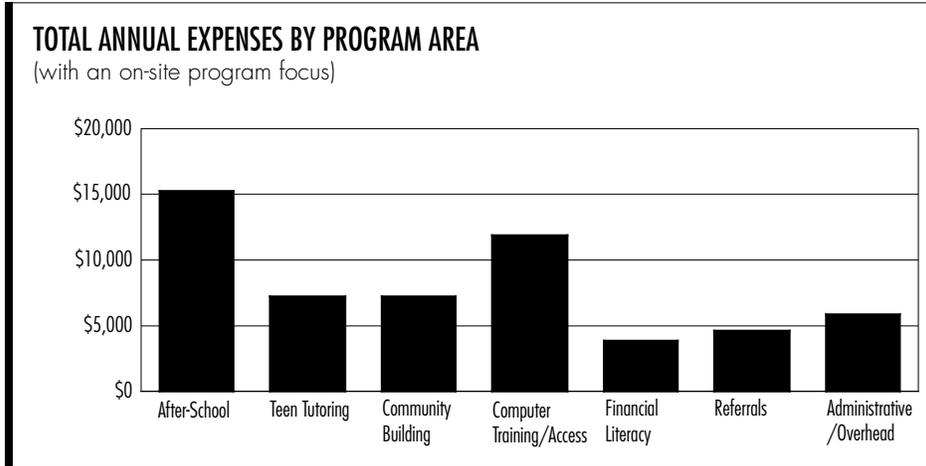
Worksheets for a budget “roll-up” page and a page detailing cost and other assumptions are also included.

Each program area has a list of expenses that was generated, as previously mentioned, using assumptions and cost research that studied service programs of a wide range of sizes. Within each program, there are assumptions about how the program is structured (e.g., number of participants, number of days it is offered, percentage of coordinator's total time spent on program) that can be changed according to unique organizational circumstances. Changing any of the as-

sumptions will result in a corresponding change in the program’s expenses, which will then change the numbers, charts and tables on the roll-up page as well.

The roll-up worksheet serves as the master budget. All of the program expenses are combined and compared to revenue, which in the case of this tool was designed to match total expenses and was divided by sources based on Enterprise’s research. The roll-up page allows users to analyze budgets and can help determine how to best allocate funding and resources for programs. The roll-up page is also useful for reporting to funders and any other organizations that oversee a program. Finally, the roll-up page includes tables that can be converted into easy-to-read charts, such as those below. (Note: the first two charts represent a resident services program with a service referral focus, and the next two charts represent a program with an emphasis on providing on-site services).





This Excel-based tool is available for downloading and customizing through the online version of this manual, which can be found at www.enterprisecommunity.org/resources.

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COMPONENTS OF THE JOB AND ATTRIBUTES FOR SUCCESS AS A RESIDENT SERVICES COORDINATOR OR PROGRAM MANAGER

At the core of every resident services program is the resident services coordinator (RSC). It is the RSC who formulates supportive professional relationships with the property's residents and in the process of doing so develops an in-depth understanding of the residents' daily lives and their individual hopes and goals. The RSC also identifies, assesses, selects, develops and maintains referral partnership relationships with community services resources. This enables the RSC to effectively coordinate service resources that match the residents' goals, such as adult education, workforce development, financial literacy, child care and after-school programming. Typical service resource referral partners include:

- Workforce development agencies
- Physical and mental health services
- After-school programs
- Child care or early childhood development services
- GED, ESL, and other adult education opportunities
- Emergency needs for residents in crisis (rent, utility, etc. assistance)
- Financial literacy and homeownership courses
- Intensive case management in specific situations such as domestic violence, child abuse, substance abuse, etc.

In some instances, an RSC develops and implements programming directly, as the appropriate resource is not available in the locality. Typical on-site resident services include:

- After-school care for improving educational performance or for safe havens for children
- Computer learning centers
- Financial literacy and homeownership preparation
- Organizing residents to improve community safety
- Resident social events and community-organizing events

An RSC also works closely with property management in situations in which a tenant's ability to maintain residency is in jeopardy, and provides support in attempting to assist the resident to successfully rectify the situation both on a short-term and long-term basis. Finally, after performing all of these activities, the RSC is required to develop program targets, track and measure the progress of these targets and then report on a regular basis to the resident services program's stakeholders.

With such a demanding array of job responsibilities it is clearly imperative for housing management to dedicate significant time and energy in recruiting, hiring and supervising RSCs. The following text provides an overview of the typical work components of the RSC position, a sample job description and

pertinent attributes that management can look for from applicants when hiring for their RSC program.

Typical Components of a Resident Services Coordinator Job

- Developing positive, professional, working relationships with the property’s residents and the property management staff
- Helping residents facilitate social activities and community-organizing activities
- Disseminating information about the resident services program to residents
- Assisting residents to identify life-opportunities goals
- Identifying and evaluating the quality and scope of service resources in the community
- Selecting, developing and maintaining referral partnerships with local service resource organizations
- Referring residents to appropriate services
- Raising funds to deliver on-site services when such services are needed
- Setting program target outcomes, following up and tracking referral outcomes to ensure that residents have achieved a successful outcome from the resource service
- Measuring referral outcomes and documenting the results to program stakeholders
- Utilizing outcomes data to improve program performance
- Coordinating with property management to ensure that families are successful tenants

Common Attributes of a Successful Resident Services Coordinator

- Self motivating
- Can work with diverse groups and individuals
- Ability to multi-task
- Ability to perform in stressful situations
- Ability to communicate with many different people, including children, parents, school teachers, funders, partners, senior management, volunteers
- A team player
- Ability to deliver requirements on time
- Ability to follow established protocols

Typical Components of a Resident Services Program Manager Position

A resident services program manager might be someone who started as a resident services coordinator or could have other housing development or management background. The typical job components would be:

- Program policy development
- Resource development planning and implementation
- Establishing and maintaining external relationships
- Managing key strategic or technical consultants
- Program budget oversight

- Analyze program outcomes data, develop board and funder reports and use data to inform strategic decisions about program selection and design
- Negotiation and problem resolution
- Staff supervision and support

Common Attributes of a Successful Resident Services Program Manager

- Competence in staff recruitment and retention strategies
- Can provide staff training, orientation, scheduling
- Possesses strong prioritization skills
- Gives clear directions
- Ability to evaluate data reports and use data to make informed program decisions
- Ability to work and communicate with a diverse staff and resident populations
- Ability to coordinate volunteer recruitment, training, management and retention
- Ability to organize systems development and program implementation
- Ability to develop and implement specific program procedures and protocols
- A decision maker
- Perceptive – can align partners with the strategic plan
- A relationship builder: with residents, property management, partners, funders, senior management, governmental agencies
- Resourceful

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SAMPLE JOB DESCRIPTION FOR A RESIDENT SERVICES COORDINATOR

The primary function of the resident services coordinator (RSC) is to effectively assist resident family members that have requested support in enhancing the quality of their daily lives and in more fully and successfully participating in the educational and economic mainstream. The position provides tenants with information about and supportive access to local services and resources that can assist the residents to achieve their life opportunities objectives. The resident services coordinator is an integral part of the housing and property team and plays a critical role in the overall positive maintenance of the property for the enjoyment of its residents and the respect of its neighbors.

RESPONSIBILITIES

1. Welcome new residents (and establish contact with existing residents) and explain to them the resident services program, its offerings, and the RSC role in providing information and support in assisting residents interested in accessing local service resources.
2. Identify, assess, select, develop and maintain referral partnership relationships with local service resource agencies that effectively assist residents to achieve their life opportunities objectives.
3. Provide supportive linkages between residents and referral agency staff when residents or agencies request assistance.
4. Work with the property management team when a resident is identified as being in jeopardy of eviction and offer linkages and referral support to the resident to positively and quickly rectify the situation.
5. Establish resident services program targets. Consistently track and measure program target progress. Regularly report program outcomes to both internal and external stakeholders. Analyze and utilize outcomes data as the basis for continuous program improvement.
6. Identify and assess individual and family needs when appropriate; inform the resident of available resources and provide support in accessing services successfully.
7. Help to facilitate tenant meetings and community-organizing and social activities if desired by residents.
8. Develop supportive professional relationships with residents that help them enhance the quality of their lives, empower them and encourage them in taking the steps to achieve self-sufficiency.
9. When requested, work with property management in mediating conflicts between tenants.
10. Complete other housing and resident related assignments as directed by the supervisor.

SUGGESTED SKILLS/BACKGROUND NEEDED

1. Enthusiasm in working with people
2. Experience with community organizing and the social service system
3. Knowledgeable about the daily realities facing low-income families
4. Some background and experience in affordable housing programs
5. Ability to multi-task and complete assignments that sometimes occur in a stressful environment
6. Strong verbal, written and interpersonal communication skills
7. Computer and technology proficient
8. Program evaluation experience helpful

MINIMUM REQUIREMENTS

The successful candidate for the RSC position will possess:

1. A bachelor's degree in the field of human services, plus a minimum of 1 year of experience working with people of low income; or a minimum of 3 years of documented, successful experience in community development or community-organizing activities
2. A working knowledge of the local social service system or the proven ability to quickly develop such knowledge
3. The ability to identify, assess, select, develop and maintain community service referral partnerships that assist residents in achieving their life opportunities objectives
4. Excellent interpersonal, verbal, and written communication skills
5. Demonstrated experience in successfully working with diverse populations
6. Competent computer and technology skills
7. The ability to establish, maintain, track, measure and report to stakeholders the program's objectives and their efficacy in assisting residents to achieve their life opportunities objectives

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SERVICE REFERRAL AND OUTCOME MANAGEMENT

Effective resident services programs make the best possible match between their residents and local service providers, and then track the residents' progress toward their goals.

INTRODUCTION TO SERVICE REFERRAL AND OUTCOME MANAGEMENT

Perhaps the most critical role of a resident services staff is referring residents to quality, outcome-oriented service providers that can assist residents in achieving their stated interests or goals. The quality and capacity of the service providers you partner with will significantly affect whether the residents achieve their goals or not.

In the past, some resident services programs have merely presented residents with a listing of community resources without having any concrete data or extensive firsthand experience about the providers and the effectiveness of their services. Far too often this has led to disappointment for both the resident and the service provider.

The key to developing a quality resident services referral process lies with the staff's commitment to make the best possible match between a resident's stated goal and a service provider. To accomplish this, resident services staff need to become knowledgeable about available local resources, and complete an assessment of the service outcomes histories of these resource providers before considering establishing referral partnerships. Once the identification and assessment process is completed, staff can decide on which providers are likely to best assist the residents achieve their goals, and then begin the process of developing formal or informal referral partnership agreements with the selected providers.

After establishing service referral partnerships, it is important to keep track of:

- Which service providers residents are referred to
- What services residents are referred for
- Finally, and most importantly, the outcomes of the referrals

Such data will provide staff with the necessary information to help determine what service areas, if any, need to be improved, and will be invaluable in the ongoing maintenance of positive relationships with your referral partners.

RESOURCES AVAILABLE IN THIS SECTION

1. **Principles for Service Referral and Outcome Management:** This document offers eight core principles to keep in mind when designing referral and follow-up systems for resident services programs.
2. **Best Practices for Designing a Memorandum of Understanding:** A memorandum of understanding is a document used to formalize a shared agreement between partners. An MOU provides a structure to negotiate role definitions, legal issues, and operation procedures while still allowing for flexibility. This document will provide you with points to consider when negotiating an MOU with a partner agency.

3. **Sample Memorandum of Understanding for an After-School Program:** This sample memorandum of understanding can be modified for use by a community-based organization when contracting with an after-school program provider.
4. **Introduction to Microsoft® Excel-based Tool for Tracking Referral Outcomes:** Tracking the positive impact of off-site programs on residents is an essential job function of service coordinators, even though many referral agencies conduct tracking on their own. Recognizing the need for an inexpensive, customizable outcomes tracking tool, Enterprise has developed a tool using Microsoft's Excel spreadsheet program that provides both flexibility and uniformity in data collection. This document introduces Enterprise's Outcomes Tracking Tool, which is only available online.
5. **Responding to Residents in Crisis:** At times, residents face serious issues that are beyond the scope and training of a resident services coordinator. This list of organizations will help you help the residents find the support they need during especially difficult challenges.

PRINCIPLES FOR SERVICE REFERRAL AND OUTCOME MANAGEMENT

A core role for resident services staff is referring a resident to an outside service provider that can fulfill the resident's goals or address his or her needs. In order to ensure that the best possible match is made between the resident and service providers, resident services staff must identify and assess service providers before establishing partnerships. There are eight core principles to keep in mind when designing referral and follow-up systems for resident services programs:

1. If you wouldn't use a particular service, then carefully consider whether or not you want to refer a resident to use that service.
2. Attempt, as best you can, to make sure that the resident is truly interested in obtaining services and following through with the provider's programming. If too many of the residents you refer express disinterest in the provider's services it could negatively impact your partnership with that provider.
3. Be knowledgeable about the service provider's program offerings and help residents prepare to enter the program. For example, if you are aware that a resident does not possess business attire or a social security number, take care of these issues before sending the resident to a workforce development provider.
4. Touch base with both the resident and the provider within the first week to follow-up on how things are going from both perspectives.
5. Keep checking in with the resident and the provider as time passes. Document progress or lack thereof.
6. On a monthly basis, take the time to compile data on referrals made and their outcomes. Analyze the data and determine areas of strength and areas that require improvement.
7. Share your perception on the outcomes with the residents and your provider partners. Express your interest in working together to achieve success for all involved.
8. Document and disseminate your outcomes to all stakeholders. Include both your successes and your plans for addressing any shortfalls. Evaluate where the program is compared to the targets that you established during the program's design.

Remember, without data on the outcomes of your referral services, your organization will lack a dependable mechanism for responding to residents' complaints or funders' requests for information. If you believe you provide a great service to your residents and the community, prove it by measuring it!

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BEST PRACTICES FOR DESIGNING A MEMORANDUM OF UNDERSTANDING

A memorandum of understanding (MOU) is a document used to formalize a shared agreement between partners. An MOU provides a structure to negotiate role definitions, legal issues, and operation procedures while still allowing for flexibility. This document will provide you with points to consider when negotiating an MOU with a partner agency.

Define the Mission and the Objective of the Partnership.

How does the partnership address or complement the core mission of each agency? Why work together? What ultimate outcome is the partnership working towards?

Introduce the Idea of a Shared Outcome Measurement System.

Tracking and evaluating the programs will help all involved agencies ensure that the program achieves its desired outcomes. In addition, a shared outcome measurement system provides:

- A tool to direct program assessment and development
- Accurate reporting for existing funding sources and help attracting and retaining additional funding sources
- Reports that can be freely shared on a quarterly and annual basis

Introduce an Outcomes Measurement Schema.

The MOU must specify data measurement requirements, and how these requirements will be addressed. What processes are in place to track program enrollment, attendance, completion and success?

Evaluate the existing processes by examining these areas:

- **Target:** What is the target market? Target market analysis should be compiled initially, and then on a quarterly basis.
- **Enrollment:** How do partners enroll participants? What shared information is needed? What software application will be used to track enrollment?
- **Attendance:** What attendance system is in place? If one is not already in place, the partners should adopt a simple system that serves all of their needs without duplicating the attendance process.
- **Measures of success:** What indicators will determine whether the desired outcomes were achieved? For example, will partners report the number of children who completed after-school classes or the percentage of students who maintained good grades or improved their grades or test scores? How is this information currently tracked?

Clarify Lines of Communication.

Using existing systems or forms, clarify what information is needed. For example, reports should be submitted electronically to the community partnership coordinator in a spreadsheet format by the fifth of each month.

Focus on Simplicity at the Beginning.

Start with a non-duplicative attendance system. Expand to further measurement as the system is integrated into the culture of the partnership.

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SAMPLE MEMORANDUM OF UNDERSTANDING FOR AN AFTER-SCHOOL PROGRAM

Adapt this memorandum for your own use. Review it thoroughly and edit it to suit your specific agreements. Be sure to refer to and attach any pertinent supporting documentation to make it part of your agreement. You can download and customize this MOU from the online version of this manual, which can be found at www.enterprisecommunity.org/resources.

OVERVIEW RELATIONSHIP

Rocky Mountain Mutual Housing Association, Inc. (the “Mutual”) and Girls Incorporated of Metro Denver (Girls Inc.) agree to collaborate in a _____-year partnership to provide opportunities for education and empowerment for the youth and teens living at Garden Court and Heritage Estates housing communities. Girls Inc. of Metro Denver will staff and deliver educational after-school and summer enrichment programming to girls (and boys, for the first year) at the two housing communities.

Girls Inc. will be the lead organization in seeking funding with the “Mutual” providing assistance in the form of written information and leads for potential funding.

Girls Inc. will provide the staff and programming for the partnership, while the “Mutual” will provide the facilities space and access to the youth participants.

PROGRAM TERM AND CONTINUATION:

We anticipate that the Memorandum of Understanding Agreement will continue to be in effect from _____ through _____, with possibility of further collaboration. The _____ year is a pilot year; subsequent programming is contingent upon the success of the program and on securing funding.

CONTACT SHEET STAFFING AND MANAGEMENT STRUCTURE:

In the event that program or management staff needs to be contacted for routine or emergency needs, we agree that the people in the listed staff roles, listed on the contact sheet, will be contacted to solve challenges or share information to solve challenges related to the continued success of the partnership.

STAFFING AND MANAGEMENT STRUCTURE

Title	Organization	General duties	Reports to:
NAME, Director of Outreach Programs W: Cell: Availability: 24/7 emergencies	Girls Incorporated of Metro Denver	Primary contact, manage partnership and oversee youth programming	NAME, Vice President of Program Services
NAME, Community Partnerships Coord- inator W: Cell: Availability: 24/7 emergencies	Rocky Mountain Mutual Housing As- sociation, Inc.	Primary contact, manage partnership and provide logisti- cal support	NAME, Director of Leadership and Training Programs
NAME, Project Coordinator, Girls Inc / The "Mu- tual" Project Work:	Girls Incorporated of Metro Denver	Daily administration of youth programs	NAME, Director of Outreach Programs
Secondary Contact: NAME, Director of Leader- ship and Training Programs W: Cell: Availability: 24/7 for emergencies	The "Mutual"	Oversee leadership and training pro- grams	NAME, Chief Ex- ecutive Officer
Secondary Contact: NAME Vice President of Program Services W: C: Availability: 24/7 emergencies	Girls Incorporated of Metro Denver	Oversee program services	NAME, President and CEO
Marketing Contact: NAME Director of Market- ing & Fundraising W:	Girls Incorporated of Metro Denver	Oversee marketing materials and initia- tives	NAME, President and CEO
Grant Writing Contact NAME Foundations Manager W:	Girls Incorporated of Metro Denver	Fundraising	NAME Director of Marketing and Fundraising
Evaluation Systems Contact NAME TITLE W: Cell:	Program Development and Evaluation Consultant	Advise and consult on outcome measurement systems	NAME, Director of Leadership and Training Programs

FACILITIES

Use of the Activity Center at _____ is integral to the success of the Girls Inc. of Metro Denver youth programming opportunity. The “Mutual” is pleased to offer dedicated office space, the scheduled use of the “Mutual” partnership conference room, gym, community room and kitchen. Use of JAC conference rooms and spaces will be included at no charge.

Use of the program spaces may involve dispersing keys to Girls Inc. of Metro Denver staff. Keys will be dispersed to specific individuals after each individual and his or her supervisor or program coordinator sign agreements. The Project staff and users of the Activity Center are responsible for safeguarding all keys, and compliance with all Activity Center Rules.

The “Mutual” will provide minor repairs, but will bill participants for damages beyond the normal wear and tear, for lost keys, and lock changes. Girls Inc. staff will communicate work orders through the Community Partnerships Coordinator.

RULES

Girls Inc. of Metro Denver and the “Mutual” are committed to maintaining the comfort and safety of all users of the Activity Center. As part of the commitment, we agree to abide by the Activity Center rules (attached), codes of conduct or employee rules established by the “Mutual” and Girls Inc. of Metro Denver. We agree to support the enforcement of the rules by agency staff persons.

OFFICE SPACE

The “Mutual” is pleased to offer dedicated office space #105 located in the Partnership Office of the Joint Activity Center. This office will include the following amenities: a computer networked to the Girls Inc. server, telephone line and telephone, data-port and Internet access, printer, copier and fax access, regular trash removal and housekeeping at no cost. Access to the copier and fax is through the Computer Technology Center. The “Mutual” will issue keys to full-time on-site Girls Inc. staff with the understanding that access is limited to full-time staff members.

PARTNERSHIP OFFICE CONFERENCE ROOM

The partnership office conference room will be used by the Girls Inc. project for administrative, programming and counseling activities. The “Mutual” staff will schedule and coordinate with Girls Inc. staff for use of the Partnership Office conference room space.

Additional storage for the Girls Inc. staff and programming activities will be located in the closet at the end of the hall to the left of the Girls Inc. site-office. This closet is locked. Keys will be issued to Girls Inc. staff as described in the Facilities section of this document.

Barring health and safety concerns, storage space, dedicated to Girls Inc. or Mutual programming, will not be disturbed without prior notification and coordination among related site staff for alternate space.

It is further understood that the “Mutual” will share and maintain community space at the Activity Center. The “Mutual” staff will schedule and coordinate with Girls Inc. staff.

ACTIVITY CENTER SPACE

The “Mutual” will share and maintain community room and gym facilities at the Activity Center. The “Mutual” staff will schedule and coordinate with Girls Inc. staff the use of Activity Center space.

Access to restroom facilities for staff and participants is a normal and expected part of use of the Activity Center. To the degree possible, we expect that the temperature of the building will be kept within a normally expected range of comfort. JAC monitors provide access to the restroom facilities, and staff the center during open hours:

Monday – Friday 9AM to 9PM

Saturday 10AM - 6PM

Sunday Closed

COMPUTER TECHNOLOGY CENTER

On occasion, we expect that the Computer Technology Center (CTC) will be used on a scheduled basis. Coordination will be managed through the Community Partnerships Coordinator.

The CTC may be used at no additional charge if the CTC time is scheduled at least two weeks in advance. Girls Inc. is encouraged to use the CTC during non-open hours or to reserve times that are non-peak usage times. Girls Inc. agrees to have staff members complete a brief training to learn CTC procedures, and to have a staff member present at all times during Girls Inc. scheduled time in the CTC.

ACTIVITY CENTER KITCHEN SPACE

We jointly understand that access to the Activity Center kitchen, appliances and storage areas may be an important part of the daily operations of the Girls Inc. programming. Girls Inc. program staff will have access at all times and will coordinate food storage collaboratively with “Mutual” staff. Girls Inc. staff agrees to use the kitchen area only for food preparation and to keep the kitchen facilities locked and clean.

PUBLIC RELATIONS

We jointly expect each of our agencies to inform and involve the marketing or public relations staff members involving print or media coverage of events of

Girls Inc. program participants or Heritage Estates and Garden Court Activities. We agree to collaborate in marketing kick-off events and celebrations. For marketing materials and coordination, the “Mutual” agrees to contact the Director of Marketing listed on the contact sheet and to copy communications to the Director of Outreach Programs.

Girls Incorporated of Metro Denver and Rocky Mountain Mutual Housing Association, Inc., agree to place one another’s logos on materials dedicated to the outreach and promotion of youth programming at the Joint Activity Center.

Both parties must review and approve final marketing information before it is printed and distributed.

GRANT WRITING AND FUNDRAISING EFFORTS

We agree that fundraising or grant writing efforts will be initiated for this joint project. We agree to share information and resources in regard to the continuation of funding to include which grants each agency is pursuing.

Further, we agree to include the partnering contact in all discussions of possible funding sources. If needed, we agree to provide a one-week lead time for the partnering agency to review and respond to proposals before they are submitted to the funding source.

STATISTICS AND REPORTING

We agree that reporting statistical information is an important part of our agencies’ responsibilities to funding sources and others who support our program efforts. As such, we agree to make statistical information available to the management staff of our respective organizations.

Girls Inc. and the “Mutual” agree to work collaboratively creating tracking systems that measure: enrollment, attendance, individual outcomes and the community impact of the programming. The “Mutual” agrees to provide target population demographics and general contact information as needed to support outreach efforts and program design.

The “Mutual” will provide access to evaluation consultants regarding the design and implementation of tracking and evaluation systems measuring community impact of programming at the Joint Activity Center. Both parties agree to integrate evaluation systems when mutually beneficial. Girls Inc. agrees to provide quarterly reports regarding participation levels, programming and other measures of success as negotiated.

STAFFING AND PROGRAM DELIVERY

The “Mutual” staff agrees to provide logistical support to Girls Incorporated of Metro Denver for the duration of the partnership.

Girls Inc. will provide staffing for program delivery. In _____, Girls Inc. will hire a full-time Project Coordinator, dedicated to the Girls Inc / Mutual Project. The Director of Outreach Programs at Girls Inc. will be the direct supervisor of programming staff and meet on a weekly basis for teambuilding, direction and troubleshooting.

The “Mutual” will provide the Girls Inc. site staff with an orientation of the “Mutual” and assist with making connections between both youth-oriented partners operating at the Joint Activity Center and resident members of Garden Court and Heritage Estates.

In accordance with procedures established by Girls Inc. of Metro Denver, the Project Coordinator is responsible for direct services to the participants, including program activities. The Project Coordinator maintains an active link between the Girls Inc organization, the participants and their families, and the “Mutual” and informs the “Mutual” Community Partnerships Coordinator of any special issues that arise.

We agree that the Girls Inc. programming will be complementary to I Have a Dream Foundation, which is already operating youth programming at the Joint Activity Center site. However, it is expected that the two organizations may work together in certain projects, such as outreach initiatives, open houses and celebrations.

The “Mutual” agrees that any future youth programming partnerships will be designed to be complementary, not competing, with Girls Inc. in terms of participants, facility use, and program scheduling.

Girls Inc. will serve both boys and girls in the first year of the partnership; we agree that Girls Inc. and the “Mutual” will work together to develop separate boys programming to be initiated in the second and third year. This transition to girls’ specific programming will ensure that Girls Inc. maintains a focus on their core mission and intended population.

FEES

Girls Incorporated of Metro Denver will not implement a fee structure during the _____ school year, subject to reassessment after the first year. Any fee structure will be designed and implemented by Girls Incorporated with the understanding that fees will be nominal, and no child will be turned away due to the inability to pay.

INJURY REPORTING

The partnering agency will follow their internal reporting policies and procedures regarding injuries to a child. Girls Incorporated of Metro Denver follows internal policies and procedures concerning liability for children during programming activities. Children attending other programming or utilizing

general Joint Activity Center facilities will be covered under the Joint Activity Center liability policy, and injuries handled according to Joint Activity Center policies.

We agree to share reporting information with each other in the interest of safety for the community, and commit to keeping confidential, wherever possible, the identity of the child disclosing the incident(s).

CHILD ABUSE DISCLOSURE

We agree the safety and well being of children is at the heart of this partnership. Staff and volunteers of either agency who receive a disclosure of child abuse or neglect will follow their agency's reporting procedures.

Girls Incorporated of Metro Denver has implemented a mandatory reporting requirement for their staff and volunteers. The "Mutual" is developing the reporting policy, and will share this information as it is developed and implemented.

We agree to share reporting information with each other in the interest of safety for the community, and commit to keeping confidential, wherever possible, the identity of the child disclosing the incident(s).

BACKGROUND CHECKS

Because we are committed to the safety and well-being of program participants, each organization commits to screen and qualify paid staff and agency volunteers and prohibit employment or volunteer opportunities to people who have been arrested or convicted of crimes against children.

GENERAL COMMUNICATIONS

We jointly agree that active communication is a positive value within the collaboration and we agree to follow the communications paths described in the management structure table attached to this document.

Meetings and communications will adhere to the following schedule as a guide for baseline levels of communication:

- Weekly meetings during the start up phase (DEFINE DATES) to address outreach and troubleshoot issues. These meetings will be located at the Joint Activity Center Partnership Office.
- At least twice-monthly meetings beginning MONTH, YEAR. Hosting of the meetings will alternate between the Girls Inc. Director of Outreach Programs and The "Mutual" Community Partnerships Coordinator
- The "Mutual" Community Partnership Coordinator will be on site at the Joint Activity Center the equivalent of one full day per week starting DATE on an ongoing, regular basis.

- Telephone and e-mail communications as needed
- The Girls Inc/Mutual Project Coordinator will write a three-month and six-month report and present it at the next monthly meeting in order to discuss the progress of the program.
- Quarterly statistical reporting as outlined in the statistics section of this document. Quarters are determined using the calendar year.
- We agree to conduct a year-one evaluation meeting in MONTH, YEAR to discuss successes and lessons learned to drive Year Two strategies.
- If the primary contact of either partnering agency will be on leave or absent we agree to notify the partnering agency with interim contact information and a return date.

WAIVERS

We jointly expect each of our agencies to collect and retain emergency contact and liability release forms for each of the minor children program participants. Girls Incorporated of Metro Denver program applications includes an emergency contact, medical issues disclosure and permission to obtain emergency care (attached).

INSURANCE

Girls Inc. is responsible for providing to The “Mutual” current Certificates of Insurance for General Liability (attached). Rocky Mountain Mutual Housing will also provide a current Certificate of Insurance for General Liability to Girls Inc. (attached). Insurance Certificates shall remain current during this contract’s duration.

The “Mutual” assumes no liability or responsibility for the loss of personal property or office contents while at the Activity Center.

MEMORANDUM REVIEW

Both parties agree to review this Memorandum of Understanding after six months of operation (MONTH, YEAR) and make necessary amendments in writing when both parties agree on such amendments. Both parties reserve the right to terminate this Memorandum of Understanding by giving the other party at least 90 days written notice.

Signatures

NAME, CEO, Date
The “Mutual”

NAME, President and CEO, Date
Girls Incorporated of Metro Denver

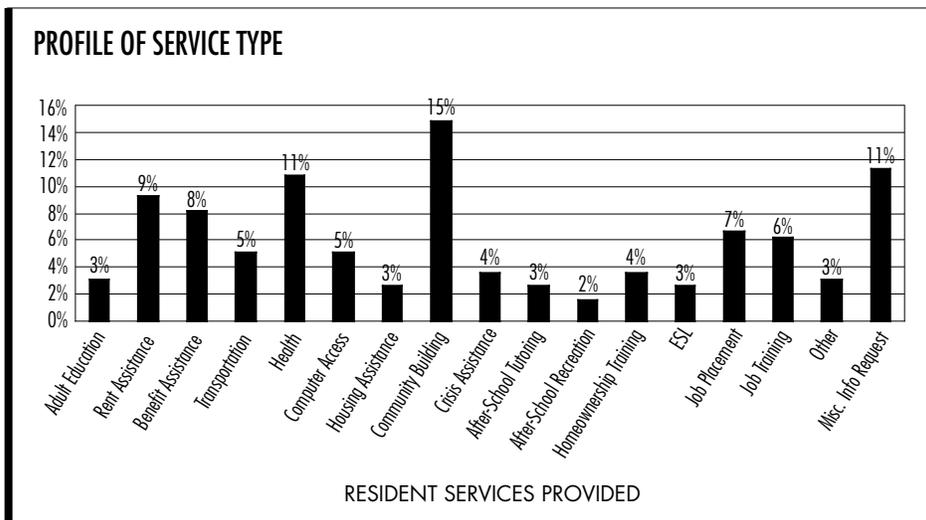
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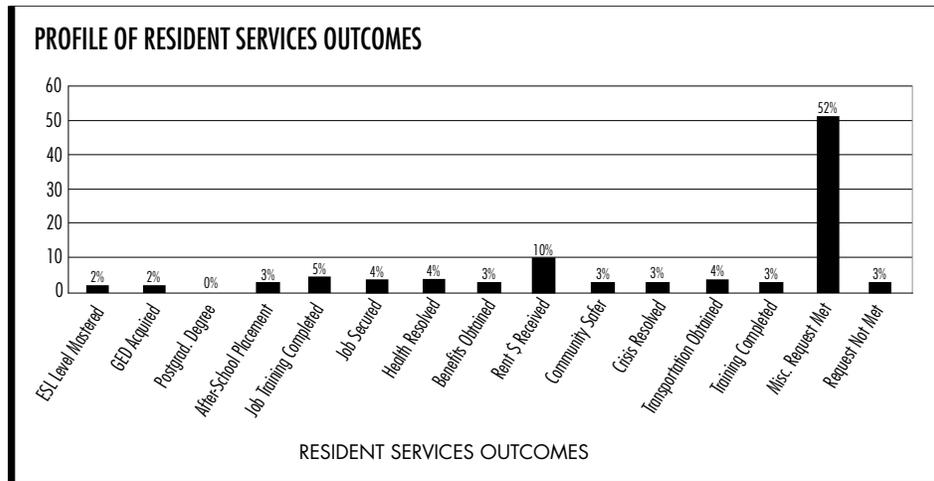
INTRODUCTION TO MICROSOFT® EXCEL-BASED TOOL FOR TRACKING REFERRAL OUTCOMES

Tracking the positive impact of off-site programs on residents is an essential job function of service coordinators, even though many referral agencies conduct tracking on their own. Outcomes data represent quantifiable improvements in the lives of residents and are also important when seeking funding and support for a resident services program. Lastly, verifying outcomes ensures that the terms of any contractual agreements or memoranda of understanding between two organizations are being followed.

Although many organizations purchase software applications for tracking outcomes, these packages can be expensive, difficult to learn, or otherwise ill-suited for a particular resident services program. Recognizing the need for an inexpensive, customizable outcomes tracking tool, Enterprise has developed a tool using Microsoft's Excel spreadsheet program that provides both flexibility and uniformity in data collection.

In addition to tracking outcomes, this Excel-based tool provides a means for resident services coordinators to analyze on- and off-site program performance and make necessary changes to improve services for residents. Through the use of special calculations and functions (described in the tool's instructions, which are embedded in the spreadsheets) data tables and graphs can be generated in Excel and pasted into reports to funders and other program documents. Below are two sample tables created using the tool.





Enterprise’s outcome tracking tool was designed to be intuitive, with provisions included for multiple users, depending on an organization’s specific needs. Most of the column headings are self-explanatory, though some organizations may need to clarify or standardize how data should be entered into individual cells. Additionally, different program structures will require different tracking and outcomes data, and it is important that an organization determine what it needs to track and how it will track it. Though this outcomes tool is designed to collect a comprehensive set of relevant information about a particular client’s service request, not all of the columns may be needed by an organization.

Included in the tool are the following column headings:

- Date of Request
- Resident Services Coordinator
- Resident Name or ID
- Service Type
- Goal
- Service Referral Details
- Referral Agency
- Referral Agency Address and Phone
- Date Referred
- Progress
- Referral Outcomes
- Outcome Details
- Resolution Date
- Total Resolution Time

In some cases, columns include drop-down menus that restrict what a user can enter in a given cell based on a predetermined set of options; the tool has several drop-down menus embedded with categories that are meant to align with the topics discussed in this manual. Instructions on how to customize this feature have also been included in the tool.

While using the tracking tool requires only a basic understanding of Excel, features can be added for more advanced users and organizations with more complex reporting or tracking requirements. Included in Microsoft's Office suite of software are tutorials designed to increase familiarity and comprehension of the various applications, including Excel, and this is a valuable first resource for those wishing to gain a better understanding of spreadsheets.

The Tool for Tracking Referral Outcomes is available for downloading and customizing through the online version of this manual, which can be found at www.enterprisecommunity.org/resources. Also available online is a Sample Completed Tool for Tracking Outcomes to help you envision the full capacity of this tool.

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RESPONDING TO RESIDENTS IN CRISIS

At times, residents face serious issues that are beyond the scope and training of a resident services coordinator. This list of organizations will help you help the residents find the support they need during especially difficult challenges.

American Association of Service Coordinators is a national organization representing service coordinators serving families, the elderly, persons with disabilities and others that are involved in creating and maintaining service-enriched housing environments. www.servicecoordinator.org

LEGAL ISSUES

LawHelp.org helps low- and moderate-income people find free programs in their communities, and answers to questions about their legal rights. It offers a state-by-state listing on information pertaining to housing, work, family, bankruptcy, disability, immigration and other topics. www.lawhelp.org

Pine Tree Legal Assistance is a nonprofit corporation founded by private attorneys in the state of Maine. Its Legal Services Sites Web page provides fairly exhaustive links to organizations across the country that assist low-income individuals with legal matters. www.ptla.org/links/services.htm

FAMILY VIOLENCE AND CHILD ABUSE

The National Domestic Violence Hotline answers telephone calls for help with domestic violence 24 hours a day, 365 days a year. Hotline advocates are available for victims and anyone calling on the victim's behalf to provide crisis intervention, safety planning, information and referrals to agencies in all 50 states. Assistance is available in English and Spanish with access to more than 140 languages through interpreter services. Hotline telephone: 1.800.799.SAFE (7233) or TTY 1.800.787.3224. www.ndvh.org

National Coalition Against Domestic Violence is involved in 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. www.ncadv.org

National Council on Child Abuse & Family Violence is committed to the prevention of child abuse, domestic violence and elder abuse. www.nccafv.org

MENTAL HEALTH AND SUBSTANCE ABUSE

The National Mental Health Association is the country's oldest and largest nonprofit organization addressing all aspects of mental health and mental illness. www.nmha.org

National Alliance on Mental Illness is the nation's largest grassroots organization dedicated to improving the lives of persons living with serious mental illness and their families. www.nami.org

Substance Abuse and Mental Health Services Administration is the government agency dedicated to providing resource support around issues of substance abuse and mental health. www.samhsa.gov

DISABILITY

Learning Disabilities Association of America provides support to people with learning disabilities, their parents, teachers and other professionals. Other offerings include cutting-edge information on learning disabilities, practical solutions and a comprehensive network of resources. <http://www.ldaamerica.us/>

The National Dissemination Center provides information to the nation on issues related to children and youth with disabilities. www.nichcy.org

DisabilityInfo.gov contains links to the federal government's disability-related information and resources. www.disability.gov

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THE IMPACT ON PROPERTY MANAGEMENT

A quality resident services program can improve the financial performance of the property in addition to the lives of its residents.

INTRODUCTION TO THE IMPACT ON PROPERTY MANAGEMENT: HOW RESIDENT SERVICES IMPROVE A PROPERTY'S PERFORMANCE

A successful resident services program for families can have significant impact on a property's overall financial and physical well being. Key property performance indicators that are impacted by effective services are: occupancy rate, rent collection rate, eviction rate and associated legal costs, turnover rate, maintenance costs, net operating income and cash flow. Following are examples of how resident services can positively impact property performance:

- Higher occupancy rates and fewer, costly unit-turnovers may result from higher resident satisfaction with the property due to the availability of services. Services also enhance the marketing of units to new residents.
- Increased rent collection and, therefore, net organizational operating income may result from helping those residents in financial crises obtain emergency rental assistance, or from better money management resulting from financial literacy education, or as a result of helping residents obtain employment or higher paying employment.
- Lower eviction rates also may result from similar assistance with rent, financial management and employment. Fewer evictions translates into reduced legal costs for property managers.
- Reduced maintenance costs may result from reduced vandalism due to youth involvement in constructive after-school education, recreation and community activities.

NET OPERATING INCOME AND CASH FLOW

Any increase in revenues or decrease in expenses will have a positive impact on an organization's net operating income and ability to meet its debt obligations. It will also strengthen a property's cash flow. The increased cash flow can, in turn, be used to support resident services.

RENT COLLECTION RATE

Residents satisfied with quality services are more likely to pay their rent on time. Employment and educational assistance help to increase residents' income, making it easier to meet rent obligations. In addition, a property's resident services program can help financially struggling residents to obtain rent assistance when needed, thus avoiding delinquency and keeping rent collection rates high. Such a program can also offer residents financial counseling and classes to help them gain the financial discipline they need to pay rent regularly and on time.

OCCUPANCY RATE

Prospective tenants may view an effective resident services program as an additional amenity. This helps to give a property a competitive advantage in the local real estate market, attracting new residents and resulting in a strong waiting list. As a result, the amount of time that it takes to fill vacant units is reduced and the property's occupancy rate is increased. A high occupancy rate, in turn, impacts the income stream of a property and supports underwriting assumptions of a 90- to 92-percent occupancy rate.

TURNOVER RATE

When a resident moves out of a unit, that unit must be prepared for a new resident. Turnover expenses can be minimized if the previous residents took appropriate care of the unit. And, as mentioned earlier, the more satisfied the residents are, the less likely they are to leave. In transitional housing, the delivery of appropriate resident services can directly impact the residents' ability to move on to the next phase of the housing continuum.

EVICTION RATE

Evictions are very expensive for property managers, in some cases costing a property tens of thousands of dollars each year in legal costs. A built-in resident services program can help avoid these costs and lower a property's eviction rate by supporting residents with rent payments and financial counseling. In addition, these programs can help provide information about evictions and lease violations and can foster communication between tenants and property managers.

MAINTENANCE COSTS

An effective resident services staff can help to reduce expenses for property maintenance by:

- Educating residents about the proper use of shared equipment
- Providing after-school care and activities for resident children, thereby minimizing the amount of vandalism or damage that these children might otherwise cause to the property
- Engaging residents in better stewardship and oversight of the property

COMPARING OUTCOMES

Understanding the effects on the property and the outcomes for residents of various resident services is essential to ensuring and supporting a successful, effective program. Resident services coordinators and property managers should work collectively to integrate—at least to some extent—data measures on property performance and resident services outcomes. Comparing these sets of data will provide a wealth of information on the effects of successful service programs on the property and indicate in what direction the trends are pointing. Moreover, the experience of this sharing will help staff from both programs develop stronger lines of communication and a better sense of teamwork, two very important components of a well-run property.

RESOURCES AVAILABLE IN THIS SECTION

The following resources are available in The Impact on Property Management section of this manual:

1. **The Role of Property Managers and Their Connections to Resident Services:** The provision of resident services can support the long-term goals of the property management team. This resource helps resident services providers and property managers discuss and define their roles and responsibilities.
2. **Roles and Responsibilities of Property Management and Resident Services: Areas of Cooperation and Overlap:** Property management staff and resident services staff need to clearly understand their respective responsibilities and where those responsibilities may overlap. This table describes the responsibilities of both and where they overlap.
3. **Knowing the Rules and Risks: An Introduction to Fair Housing Requirements:** Using a series of questions, this document will help property managers and other community staff members, including resident services personnel, understand Fair Housing regulations and the implications of not following these rules. As part of the housing package offered to residents, service programs fall under the umbrella of Fair Housing requirements, and therefore resident services coordinators need to understand the rules and ensure that programs, marketing and referrals are conducted without violating any stipulations.
4. **Recommendations and Tips for Eviction Prevention:** Resident services coordinators can play a vital role in ensuring positive relationships between managers and tenants. Indeed, by communicating regularly with both groups and establishing formal procedures, resident services coordinators are able to help prevent evictions, lease violations and other potential problems between tenants and managers. This document discusses steps that can be taken to prevent evictions.
5. **Introduction to Microsoft® Excel-based Tool for Eviction Prevention:** Enterprise has included a tool available in the online version of this manual that property managers and resident services coordinators can use to coordinate eviction intervention efforts. This document introduces the tool and describes its uses. This tool can be used by property managers and resident services coordinators to coordinate eviction intervention efforts. In addition to offering a way to analyze intervention efforts, the tool provides a means to track the progress of referrals and other assistance measures.

THE ROLE OF PROPERTY MANAGERS AND THEIR CONNECTIONS TO RESIDENT SERVICES

The provision of resident services can support the long-term goals of the property management team. This resource helps resident services providers and property managers discuss and define their roles and responsibilities.

FAIR HOUSING

Property management staff members are responsible for complying with fair housing laws by ensuring that residents are treated equally and fairly during both the housing application process and their time in the community.

RESPONDING TO COMPLAINTS

Property managers should communicate regularly with applicants and residents. They should establish procedures for responding in a timely manner to inquiries and complaints regarding building, maintenance and similar issues.

MARKETING

Marketing should begin at least six months prior to the completion of construction. To attract eligible residents, market the property through service providers, neighborhood centers, stores, local organizations, churches and neighborhood papers. A resident services program is an asset when marketing a property. The program can attract families interested in services for themselves and their children.

Therefore, it is a good idea to:

- Develop and distribute descriptions of resident services to potential residents.
- Have resident services staff provide training to applicants covering such issues as credit counseling and housekeeping.
- Have resident services staff help people complete housing applications.

TENANT SCREENING

It is the job of the property management staff to develop the application that will be used to screen potential tenants. Typically, organizations screen for a history of:

- Rent delinquency, by obtaining a credit report or landlord reference
- Poor housekeeping, by visiting prospective residents in their current homes
- Physical violence or threats of violence against neighbors or staff, by checking the landlord reference
- Disturbing other residents, by checking the landlord reference
- Criminal activity (such as drugs, theft, vandalism, assault or weapons), by checking the applicant's criminal report

RESIDENT SELECTION

The property manager and the resident services coordinator should work together to select tenants based on the agreed-upon resident selection criteria. Property management staff should verify information contained in each chosen tenant's application by checking eligibility documentation (concerning the tenant's income, date of birth or any special considerations for the specified housing) and credit history. Many nonprofits base their selection on a tenant's rent-payment history rather than credit obligations.

ORIENTATION

Both property management and resident services staff should jointly provide orientation sessions for new residents, each focusing on their particular area of expertise.

Property management staff should provide new residents with information and assistance with:

- Reviewing the lease, house rules and lease addendum
- Understanding their right to reasonable accommodation
- Reviewing the property and its amenities
- Observing the rules for using property equipment
- Touring the building and on-site facilities
- Meeting the resident services coordinator and staff
- Using security fixtures and accessing police, fire and emergency services

Resident services staff should meet with new residents to identify their goals and barriers and to provide information about the resident service coordinator's schedule and the available services and resources, including services for:

- Employment
- Education
- Rental assistance
- Delinquent rent assistance
- After-school learning and recreation
- Child care
- Youth activities
- Safety
- English as a Second Language (ESL) courses

LEASE ENFORCEMENT

Property management staff should address lease violations immediately and formally but also offer support to residents to help them overcome obstacles. Lease violations include: failing to pay rent, damaging the unit, disturbing the neighbors and using the premises illegally.

Here are some ideas for dealing with potential lease violations:

Failure to Pay Rent

- Send out a formal late notice the first day rent is late. This starts the legal process.
- Attach a list of services available to assist residents: emergency rental assistance, employment assistance, etc.
- Send the resident services coordinator a copy of the late notice so he or she can contact the resident.
- Meet with the resident services coordinator and the resident to discuss an action plan.

Damaging the Unit

- Maintenance staff reports the damage and issues a charge-back notice to the property manager.
- Send a notice to the resident requesting payment for damages.
- Send a copy of the damage report and repayment notice to the resident services coordinator. The coordinator should then meet with the resident and provide assistance.
- Meet with the resident services coordinator and the resident to discuss remediation.

Disturbing Neighbors

- Investigate the complaint.
- Send a notice of the complaint to the resident and the resident services coordinator.
- Review the lease with the resident and the resident services coordinator.
- Monitor the resident's behavior accordingly.

Using the Premises Illegally

- Investigate the complaint.
- Send a notice of the complaint to the resident and the resident services coordinator.
- Review the lease with the resident and the resident services coordinator.
- Monitor the resident's behavior accordingly.

MOVING OUT

When residents are moving out (either voluntarily or due to eviction), the property management and resident services staff should work together to ensure that the process runs as smoothly as possible. In order to ensure that a resident makes a positive transition to his or her next home, conduct an exit survey and determine his or her plans and next steps. This would be a good time to learn about the resident's experience at your facility, including, among other things, the reasons why the resident chose to leave.

In cases of eviction due to failure to pay the rent, send the resident notices according to state and local landlord-tenant laws and keep the resident services coordinator up-to-date on the eviction status.

In cases of eviction for cause, document the tenant's behavior, send the resident notices according to state and local landlord-tenant laws and keep the resident services coordinator up-to-date on the eviction status.

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ROLES AND RESPONSIBILITIES OF PROPERTY MANAGEMENT AND RESIDENT SERVICES: AREAS OF COOPERATION AND OVERLAP

	RESIDENT SERVICES STAFF	PROPERTY MANAGEMENT STAFF
Intake: Tenant Selection and Interviewing	Focus on service history and current needs during service intake.	Focus on ability to pay rent and related background information during management interview.
	Both staff conduct the tenant interview, focusing on characteristics of a good neighbor. Common concerns during intake: Who makes the final decision? How much information can be shared from the service interview?	
Orientation of Incoming Tenants	Help tenants with concrete needs around moving in, such as unpacking, getting familiar with the building routine and the location of laundry facilities and other amenities, neighborhood resources, staff locations and responsibilities.	Orient tenants about building maintenance issues, fire drills and tenant meetings.
Rent Payment and Arrears	Provide tenants with assistance in paying their rent (e.g., vocational services, etc.).	Usually responsible for collecting rent and addressing issues of rental arrears.
Dealing with Nuisance and Disruptive Behaviors	House rules are generally developed jointly. Some basic rules may be developed by staff, and then offered to tenants for input or revision. All staff can help promote healthy cultural norms for the building; it is frequently resident services staff who help to structure these efforts.	
Procedures in Crisis (e.g., psychiatric, medical, physical or fire)	Clear policies and procedures should be in place for dealing with disruptions. These should clearly spell out the chain of command in case of emergency, what information to provide to EMS, when to beep staff on call, etc.	
Tenant Grievance Procedures	Staff and tenants should be aware of systems for evaluating the program and the services given. Property management and resident services staff generally work together, with services staff alerting tenants to procedures through individual case management meetings or tenant meetings.	
Tenant Council	Facilitate initial tenant meetings with the goal being to eventually have tenant-run meetings.	Attend meeting when issues concern the building or maintenance, lease contract or rent.
Community-Building	Many issues mentioned above involve aspects of community-building. The tenants as well as both staff are members of the building community and influence the culture of the community. Staff should be aware of trends in the community and plan strategies for positively influencing the culture.	

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KNOWING THE RULES AND RISKS: AN INTRODUCTION TO FAIR HOUSING REQUIREMENTS

This series of questions regarding Fair Housing regulations is designed to help property managers and other community staff members, including resident services personnel, understand the rules and the implications of not following these rules. As part of the housing package offered to residents, service programs fall under the umbrella of Fair Housing requirements, and therefore resident services coordinators need to understand the rules and ensure that programs, marketing and referrals are conducted without violating any stipulations.

What is Fair Housing?

Regulations under the Fair Housing Act provide that:

No person shall be subjected to discrimination because of race, color, religion, sex, handicap, familial status or national origin in the sale, rental, or advertising of dwellings, in the provision of brokerage services or in the availability of residential real estate-related transactions.

Who Must Obey the Fair Housing Act?

- People engaged in the real estate profession, which includes managers, sellers or financiers who have been involved in at least three or more sales or rentals in the past 12 months
- Owners of buildings that contain two or more dwelling units
- Resident services program staff

It is possible that there may be additional requirements for state and local laws.

Federal Laws and Regulations

The Civil Rights Act of 1968 provides protection from discriminatory housing practices based on race, color, religion and national origin.

The Fair Housing Amendments Act of 1988 expanded the scope of protection under the Fair Housing Act to prohibit discrimination against persons with disabilities and against families with children.

The Americans With Disabilities Act requires accessibility for persons with disabilities and prohibits discrimination against persons with disabilities in employment, governmental activities and commercial activities.

Section 504 of the Rehabilitation Act of 1973 requires accessibility to persons with disabilities, and prohibits discrimination against persons with disabilities, in housing and other programs that receive federal financial assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color or national origin in all HUD-assisted programs.

What Categories are Protected by Federal Fair Housing Laws?

- Race
- Color
- Religion
- Sex
- National origin
- Handicap or disability
- Familial status (generally, the presence of children under 18 in a household)

What are the Consequences to Owners and Managers Who Violate Fair Housing Laws?

Anyone engaging in activities related to the rental of dwelling units who is found to have engaged in a prohibited practice can be subject to serious penalties of law. Anyone in the chain of command can be sued. For example, if a property's managing agent violates the fair housing laws, both the managing agent and the property owner may be sued even though the property owner neither authorized nor knew of the agent's conduct.

What Is the Architectural Barriers Act?

Publicly owned residential properties, including properties that were financed wholly or partially with federal funds, are subject to the provisions of the Architectural Barriers Act and regulations made under that act. These regulations provide that residential structures shall be designed, constructed or altered to ensure that physically handicapped persons have access to and use of those structures. It is also provided that this requirement is satisfied by using the specifications contained in the Uniform Federal Accessibility Standards (UFAS).

How Do I Avoid Fair Housing Complaints?

- Avoiding fair housing complaints often means going beyond the level of technical compliance with fair-housing requirements.
- Signal that the property is fair-housing sensitive.
- Avoid words that may be misunderstood.
- Give consistent answers.
- Do consistent screening.
- Be inclusive of multiple ethnic groups in pictures and advertising.
- Have all organization staff take fair-housing training.
- Avoid steering potential residents to particular housing options.

There are two primary practices that should be followed to ensure compliance with the Fair Housing Act in your apartment leasing policies: consistency and accommodation.

Avoid “Red Flag” Words:

- “An exclusive community”
- “Close to churches”
- “Ideal for seniors”
- “A mutual community”
- “For the active lifestyle”
- “Families welcomed”
- “Quiet, peaceful, restful community”
- “Latino neighborhood”
- “Learning center for children”

Communicate “Equal Housing Opportunity”

HUD guidelines require that all advertising for the sale, rental or financing of housing contain an equal housing opportunity (EHO) logotype, statement or slogan.

- The EHO slogan reads: “Equal Housing Opportunity.”
- The EHO logo shows the graphic Fair Housing symbol.
- The EHO statement reads:

We are pledged to the letter and spirit of U.S. policy for the achievement of equal housing opportunity throughout the nation. We encourage and support an affirmative advertising and marketing program in which there are no barriers to obtaining housing because of race, color, religion, sex, handicap, familial status or national origin.

What Does “Familial Status” Mean and Whom Does It Protect?

The term “familial status” refers to the condition of being part of a household that includes a child or children, actual or anticipated. Discrimination on the basis of “familial status” means discriminating against applicants or residents on the ground that the household of which they are a part includes or will include a child or children.

Protected under this section are:

- Households including one or more persons under the age of 18 who live with a parent or other adult who has custody of them or has been designated by the parent to have custody of them
- Pregnant women
- Foster families
- Persons in the process of adopting an individual who is under the age of 18
- A household in the process of securing legal custody of an individual who is under the age of 18

What Is the Fair Housing Act Definition of Handicap or Disability?

Any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment or is regarded as having such an impairment.

How Do We Determine Whether a Request for Accommodation Is “Reasonable”?

In order to determine whether a requested accommodation should be given, the following must first be determined:

- That the tenant or applicant suffers from a disability as defined in the Fair Housing Act
- That the housing provider or manager knows of the handicap or should reasonably be expected to know of it
- That the accommodation of the handicap “may be necessary” to afford the tenant or applicant an equal opportunity to use and enjoy the dwelling

According to the Fair Housing Act, “An accommodation is considered appropriate when it enables the disabled tenant to enjoy the premises to the same degree as that of a similarly situated non-disabled tenant.”

For more information on fair housing, visit <http://www.hud.gov/offices/fheo/index.cfm>.

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RECOMMENDATIONS AND TIPS FOR EVICTION PREVENTION

Although property managers oversee leases, policy violations and evictions, resident services coordinators can play a vital role in ensuring positive relationships between managers and tenants. Indeed, by communicating regularly with both groups and establishing formal procedures, resident services coordinators are able to help prevent evictions, lease violations and other potential problems between tenants and managers. The eviction process in many communities can cost property owners tens of thousands of dollars. Avoiding an eviction is a win-win situation for both tenants and managers.

COMMUNICATION BETWEEN PROPERTY MANAGEMENT, RESIDENT SERVICES COORDINATORS AND TENANTS

Before a resident can be evicted from a community, the property manager must send the tenant a notice. Eviction notices are almost always the result of one of two things—nonpayment of rent or violation of lease policies. Often, resident services coordinators are unaware of residents facing potential eviction. By the time they are aware, the situation leaves too little time for effective intervention that could help prevent the eviction. Thus, it is important that resident services staff and property management staff strengthen communication with respect to evictions, nonpayment and policy violations. This communication should be part of a formal process and could take one of several forms.

- When a notice is sent to the resident, resident services staff receive a carbon copy of the notice, allowing them to approach the resident to see what assistance or mitigation is needed to avoid eviction.
- The resident services coordinator could create a flyer of information describing what a resident can do when faced with eviction, such as where to find rental assistance and how to appeal property management decisions. This information could be included with the late payment and eviction notice sent out by property management.

The most important component of this strategy is communication between resident services coordinators, property managers and even maintenance staff, who can pinpoint a possible policy violation, allowing a resident services coordinator to intervene before it is too late. Another important component of this strategy is compiling data and tracking tenants with a history of problems. Included in this manual is an explanation of a spreadsheet tool for eviction prevention, which shows when notices were sent to residents, why these notices were sent and what the outcomes of the notices were (e.g., eviction, intervention, resolution).

INTERVENING TO AVOID EVICTIONS

Whenever a potential problem that could result in eviction is spotted by staff from any department on the property, it is the job of a resident services coordi-

nator to work with the tenant to ensure s/he can maintain residency and participation in the services program. Depending on the nature of the problem, this will involve helping locate financial assistance for rental payments or remedying a behavior that violates property rules.

NONPAYMENT

Whether a resident cannot pay rent because of a job loss, medical emergency, family tragedy or something else, the resident services coordinator's knowledge of benefit and subsidy programs will be crucial in the eviction prevention process. In many localities, public and private agencies provide temporary rental assistance until the resident is again able to pay rent, either through returning to work or through receiving a permanent subsidy.

To help mitigate the risk of evictions due to temporary financial crises, resident services coordinators should:

1. Research all temporary assistance agencies in the area.
2. Make a list of these agencies that includes and fully describes the type of assistance available.
3. Maintain a contact list of all government-benefit and subsidy agencies with names of individuals within each agency.
4. Establish partnerships with agencies with the most potential to assist tenants with emergency financial assistance.
5. Regularly verify the information on the contact lists to ensure available assistance in the event of a crisis situation.

Many agencies offer different types of assistance for different populations (e.g., individuals, families with children, single-parent households, etc.). As a result, it is important that your list of programs detail the target population and other restrictions or details for the assistance offered by each agency.

POLICY VIOLATIONS

Leases provide detailed information on resident responsibilities with regard to disturbances, property liability and proper use of the property. Although a lease is a contract between the resident and the property management staff, residents rarely give the fine print the careful attention it deserves. In other words, tenants do not take the time to become acquainted with the information until they have been notified that they are in violation of a previously unknown policy. Thus, the first step in preventing lease violations is a review of the various stipulations as part of the orientation process with new residents.

Depending upon the severity of the infraction, the resident may be able to resolve the issue with property management. The more severe the violation, however, the less forgiving the property management staff will be in negotiating with the tenant. In such cases, resident services coordinators can be of significant help to residents.

Working with residents on policy violations requires resident services coordinators to know and understand the lease agreement. To acquaint themselves with the specific policies of their property, resident services coordinators should obtain a copy of the standard lease and familiarize themselves with the provisions. A training of all resident services coordinators by the property management staff could help as well. Once the resident services coordinators understand what is expected of residents, they can develop tools to ensure that residents also understand property management's expectations.

To facilitate this effort, resident services coordinators should:

- Obtain a list of common violations from the property management staff.
- Develop “Did you know...” documents. Develop a document that explains a particular violation, the consequence for committing the violation and possible prevention tips. Place copies of the document in mailboxes and common areas around the property. Be certain to include contact information should residents have a question.
- Convene community meetings. Resident meetings are a good mechanism for communicating important issues. Organized and concerned residents are less likely to commit violations.
- Include violation prevention tips with tenant communications. If property management staff provides regular communication to tenants either through rent statements or newsletters, develop violation prevention tips to be included.

These are just a few recommendations to get the process started. Resident services coordinators should keep in mind that a partnership and strong communication policies with the property management staff is crucial to the success of eviction prevention efforts. Be certain to keep property management staff well informed and invite their feedback when developing a program.

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INTRODUCTION TO THE MICROSOFT® EXCEL-BASED TOOL FOR EVICTION PREVENTION TRACKING

When property managers send notices to tenants regarding potential evictions and policy violations, it is important that resident services coordinators—those who work most closely with residents—are aware of these letters and the infractions that prompted them. Resident services coordinators play a vital role in helping residents find the assistance they need, financial or otherwise, to ensure they can be tenants in good standing.

However, it can be difficult to develop a communication and tracking system that ensures both property managers and resident services coordinators are aware of potential problems, the actions taken to remedy these problems and the outcomes of any interventions. As mentioned in the “Recommendations and Tips for Eviction Prevention” document in this section, communication is very important, and before any tracking system for eviction or policy violation notices can be established, clear lines of communication between property management and resident services staff must be established. Once the communication pathways are opened, both groups can work collectively to track notices, interventions and outcomes to bring about the most positive results for staff and tenants.

Enterprise has created a tool, available for downloading and customizing in the online version of this manual, that property managers and resident services coordinators can use to coordinate eviction intervention efforts. The Microsoft Excel-based tool is designed for access by multiple users, but it can be converted into a single-user application that would require more off-line communication. You can find the tool online at www.enterprisecommunity.org/resources.

Included in the tool are drop-down menus that enable multiple users to enter data that are uniform, allowing for easier comparison and analysis; these drop-down menus can be changed to suit the needs of any organization by selecting the “Validation” feature under Excel’s “Data” menu (when attempting to do this, highlight all of the column’s empty cells to ensure the drop-down menu appears regardless of how many times you enter new data). In addition to the drop-down menus, there are columns designed to capture more details about a particular case, and these columns allow users to enter any pertinent information. To further aid in the analysis of notice type and intervention efficacy, the Excel workbook includes a “Roll Up” sheet where information tables and graphs can be created for inclusion in internal or external program reports.

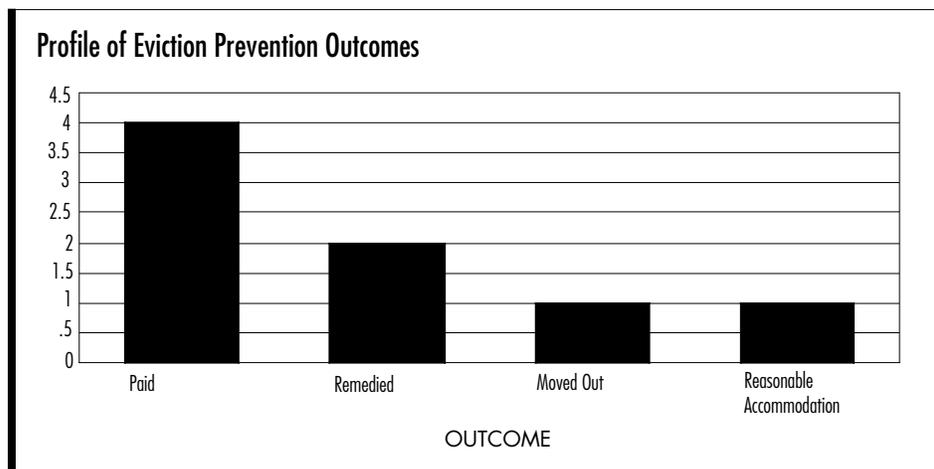
The following is the list of column headings included in the tool:

- Date
- Unit #
- Building
- *Notice Type—can be customized to match the types of notices sent in a particular community
- *Issue—provides a more specific description of why the notice was sent
- If Other, please specify
- RSC (Resident Services Coordinator) Action*—what intervention steps were taken
- *Referral 1—what was the subject of the first referral
- *Referral 2—what was the subject of the second referral (if needed)
- *Referral 3—what was the subject of the third referral (if needed)
- RSC Notes —an open column for relevant referral and intervention details
- *Outcome—how was the situation resolved
- Outcome Date
- Follow-up Notes—an open column for relevant details about the resolution

** These columns include drop-down menus that restrict what information can be entered. You can customize these restrictions to fit your program.*

More important than the tool’s ability to analyze programs, however, is its ability to actually track in real time the progress of referrals and other assistance measures. Following the initial notice being sent, a row is created in the spreadsheet that allows both property managers and resident services staff to see what is being done to resolve the problem and whether a final resolution has been achieved or if there are still outstanding issues.

The following chart is an example of the type of program analysis that can be conducted using the eviction prevention tool.



To be sure, some organizations will find that this template does not fit their programs. In such cases, the easy-to-use format of Excel makes it possible to customize the spreadsheet to your needs. If any errors occur, you can return to the “clean slate” of the online original.

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FUNDRAISING

Resident services coordinators who have a solid understanding of the basics of fundraising can ensure that their work remains funded.

INTRODUCTION TO FUNDRAISING

Unlike the buildings that house them, resident services programs usually lack dedicated or reliable funding sources, leaving service coordinators scrambling to find the necessary money to support their offerings. However, while funding for these programs may not be as prevalent as funding for housing, there is money available. And the resident services coordinators who have a solid understanding of the basics of fundraising can ensure that their work remains funded.

The following information and model documents are based on Enterprise's publications *The Fund-Raising Process* and *Organizing Your Office and Staff for Your Fund-Raising Efforts*. Both can be downloaded from the Enterprise Resource Database™ at: www.enterprisecommunity.org/resources. Also, the NeighborWorks Learning Center Consortium's publication, *Funding Strategies for Sustainable Resident Services*, documents several organizations' methods for funding service programs and is available for download at www.nw.org/learningcenters.

RESOURCES AVAILABLE IN THIS SECTION:

1. **The Fundamentals of Fundraising:** This document serves as an introduction to resource development, providing information about the different types of grants and donors. It also describes ways to establish contacts and garner more widespread support for an organization.
2. **Understanding the Fundraising Process:** The five basic steps of fundraising are described here. Each step includes a brief description, providing you with a chance to gain a basic understanding of the process. A flow-chart of the five steps and how they interact is also included.
3. **Sample Profiles for Tracking Your Donors:** These documents help to identify and track potential donors and come in three varieties: individual profile, foundation profile and corporate profile. They can be used to provide quick reference information on all of your prospects.
4. **Sample Forms for Tracking Donor Visits and Phone Calls:** Included in this piece are sample documents used for summarizing pertinent information from meetings and phone calls with prospective donors. Moreover, these documents allow you to plan for future contact with and cultivation of the prospective donor.
5. **Sample Letters for Soliciting and Thanking Donors:** This document contains a series of five sample letters for a variety of circumstances. Though it is best to tailor letters to your specific organization and needs, those included here can provide a foundation for your work. The letters cover five topics, including introducing yourself, showing appreciation for a meeting and acknowledging a donation.
6. **Additional Fundraising Resources:** There are several sources for prospective donors listed in this document. It provides information on how to learn about various corporate, individual and foundation prospects.

THE FUNDAMENTALS OF FUNDRAISING

Fundraising is essential to your organization's ability to provide services and further its mission. It is also an ongoing process that, if approached with persistence, will create opportunities for additional resources, ultimately helping more people in your community. This document details the issues to consider when designing your organization's fundraising strategy, the different forms of support available and potential funding sources for your organization.

POINTS TO CONSIDER

Here are some important points to consider when designing and implementing your organization's fundraising strategy:

- **People give to people, not organizations.** Fundraising success is built on your ability to develop relationships with key individuals and to know what their priorities and goals are so that you can meet them.
- **Donors make a difference.** Giving money or resources is an opportunity for the donor to make an investment in something worthwhile—to make a difference. Focus on this point when you are making your case to a potential funder.
- **Clarity is key.** Your case must demonstrate clarity and strength of purpose. Be prepared to make your case by substantiating a compelling need and establishing your organization's capability.
- **Success happens over time.** Resource development is an ongoing process. You need to continually work on building new relationships and nurturing existing ones. Continuity is important.
- **Good resource development requires good information.** Be creative and do your homework about your potential and current donors. This will enable you to tailor and personalize your pitch accordingly.
- **Follow-through and accountability matter.** Your organization needs to responsibly use the resources it is given, and you need to make sure that your funders are aware that you are doing so.

FORMS OF SUPPORT

Support for your organization may come in several forms, including:

- **Unrestricted grants:** The funds can be used for any purpose, which often makes unrestricted funds the most difficult to obtain.
- **Restricted grants:** Restricted funds are limited to specific purposes as outlined in the proposal or otherwise specified by the donor. Examples include program or project grants, seed money for start-up projects, capital grants and endowments.

- **Challenge (matching) grants:** Restricted or unrestricted grants may come in the form of a challenge to the organization to raise an equal or specified amount from other sources. The grant is contingent upon the matching funds being raised.
- **In-kind support:** No cash is given with in-kind support. Instead, donors provide your organization with products or services that you need to do business.

FUNDING SOURCES

There are a number of potential funding sources for your organization to tap into, including:

- **Individuals:** Collectively, individuals give more money annually than any other type of donor. Personal relationships are crucial to successfully securing money from individuals. One of the biggest challenges is to identify the right individuals. Prioritizing and screening your potential donors will be critical.
- **Small businesses:** Small, local businesses can be good supporters of nonprofit organizations. Because they do not usually have a lot of cash to give, however, small businesses often contribute in-kind products and services or buy ad space in newsletters or event programs. A personal relationship is very helpful in working with these donors.
- **Large corporations:** Big businesses with local branches or plants or headquarters in your community may give cash, supplies, equipment or products or volunteer employee time. Though big businesses can make large gifts, they may not give many of them. View large corporations as partners and give them opportunities to demonstrate their goodwill in the community.
- **Foundations:** The main purpose of foundations is to support nonprofit work. There are three types of grant-making foundations: private, family and community. Private foundations often fund through intermediaries and give support to local organizations usually as part of a long-term program initiated by the foundation. Family foundations typically have one or two specific grant interests. Community foundations, on the other hand, pool contributions from a variety of sources and then make grants to smaller, younger and more community-based organizations.
- **Federated fundraising organizations:** These nonprofits are usually structured along geographical lines for the purpose of raising charitable contributions and distributing them to locally designated nonprofits. Their beneficiaries usually reflect the values and beliefs of the organization's governing bodies.
- **Faith-based, civic and service organizations:** These groups often provide nonprofits with volunteers, cash and, sometimes, space or sup-

plies. Non-cash support is often much more available on the local level. Members decide what these groups will support.

- **Government:** Developing good relationships with politicians is often a necessary part of building and maintaining a successful organization. Government grants or contracts will be hastened through strong political ties with important decision makers. Understanding how the levers of power work in the jurisdiction you target will help you determine what to ask for from representatives.

It is important to remember that donors, depending on their types, will respond differently to your solicitations. For instance, while individual donors may respond to a pamphlet mailed directly to them, it is highly unlikely that anyone in a large corporation will even notice such a tactic. Accordingly, it is important to use a variety of methods for fundraising, including direct mail, events, networking and personal interaction with representatives of large corporate donors.

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UNDERSTANDING THE FUNDRAISING PROCESS

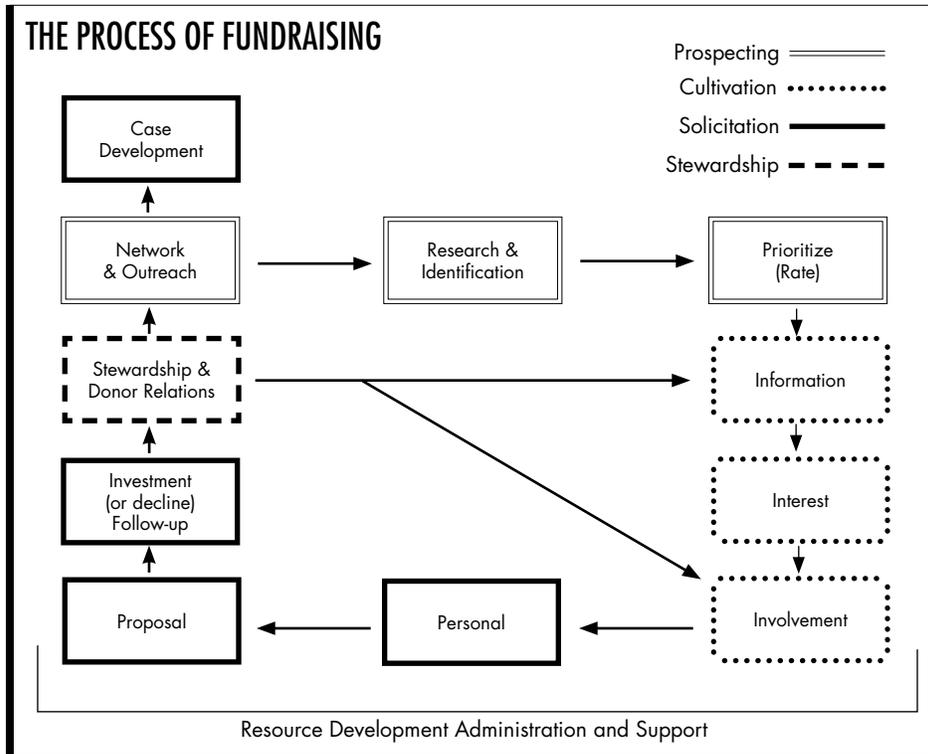
There are few quick fixes or instant answers to your fundraising needs. However, by following the process described in this document, you will have the tools you need to find support for your organization. To achieve success, carefully craft your strategic fundraising plan to meet the goals outlined in your business plan.

The following information is taken from Enterprise's publication, *The Fundraising Process: A Step-by-Step Guide to Generating Resources for Community Development Organizations*. You can download the publication in its entirety from the Enterprise Resource Database™ at: www.enterprisecommunity.org/resources.

Regardless of who your donors are, there are five steps that you need to take as part of the fundraising process: case development, prospecting, cultivation, solicitation and stewardship.

1. **Case Development:** This is always the first step in fundraising. People are more inclined to support organizations with a clearly defined and compelling rationale for existence. Your case starts with a mission statement that highlights the worthiness of your efforts. It is the cornerstone of your fundraising efforts.
2. **Prospecting:** Next, you need to stop and look for potential partners (prospects) who have an interest in your work and have resources you need, either in cash or non-cash. Prospecting involves networking with peers, identifying the right group to approach and prioritizing your options. It is critical that you identify a diverse set of prospects; you never know when any one source will dry up.
3. **Cultivation:** Once you have identified potential donors, you need to cultivate your prospects so they will want to be involved. Offer them opportunities to get to know you and your organization. Supplying potential donors with information may pique interest in your group, and helping them get involved will foster a sense of connection to your efforts. Cold approaches for resources, without prior relationships or involvement, are rarely successful.
4. **Solicitation:** Now you are ready to ask for support. Once prospects show interest, encourage them to make a specific investment in your organization. This solicitation process involves making personal contact, writing a proposal and following up.
5. **Stewardship:** You have asked for and gotten your resources. But once prospects become donors, you cannot forget about them. You need to continue informing them about your organization and how you are using their resources. If you continue cultivating the relationship, the donors will continue to support your work.

Ultimately, fundraising is about developing and maintaining relationships. Understanding this dynamic is essential to effective resource development. Here is a flow chart that graphically represents the fundraising process:



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SAMPLE PROFILES FOR TRACKING YOUR DONORS

The following three sample documents provide templates for donor profiles that you can create based on the type of donor: individual, foundation or corporate. Each profile contains space for all of the vital information you will need about a particular donor, providing you with quick and easy-to-read snapshots of your contacts.

INDIVIDUAL PROFILE

Name: _____ Office phone: _____
Title: _____ Fax: _____
Business address: _____ Home telephone: _____

Web site: _____ Email: _____
Preferred address: business home
Family information: _____
Spouse has separate donor report? yes no
Spouse's name: _____
Children: _____
Relationships: _____
Home address: _____
Telephone & email: _____
Salutation: _____
Secretary's or assistant's name: _____
Significant relationships: _____
Education: _____
Connections to organization: _____
Community involvement: _____
Religion/congregation: _____
Political: _____
Personal interests: _____
Known philanthropic interests: _____
Other _____
Giving summary: as of (date) _____

Comments: note anything of interest — "hot spots," possible contacts, preferences that may be important for preparing a proposal or setting up a meeting.

Prepared by: _____
Date: _____

FOUNDATION PROFILE

Name: _____ Contact name: _____

Address: _____ Title: _____

Phone: _____ Fax: _____

Web site: _____ Email: _____

Classification:

- Family foundation
- Community foundation
- Independent foundation
- Other

Financial data: *(See hint below)*

Year	Assets	Total grant \$\$\$	# Grants

Areas of interest: *(See hint below)*

Connection to officers & trustees:
(See hint below)

Known connections to your organization:

CEO: _____	_____
COO: _____	_____
Trustees: _____	_____

Relevant recipients/amounts: *(See hint below)*

Prepared by: _____

Date: _____

Hint: It may be easier to photocopy information from a foundation directory and attach.

CORPORATE PROFILE

Name: _____ Contact name: _____

Address: _____ Title: _____

Phone: _____ Fax: _____

Email: _____ Website: _____

Type of Business: _____

Philanthropy done through:

- Corporate foundation
- Corporate department (*identify*)

Do they publish guidelines? Yes No Copy attached? Yes No

Areas of interest: (*See hint below*)

Connection to officers & trustees:

(*See hint below*)

CEO: _____

COO: _____

Trustees: _____

Known connections to your organization:

Relevant recipients/amounts: (*See hint below*)

Prepared by: _____

Date: _____

Hint: It may be easier to photocopy information from a foundation directory and attach.

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SAMPLE FORMS FOR TRACKING DONOR VISITS AND PHONE CALLS

Keeping track of the contact you have with your prospective donors enables you to always know where you are in the fundraising process with each prospect. You can use the two forms provided here to keep detailed notes on your contact. Use the form entitled “Sample Donor/Prospect Visit Report” to record information about personal meetings and the form “Sample Telephone Contact Record” for telephone conversations.

DONOR/PROSPECT VISIT REPORT

Donor/Prospect Name: _____

Phone: _____

Contact: (If Donor/Prospect Is A Corporation Or Foundation)

Name: _____ Title: _____

Meeting Location: _____

Attendees: _____

Notes On Meeting:

Date: _____ Time: _____ Approx. Length: _____

Comments: _____

Materials Left With Donor/Prospect: _____

Follow-up Action:

	Responsibility	Target Date	Date Completed
Letter	_____	_____	_____
Phone	_____	_____	_____
Meeting	_____	_____	_____
Proposal	_____	_____	_____
Other	_____	_____	_____
Next Action	_____	_____	_____

TELEPHONE CONTACT RECORD

Prospect Or Donor Name: _____

Contact: _____

Date: _____

Contact Initiated By: (Your Organization Or Prospect Or Donor)

Nature Of Call: _____

Follow-up Needed? Yes No

If Yes, Describe: _____

Completed By: _____

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SAMPLE LETTERS FOR SOLICITING AND THANKING DONORS

There are a number of different types of letters to both thank current donors and solicit funds or services from prospective donors. This document contains templates that you can use for everything from introducing your organization to thanking a donor for a gift. Each letter should be tailored to describe your organization's unique attributes.

DOOR OPENER

As the name implies, this letter introduces your organization and its mission to a prospective donor and requests a meeting. It is usually sent by an organization at the suggestion of a board member or other person with a connection to the potential donor. It is even better if the person opening the door sends the letter on his or her company letterhead, making a personal request for the potential donor to meet with your organization's leadership.

Dear *(name of prospect)*,

I am writing you at the suggestion of *(name, title and affiliation of your referring contact person)*.

For the past *(number)* years, *(your nonprofit's name)* has been working *(or, if appropriate, working in partnership)* with *(names of key local partners)* to assist local community development organizations revitalize *(name of city)*'s neighborhoods. Our primary objective is to *(paraphrase your organization's mission)*.

To date, we have *(fill in with a brief summary of successful projects)*. We are committed to building on these accomplishments to improve the quality of life in the greater *(name of city)* area.

One of the cornerstones of our success has been our ability to build partnerships. As a leader in the *(corporate or foundation, etc.)* community, your insight into how we might best share our story with others in the *(corporate or foundation)* sector and involve them in our efforts would be invaluable. I *(we)* would appreciate the opportunity to talk with you about *(your nonprofit's name)*.

I will call you *(specify a time frame)* to arrange a meeting at your convenience. In the meantime, I am sending you some information about *(your nonprofit's name)*.

Sincerely,

THANK-YOU LETTER FOLLOWING A MEETING (MORE INFORMATION)

This letter is an appropriate response following a meeting during which the prospective donor requested more information about your organization. Be sure to send this letter along with any written information that you have on your organization, including brochures, press releases, news clippings and your most recent annual report.

Dear *(prospect's name)*,

Thank you for taking the time to meet with me and *(names of other participants on your team)* to discuss the work of *(name of your nonprofit)*. We appreciate your interest.

As you requested, I am sending additional information about *(our work and the specific project)*, including *(itemize what you are sending)*. If you have questions about any of this material, please give me a call.

I will follow up with you in *(specify a time—maybe in a few weeks to give them time to read what you sent)* to further discuss *(your [if the prospect is an individual] or the name of their organization)* joining us as a partner in *(our work or the specific project)*.

Again, thank you for your time and consideration.

Sincerely,

THANK-YOU LETTER FOLLOWING A MEETING (PROPOSAL)

If a prospective donor asks during your initial meeting that you send a specific proposal, keep in mind that it will take you at least a week (and probably longer) to put together a good one. In the meantime, you need to thank the prospect for the meeting. Use this letter to provide information on the proposal that you are putting together.

Dear *(prospect's name)*,

Thank you for taking the time to meet with me and *(names of other participants on your team)* to discuss the work of *(name of your nonprofit)*. We appreciate your willingness to consider an investment in the future of our city through the work of *(name of your nonprofit)*.

As you requested, we are preparing a formal proposal for your review and consideration, which you will receive no later than *(date)*. In the interim, if you have any further questions or requests, please do not hesitate to contact me.

Again, many thanks for your time and interest in furthering the mission of *(name of your nonprofit)*.

Sincerely,

THANK-YOU LETTER FOLLOWING A MEETING (COMMITMENT MADE)

If you receive an immediate commitment during a meeting, send a letter of thanks for the meeting and a pledge from the executive director. This could also follow written notification of an intent to make a contribution (without reference to any meeting). Tax language need not be included in the letter because you are thanking for the pledge or commitment prior to actual receipt of the check. Use the following template to craft your thank-you letter.

Dear *(name of prospect)*,

Thank you for meeting with *(names of participants)* and for *(your [if the prospect is an individual] or the name of funding organization)*'s pledge of *\$(amount pledged)* to further the mission of *(name of your nonprofit)*.

As the *(your title)* of *(name of your nonprofit)*, I welcome your partnership in our efforts to make a difference in *(name of neighborhood or target area)*. By *(paraphrase your mission)*, our work benefits the entire community. Together, we can and will make a difference.

If you have any questions regarding fulfillment of your pledge or about our work, do not hesitate to call me.

Again, please accept my sincere appreciation for your commitment to the goals and mission of *(name of your nonprofit)*.

Sincerely,

ACKNOWLEDGMENT OF RECEIPT

You should send the following letter upon receipt of the actual gift. This letter should be used after the "Thank-You Letter Following a Meeting (Commitment Made)." If the letter serves as a receipt, you should include language in conjunction with IRS requirements. Consult your legal counsel or tax consultant for appropriate language for your organization.

Dear *(name of prospect)*:

We gratefully acknowledge receipt of your check in the amount of *\$(amount received)* to support the work of *(name of your nonprofit)*.

Your generosity will help *(name of your nonprofit) (summarize mission)*. *[If they have funded a specific program, make a brief reference to it here.]* We look forward to reporting to you on our progress.

Again, thank you for your commitment to bringing this spirit of change to our neighborhood.

Sincerely,

(Name of your nonprofit) is a 501(c)(3) nonprofit organization and acknowledges that no goods or services were provided to you in return for your contribution. This letter is your receipt and should be kept with your tax credit records. The charitable deduction may be disallowed if you are unable to provide this acknowledgment to the Internal Revenue Service upon request.

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ADDITIONAL FUNDRAISING RESOURCES

The following organizations can provide you with helpful reference materials for researching corporate, foundation and individual donor prospects.

THE FOUNDATION CENTER

The Foundation Center is a national organization that serves as an authoritative source of information on foundation and corporate giving. Its publications include *The Foundation Directory*; *Securing Your Organization's Future: A Complete Guide to Fundraising Strategies*; and individual guides on specific grant topics and regional grant makers. The Foundation Center's reference collections (in New York, San Francisco, Washington, D.C., Atlanta and Cleveland) offer a variety of services and comprehensive collections of information. In addition, many public libraries throughout the country participate in the Foundation Center's Cooperating Collections, which are free funding-information centers in libraries, community foundations, and other nonprofit resource centers that provide a core collection of Foundation Center publications and a variety of supplementary materials and services useful to grant seekers. For further information, call 800.424.9836 or visit the center's website at: www.fdncenter.org.

THE TAFT GROUP

The Taft Group publishes the *Corporate Giving Directory*. This directory provides comprehensive profiles on the United States' major corporate foundations and corporate charitable giving programs. Indexes allow researchers to quickly find information on donors by company name, location, recipient type or officers' and directors' names. The Taft Group also publishes the *Guide to Private Fortunes*, which contains descriptions and profiles of the wealthiest and most philanthropic individuals and families. Finally, *Who Knows Who* is a helpful resource with several indexes for networking through corporate boards. Contact the Taft Group at 800.877.TAFT, or www.gale.com/taft.htm.

STATE AND REGIONAL FOUNDATION DIRECTORIES

State and regional foundation directories are published by a variety of sources, including private publishers, associations of area grant makers, community foundations, volunteer centers, junior leagues and offices of the (state) attorney general. Contact one of these sources for more information.

GOVERNMENT DIRECTORIES

The *Catalog of Federal Domestic Assistance* is published by the U.S. General Services Administration and provides information on all types of federal grants. The catalog includes listings of all federal programs available to state and local governments and provides information on eligibility and application requirements for the various programs. In addition to the print guide, the catalog is available online with several different search options. Cost: \$53. For more information, call 202.512.0000. <http://www.cfda.gov>.

The *Federal Register* is the official daily publication for rules, proposed rules, and notices of federal agencies and organizations. Included in this publication is information about new federal grants and programs or significant changes to existing programs. It is viewable online, and the website allows for downloading in several formats, as well as interactive searching. It is published daily by Office of the Federal Register of the National Archives and Records Administration and available online at <http://www.gpoaccess.gov/fr/index.html>.

LEADERSHIP DIRECTORIES

The Leadership Directories are a series known as the “Yellow Books,” published quarterly by Leadership Directories, Inc. They include timely and accurate listings of key executives, officers and board members of major organizations within the sectors covered by the series. For example, the *Corporate Yellow Book* includes leading U.S. manufacturers, service businesses and utilities. Other recommended directories include the *Financial Yellow Book* and the *Law Firms Yellow Book*. Leadership Directories, Inc. has offices in New York and Washington, D.C. To order, call 212.627.4140. <http://www.leadershipdirectories.com>.

PUBLIC LIBRARIES

Most public libraries have online services as well as reference collections on private industry. The Business Dateline is one online service that catalogs abstracts of corporate press releases. These press releases contain valuable financial information as well as names of officers and current business trends. Periodicals are another online service providing abstracts from newspapers and magazines. Searching for specific information on individuals and corporations through these services can provide excellent and timely information on prospects. For more information about Business Dateline, visit ProQuest at <http://www.proquest.com>.

The Standard & Poor’s *Stock Exchange Reports* are an up-to-date source of financial information on publicly traded companies. Dunn & Bradstreet publishes reference books that contain parent company and subsidiary information on private companies. These reference books also list officers and board members. *The Ward’s Business Directory of U.S. Private and Public Companies* provides financial information for hard-to-research privately held companies. *Hoover’s Guide to Private Companies* and *Notable Corporate Chronologies*, published by Gale Research, are two additional reference books available at public libraries. Martindale & Hubbell publishes directories profiling prominent lawyers and *Who’s Who in America* gives descriptions of individuals and their families. Most public libraries will have all of these publications available for you to use, but not to checkout.

PERIODICALS AND OTHER PUBLICATIONS

In addition to local newspapers and magazines, periodicals, such as *Forbes*, *Fortune*, *Wall Street Journal*, *New York Times*, *Chronicle of Philanthropy*, *Corporate Giving Watch*, and *Foundation & Corporate Grants Alert*, are but a few of the

many publications containing valuable information for grant seekers. Specific information about several of these is listed below.

Bibliography: A Guide to Development Research Resources, published by Bentz Whaley Flessner & Associates, Inc., is an inexpensive (\$50), comprehensive bibliography listing resources for prospect research. It includes a section on on-line prospect research resources. For purchasing information, call 612.921.0111. Also available online at <http://www.bwf.com> where it can be downloaded after registration.

Children & Youth Funding Report, published by CD Publications, contains coverage of federal, foundation, and private grant opportunities for programs in the areas of public assistance, child welfare, juvenile justice, education, mental health, job training, disability services, and other youth and family related areas. Annual Subscription: \$419. Published twice monthly. 301.588.6380. <http://www.cdpublications.com>

The prominent news source of the nonprofit community, *The Chronicle of Philanthropy* is published biweekly and includes information for nonprofit leaders, fund raisers, grant makers, and others involved in philanthropy. It is published by the Chronicle of Higher Education in Washington, D.C. Annual Subscription: \$72. 800.728.2819. <http://www.philanthropy.com>

The *Federal Assistance Monitor* offers a review of federal funding announcements, private grants, and legislative actions affecting community programs, including education, economic development, housing, children and youth services, substance abuse, and health care. For foundations, it indicates areas of interest and projected grant awards, as well as funding priorities for both national and regional organizations. Published twice monthly by CD Publications, an annual subscription costs \$419. 301.588.6380. <http://www.cdpublications.com>

The Grantsmanship Center Magazine, published by The Grantsmanship Center in Los Angeles, provides information on how to plan, manage, staff and fund the programs of nonprofit organizations and government agencies. Subscription is free to nonprofit and government agencies. 213.482.9860. <http://www.tgci.com>

The NonProfit Times offers valuable information on fundraising, directing, and financial management for managers of nonprofits in 24 issues each year. 973.734.1700. <http://www.nptimes.com>

INTERNAL REVENUE SERVICE (IRS) FORMS

All private foundations must file a tax return with the IRS, which then becomes public information. Form 990 provides valuable information on private foundations, including: assets, grants paid, officers, application information and grants approved for future payment. Complete or regional sets of IRS forms are available at The Foundation Center's collection locations, through district IRS of-

fices, and, in some states, through the state attorney general's office or secretary of state. You can also access 990s online at www.guidestar.org.

ANNUAL REPORTS

Once you have targeted a corporation or foundation as a prospect, read its annual report. These are available online or mailed free of charge and contain mission statements, business trends, financial information and listings of officers, directors and trustees. Larger corporations typically produce a for-profit annual report as well as a philanthropic annual report. Each provides the type of information that can be used to match donors to recipients. Annual reports give details on who is being funded, what programs are receiving money and where the donor is concentrating philanthropic efforts.

PHONE CALLS

The public relations or investor relations departments of many companies will fax you current press releases on mergers and acquisitions, biographies and current business trends. Privately held companies are not as forthcoming with information, but in some cases they will provide basic information. Phone numbers and addresses can be found in the previously recommended Yellow Books listed under "Leadership Directories."

ELECTRONIC PROSPECTING TOOLS

The *Chronicle of Philanthropy Guide to Grants* is available online or in print, and provides access to all of the corporate and foundation grants listed in *The Chronicle of Philanthropy*. The online version of the guide allows searching of a grants database by grant maker, keyword or recipient, and will notify a subscriber of new grants in a particular category as they become available. Subscriptions start at \$29. For more information, visit <http://philanthropy.com/grants/>.

The Foundation Center's online tool, the *Foundation Directory*, provides users with listings of thousands of funding prospects, with detailed information on various foundations and other grant makers. It is searchable and is available in a variety of formats depending on the needs of a particular organization. Subscriptions start at \$195 per year. <http://fdncenter.org/>

Prospector's Choice is a CD-ROM published by The Taft Group. It presents financial information on corporate and foundation giving programs relevant to the nonprofit community. Also, it contains comprehensive data on nearly 10,000 foundations and corporate giving programs, providing data on up to 50 grants per profile. \$1045. <http://www.gale.com/taft>

ONLINE RESOURCES

Consult the Web Resources section of Enterprise MoneyNet™ for links to useful online resources at www.enterprisecommunity.org/resources.

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PART 2

Resident Services In-Depth



EMPLOYMENT SERVICES

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.

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. **Assessing an Employment Services Provider:** This assessment form is designed to assist community-based housing organizations in acquiring and assessing information about the scope and quality of services provided by local employment services providers. The resident services manager should complete this form during an on-site interview with providers.
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: eligi-

- bility, 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 (www.worknettraining.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 utilized.

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/opub/working/home.htm>.

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 Support System™

www.enterprisecommunity.org/resources/wss

Enterprise's Workforce Support System is an online database that provides a tutorial and links to tools, strategies, Internet resources and suggestions for improving the performance of a local workforce development program. Users can access six sections: 1) Community Outreach and Recruitment; 2) Intake, Assessment and Identifying Barriers to Employment; 3) Preparing Job Seekers for the Workplace; 4) Job Development and Placement; 5) Job Retention and 6) Career Advancement.

U.S. Department of Labor's Employment and Training Administration

www.doleta.gov/usworkforce

This federal government website provides workforce professionals with access to information related to assessing workforce development needs; available programs, incentives and technical assistance; laws and regulations; examples of successful initiatives and other resources.

National Association of Workforce Development Professionals (NAWDP)

<http://www.nawdp.org>

NAWDP is a national trade association that represents professionals in the employment and training field. Its members work with at-risk youth, individuals with barriers to employment, welfare-to-work recipients, students in school-to-work programs, dislocated workers and others. This website provides NAWDP members with access to information on conferences, a membership directory, trainers, certification requirements, online networking opportunities and publications.

Workforceusa.net

www.workforceusa.net

This website is a shared learning site developed as a collaboration among workforce development organizations (including Enterprise) and professionals. It provides an extensive virtual library of tools and materials to support the various functions of workforce development professionals, including: labor market analysis, program design and management, recruitment, training and education, and workplace practices. Registered users may receive topical emails and share information with their peers.

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.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

- 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 \$17,000 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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ASSESSING AN EMPLOYMENT SERVICES PROVIDER

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<input type="checkbox"/>	Resource for resident

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 barriers to employment? (Please be specific with regards to staff members' experience levels.) _____

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?
- Child care resources Yes No
 - ESL courses Yes No
 - GED courses Yes No
 - Substance abuse treatment Yes No
 - 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

 Resource for resident services coordinator

 Resource for resident

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/careerfocus/index.asp>. 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 barriers and assets:** 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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<input type="checkbox"/>	Resource for resident

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ADDRESSING A CLIENT'S BARRIERS TO EMPLOYMENT

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<input type="checkbox"/>	Resource for resident

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 their life.** Listen as well as talk.

For more information, contact:

WorkNet Training Services
 P.O. Box 5582
 Hacienda Heights, CA 91745
 Phone: 1.888.9WORKNET
 fax: 626.810.4117
 email: worknetts@aol.com.

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ADDRESSING NEGATIVE BACKGROUND INFORMATION DURING YOUR JOB SEARCH

<input type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

Here is some practical advice 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. There is federal funding available to cover the cost of soft skills training for welfare recipients or disadvantaged adults and youth eligible under the Temporary Assistance for Needy Families (TANF) act and under the Job Training Partnership Act (JTPA).

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

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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 manual: “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” 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 manual, “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 Literacy section 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

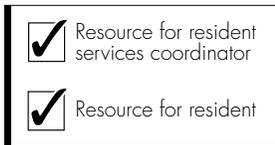
- **Job search and career options:** One of the most important lessons new job seekers must understand is that their next job will not be their last one. In this segment, the trainer should teach participants how to network, how to call to set up an interview and how to use job websites to find a good job and career path. The trainer can introduce participants to specific online resources highlighted in this manual 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 barriers.

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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

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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.

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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:

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- 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 manual.
- 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

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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 an 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 impact 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.

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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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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.

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.

The Adult Education and ESL 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 is 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 is 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.familit.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/learningnetwork/ged.html>

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://www.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

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

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 (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, selecting

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.

<input type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

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 Masters 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.

Resource for resident services coordinator

Resource for resident

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

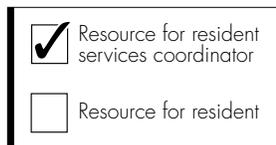
Education Level	Lifetime Earnings	Payoff for Each Additional Level of Educational Attainment
Less than high school diploma	\$993,466	
High school graduate	\$1,298,316	\$304,850
Some college/no degree	\$1,462,379	\$164,063
Two-year degree	\$1,527,582	\$65,203
Four-year degree	\$2,173,417	\$645,835
Master's 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/esl%5Fresources/digests.html> 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/Documents/Docs/9.pdf>. 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 U.S. 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/acls/frameworks/0905update/default.html>. 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/adult-ed/Documents/AEStandards/Adopted/ESOL/ELAACComplete.pdf>. 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/EskillsQA.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 the qualities of 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: 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: 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: 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: http://www.ldonline.org/ld_indepth/bilingual_ld/esl_ld.html. 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. This two-page HTML document is an introduction to identifying adult ESL students who have a learning disability. Prac-

tioners 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.
3. **Literacy Works MIS:** The Literacy Works Management Information System (or MIS) is a data collection system that consists of equipment, software, processes and methods to collect information about learner and program characteristics and outcomes: <http://www.umbc.edu/alrc/index.html>. The data is compiled into statistical reports and disseminated to federal, state and local agencies and organizations. For more information, call 1.800.358.3010.

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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Mike Elliott

CHILD CARE, AFTER-SCHOOL AND YOUTH SERVICES

Over their lifetimes, high school graduates earn roughly \$300,000 more than those who fail to receive their diploma.

INTRODUCTION TO CHILD CARE, AFTER-SCHOOL AND YOUTH SERVICES

This section includes information on three paths to serving young people, presented in chronological order: child care services, after-school services and youth services.

CHILD CARE

Most working parents need child care. 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. Community-based organizations (CBOs) that focus on housing have a unique opportunity to help their residents with the important decisions concerning types of child care as well as specific child care providers.

In order to be of assistance to their residents, CBOs need 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 addressing questions about such issues as finding quality child care, understanding types of care and paying 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.

AFTER-SCHOOL PROGRAMS

After-school programs are often the core offering of housing-based resident services programs. Homework help and educational support are critically needed in low-income communities, where school systems tend to be struggling 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. The resources provided here help you plan your organization's strategy for directly providing or just connecting residents to 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 pre-teen 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 your organization provides can make a real difference in their lives and futures, providing them with safe, enjoyable social activities as well as positive role models.

RESOURCES AVAILABLE IN THIS SECTION

1. **Facts on Child Care, After-School Programs and Young People:** 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," (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.
11. **Starting an After-School Program:** This document will take you step-by-step through the process of starting an after-school program.
12. **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.
13. **Developing a Curriculum for an After-School Program:** This document will help you understand how to create a curriculum for an after-school program that stimulates children emotionally and intellectually and meets parents' goals.
14. **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 help you find and tap into various funding streams.
15. **Hiring and Developing Staff for After-School Programs:** The exact make-up of any program's staff will depend on the program's 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 program.
16. **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.
17. **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 program.
18. **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.

19. **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.
20. **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.

FACTS ON CHILD CARE, AFTER-SCHOOL PROGRAMS AND YOUNG PEOPLE

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.

CHILD CARE

- 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 (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) (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 (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.

AFTER-SCHOOL PROGRAMS

- Nearly 7 million children are home alone after school each week during the afternoon hours when juvenile crime peaks.
- 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.

- Nationally, in 1999, 49 percent of children ages 6 through 12 with an employed parent or primary caregiver were in some type of care arrangement.
- 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.
- Nine in 10 Americans think children need organized activities or programs that provide learning opportunities to go to after school.
- Nationally only 6.5 million K-12 children (11 percent) participate in after-school programs. An additional 15 million would participate if quality programs were available in their communities.

YOUTH

- 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 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 that far outweigh the cost.

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, 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, 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.zerotothree.org/brainwonders/FAQ.html>
- National Association for the Education of Young Children: Brain Development Research: What It Means for Young Children and Families, visit <http://www.naeyc.org/ece/1997/11.asp>
- 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/about/positions/pdf/readiness.pdf>
- Cost Quality and Outcomes Study Goes to School: <http://www.fpg.unc.edu/~ncedl/pages/cq.cfm> or <http://www.fpg.unc.edu/~ncedl/PDFs/CQO-es.pdf>
- One state’s example, in Connecticut: <http://www.state.ct.us/sde/deps/Early/PreschoolReport.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/reports/childcarereport.pdf>.

For more information on social outcomes and juvenile crime:

- The High/Scope Perry Preschool Study Through Age 40: <http://www.highscope.org/NewsandInformation/PressReleases/PerryP-Age40.htm>
- 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://minneapolisfed.org/research/studies/earlychild/earlychild.pdf>
- 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/publications/MR/MR898/>
- 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: 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/docs/report/report_prek_galinsky.pdf.

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/poptopics/effectsqualitycc.html>
- The National Association for the Education of Young Children: 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.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

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: 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/CCL/1Intro_ChildCare/index.asp.

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 www.enterprisecommunity.org/resources.

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CHILD CARE REFERRAL SOURCES

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

A Self-Assessment Worksheet for Community-Based Housing Developers

Directions: In preparation for making child care referrals, use this form 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 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 re-view 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 residents' child care arrangements fall through (because they lose their job, for example) do you offer any support to help them 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

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

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 (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 www.naccrra.org.

Enterprise Child Care Library Online, "Introduction to Child Care," at http://www.enterprisecommunity.org/resources/CCL/1Intro_ChildCare/index.asp. 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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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 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 within the Child Care and After-School Programs 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/en/tools/checklist.html>.

FOR MORE INFORMATION

Child Care Aware: 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/locate.cfm>. 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.enterprisefoundation.org/resources/CCL/1Intro_ChildCare/index.asp. 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
- 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 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

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

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	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> In child's home
2	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> In child's home
3	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> In child's home
4	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> In child's home
5	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> In child's home
6	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> 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	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> Other
2	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> Other
3	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> Other
4	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> Other
5	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> Other
6	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> 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/tools/parentsguide/>. 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/CCL/1Intro_ChildCare/index.asp.

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

<input type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

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	<input type="checkbox"/> Center	<input type="checkbox"/> Center
	<input type="checkbox"/> Family	<input type="checkbox"/> Family
	<input type="checkbox"/> Group family	<input type="checkbox"/> Group family
	<input type="checkbox"/> In a network (name) _____	<input type="checkbox"/> In a network (name) _____
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Referred by: _____

Phone: _____

Contact Date of first call: _____
 Never answered

Hours	Day: from _____ to _____	Day: from _____ to _____
	Evening until: _____	Evening until: _____
	Overnight until: _____	Overnight until: _____
	Saturday until: _____	Saturday until: _____
	Sunday until: _____	Sunday until: _____

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

Payments Accepted	<input type="checkbox"/> Cash	<input type="checkbox"/> Cash
	<input type="checkbox"/> TANF Voucher	<input type="checkbox"/> TANF Voucher
	<input type="checkbox"/> CC Subsidy Voucher	<input type="checkbox"/> CC Subsidy Voucher
	<input type="checkbox"/> ACD Voucher	<input type="checkbox"/> ACD Voucher
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Interview/Visit (date) _____

Home Child Care Checklist _____
 Completed (date) _____

Reference Names and Phone Numbers 1. _____ 2. _____
 1. _____ 2. _____

Rank Main care Main care
 Back-up care Back-up care
 Second back-up care Second back-up care
 Not a match 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?

<input type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

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/RESOURCES/ParentsGuide.pdf> 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/healthyhomes/healthyhomebook.pdf>.

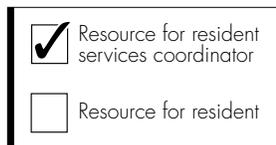
Protect Your Family from Lead in Your Home, from the U.S. Environmental Protection Agency: www.epa.gov/opptintr/lead/leadpdf.pdf.

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/spotlights/leadinwater.htm>.

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/training/LBPguide.pdf>.

These guidelines were adapted for Enterprise by Dr. Kathy Modigliani from the Accreditation Quality Standards of the National Association for Family Child Care (www.nafcc.org/accreditation/accreditation.asp). Copyright © 2006, Enterprise Community Partners, Inc. All rights reserved. Adaptation of this material is permitted only for non-commercial purposes.

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 (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 (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 (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 (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 (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* (www.hud.gov/offices/lead/outreach/communityoutreach.cfm)
 - A table summarizing the Lead-Safe Housing Rule requirements (www.hud.gov/offices/lead/leadsaferule/summary.cfm)

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

FACILITIES DESIGN

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

- American Institute of Architects (www.aia.org) provides an online search engine to help you find an architect with experience in designing child care facilities (www.aia.org/consumer/profile/profile_search.asp?type=Commercial).
- *Child Care Design Guide* by Anita Rui Olds is a key resource for the field. You can purchase it from Amazon (www.amazon.com).
- Enterprise's Child Care Library (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. (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 (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 (www.earlychildhoodfinance.org) offers a range of resources on financing child care and education.
- Center on Budget and Policy Priorities (www.cbpp.org) provides information and outreach materials on the Earned Income Tax Credit.
- Federal Child Care Bureau (www.acf.hhs.gov/programs/ccb) has a variety of helpful listings:

- Child Care Development Fund (CCDF) allocations by state (www.acf.hhs.gov/programs/ccb/policy1/archives/im0201/final102.htm)
- Child care grants and funding opportunities (<http://www.acf.hhs.gov/grants/index.html>)
- Children's Defense Fund (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 (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 (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 (www.ncfn.org) members provide financing for child care facilities.
- National Economic Development and Law Center (www.nedlc.org) offers a variety of publications related to financing child care, the economic impact of child care and other child care topics (www.nedlc.org/publications_childcare.htm).
- Peninsula Children's Center (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 (www.nwlc.org) offers information on the Dependent Care Tax Credit and other tax supports for child care.
- Small Business Administration (www.sba.gov) offers financing and contact information for local offices.
- U.S. Department of Agriculture (www.fns.usda.gov) sponsors the Child and Adult Care Food Program (www.fns.usda.gov/cnd/care/cacfp/cacfp/home.htm).

GENERAL INFORMATION

Use the following resources for general information on child care.

- Bank Street College's Institute for a Child Care Continuum (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 (www.ehsnrc.org) provides information on Early Head Start programs.
- Enterprise (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 (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 (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 (www.enterprisecommunity.org/resources) *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 (www.enterprisecommunity.org/resources/publications/resourceCatalog/resourcedetail.asp?id=89&cat=17) or through the Enterprise Resource Database.
- Building Child Care’s (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 (<http://www.buildingchildcare.org/BCC%20Guide%20to%20Home%20Ownership.pdf>).

LEGAL INFORMATION

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

- Child Care Law Center (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 (www.enterprisecommunity.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 (www.nationalpartnership.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 (www.buildingchildcare.org) offers publications related to community-based planning for child care that can be used in any state (www.buildingchildcare.org/publications_cafcc.htm).
- Enterprise's (www.enterprisecommunity.org/resources) *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 (www.enterprisecommunity.org/resources/publications/resourceCatalog/resourcedetail.asp?id=89&cat=17).
- National Center on Children in Poverty (www.nccp.org) at Columbia University offers an online publication, *The Role of Community Development Corporations in the Development of Young Children*.

- National Economic Development and Law Center (www.nedlc.org) offers publications related to community-based planning for child care (www.nedlc.org/publications_childcare.htm or www.buildingchildcare.org/).
- 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, (www.quilt.org) 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 (www.naeyc.org) offers recommended maximum staff-to-child ratios by group size (www.naeyc.org/accreditation/naeyc_accred/info_general-components.asp).
- 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 (www.redleafinstitute.org) provides helpful information and resources for starting and operating family child care businesses.
- Redleaf Press (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 (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 (www.childrensdefense.org) provides state-specific information about child care and family well-being (www.childrensdefense.org/states/state_profiles.htm).
- Early Head Start National Resource Center (www.ehsnrc.org) offers state-specific information on Early Head Start programs.
- Head Start Bureau (www.acf.hhs.gov/programs/hsb/) provides listings of local Head Start programs.
- National Association for Child Care Resource and Referral Agencies (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 (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 www.naeyc.org/accreditation. Find out more about your state’s pre-kindergarten initiatives in its Critical Issues section at www.naeyc.org/childrens_champions/issues.asp.
- National Child Care Information Center (www.nccic.org) provides:
 - State child care and development fund contacts at www.nccic.org/dirs/devfund.html.
 - Information on state CCDF plans at www.nccic.org/pubs/stateplan/intro.html.
 - A listing of state child care licensing agencies at www.nccic.org/dirs/regoffic.html.
- 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 (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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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.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

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 program 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 (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

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<input type="checkbox"/>	Resource for resident

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 always 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 5 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.

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<input type="checkbox"/>	Resource for resident

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 5 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 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 www.afterschoolalliance.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 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.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

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 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.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

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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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. This document 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. Staff members intervene 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 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.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

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.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

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.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

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 from the Employment Policy Foundation, www.educationpays.org, and the National Network for Health, www.nnh.org, 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.

- **“Education Pays, Stay in School,”** Employment Policy Foundation: This helpful document offers information on the economic benefits of obtaining a high school and post-secondary education degree. <http://www.epf.org/pubs/newsletters/2004/ib20040216.pdf>.
- **“Do I really need a college degree?”** Employment Policy Foundation: This one-page fact sheet explains the ever-rising increase in educational achievement necessary to pursue common career paths. <http://teen.educationpays.org/factsheets/edpaysfact2.pdf>
- **“Does college really pay off?”** Employment Policy Foundation: This one-page fact sheet offers clear evidence that higher education leads to better paying jobs. <http://teen.educationpays.org/factsheets/edpaysfact3.pdf>
- **“Do high-paying jobs require college?”** Employment Policy Foundation: Not all, but most of the highest-paying jobs require a four-year college degree or higher. Share this with youth. <http://teen.educationpays.org/factsheets/edpaysfact4.pdf>
- **“School Engagement Reduces the Risk of Teen Childbearing,”** National Network for Health: 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.nnh.org/products/SchoolRisk.htm>

The information for this document was adapted from “Critical Hours: Afterschool Education and Success,” a literature review by Dr. Beth M. Miller, published on the website of the National Institute for Out of School Time, www.niost.org, and “Issue Background: Feb 16, 2004, Education Pays: Stay in School,” published by the Employment Policy Foundation. Copyright © 2006, Enterprise Community Partners, Inc. All rights reserved. Adaptation of this material is permitted only for non-commercial purposes.

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.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

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 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: www.casey.org or: <http://www.casey.org/NR/rdonlyres/36883AA6-AFE7-49CD-830D-9DA455740657/278/ItsMyLifeEmploymentGuide1.pdf>. 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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COMMUNITY SAFETY AND CRIME PREVENTION SERVICES

Studies have shown that improved street lighting can reduce crimes by up to 25 percent.

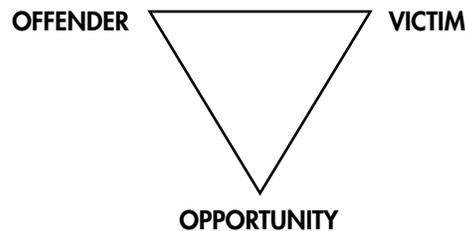
INTRODUCTION TO COMMUNITY SAFETY AND CRIME PREVENTION SERVICES

Safety greatly impacts property management. Reducing vandalism, theft and similar crimes, for example, will lower property maintenance and replacement costs. Reducing all types of crime will enhance the marketability of a property, thus enabling property owners to attract more responsible tenants.

Safety services should, therefore, be included in any resident services program. Resident service managers should be actively engaged in creating partnerships with residents and community stakeholders in order to develop effective safety efforts for both the immediate property and the surrounding neighborhood.

CRIME PREVENTION COMPONENTS

The schematic triangle below illustrates the philosophy behind developing and improving any crime prevention effort. As indicated by the diagram, the occurrence of crime depends on three interrelated factors: the offender, the victim and the opportunity.



If you eliminate one of these factors, the triangle will collapse. For example, a person walking down a dark alley in which there is no mugger will not be mugged. A person walking down a crowded, well-lit street next to a mugger is equally safe because the situation lacks opportunity. Likewise, a mugger hiding in a dark alley won't mug anyone if nobody walks through the alley.

As you can see, eliminating the opportunity for a crime to occur prevents crime. Most importantly, the opportunity for a crime to occur is usually provided by a physical location, such as a dark alley, an unlocked basement or an unkempt playground. A community coalition can significantly influence the surrounding environment to decrease opportunities for crime.

OSCAR PROBLEM-SOLVING METHODOLOGY

As you begin to work with the community to address crime prevention, security and quality-of-life issues, you are likely to encounter difficulties. The techniques of collaborative problem solving outlined in the OSCAR methodology below place you, your neighbors and other community stakeholders on the same side to resolve problems. You can implement the OSCAR process, as outlined in this document, to solve a problem on your property or in your community.

Observe

Identify a problem or a condition that affects safety on your property or in your community. Define what is happening. A problem might involve a type of behavior, a place, a person or group of people, a special event or time of day or any combination of these factors.

Scrutinize

Analyze the problem. Why is it happening? What conditions encourage it? Who is involved? What time of day does the problem occur? Develop a theory about the cause of the problem.

Collaborate

Find allies. Who else is affected by the problem? Who are the stakeholders? Identify them and get together. Discuss the problem and define it as a group.

Act

Develop a strategy for intervention. What techniques might solve the problem? What are the roles of the various stakeholders? Decide what to do and then start doing it.

Review

After a specified time, assess what effect your strategy has had. What worked? What did not work? How can you measure your progress? What could be done differently? What should be done next?

RESOURCES AVAILABLE IN THIS SECTION

1. **Facts on Community Safety and Crime Prevention:** This fact sheet defines community safety, highlights important facts and briefly outlines the critical components to an effective community safety program.
2. **Get Started in 10 Steps:** These 10 steps describe ways to launch or expand community safety efforts within your property and neighborhood.
3. **How to Make Your Property Crime-Resistant:** Crime requires opportunity. Use this survey to evaluate the current opportunities that your property offers to potential criminals and learn how to minimize those opportunities.
4. **Checklist for Starting a Community Watch:** This checklist is designed to help you start a community (or block) watch program, learn about popular enhancements and guide you in building partnerships to maximize the effectiveness of your community's watch efforts.
5. **Matching Volunteers to the Right Role:** Use this short survey to match a prospective volunteer's motivation with the type of work best suited to him or her.

6. **Safe Neighborhood Questionnaire:** When completed by residents, this questionnaire can help you to identify safety issues that are important to the community. You can compile the information and create a composite to lead your discussions with law enforcement agencies and local government officials.
7. **Assessing Community Safety: Collecting Safety and Demographic Data:** This assessment form can be used by a resident safety committee to collect and organize key data related to community crime rates, law enforcement capacity and demographics.
8. **Community Safety Survey:** This survey is designed to help you gather the views of the broader community concerning public safety. It engages businesses, schools and residents in gathering key information.
9. **Identifying Drug “Hot Spots” in a Business Community:** This survey is designed to help identify and address actual or potential illegal drug activity within a community business district. A resident volunteer completes the survey based on a visual inspection of a particular business, its grounds and the block on which it is located. High-risk areas may become designated as drug “hot spots” for the purpose of targeting anti-crime resources.
10. **Safety Standards for 5- to 14-Year-Olds:** This checklist, adapted from information provided by the National After-School Association, will help you identify potential safety issues for your youth programs.

FACTS ON COMMUNITY SAFETY AND CRIME PREVENTION

A safe community is one where residents can walk the streets without fear and feel secure in their homes. The most effective way to create a safe community is by having community members, property managers and outside partners join together to plan and implement a comprehensive community safety plan. The plan must include measures for building and effectively using neighborhood assets, as well as addressing existing community problems.

The following facts on community safety and crime prevention in America will be helpful as you work with residents to design and implement a community safety plan.

SAFETY AND CRIME PREVENTION

- In 2003, five out of every 1,000 urban residents were victims of an aggravated assault, and four out of every 1,000 suburban or rural residents were.
- In 2003, urban households experienced all forms of property crime at rates higher than those for suburban or rural households.
- Studies have shown that improved street lighting can reduce crimes by up to 25 percent.
- Significant reductions in burglaries have followed the implementation of neighborhood watch programs.
- Several studies conducted in the late 1980s and early 1990s showed that increased interactions between local police departments and communities led to a reduced crime rate and increased community members' respect for laws and law enforcement officers.
- Crime prevention and community safety programs bring communities closer by requiring residents to work together to achieve their goals.

SAFETY BY DESIGN

Properly designing a community can greatly reduce the opportunities for crimes to be committed. Features of designing for safety and crime prevention include:

- **Controlled access:** Doors, walls, fences, alarms, locks and landscaping
- **Comprehensive surveillance:** Video cameras, peep holes, window placement, walking clubs/neighborhood watch, signs, layout and police patrols

RESIDENT INVOLVEMENT

Residents must play a role in the safety program within your community. Without resident buy-in, a program's effectiveness will be severely limited. Involving residents is accomplished through:

- **Surveys:** Assess the perceptions, needs and desires of the residents; ask what they would do to make the community safer.
- **Committees:** Foster the formation of a resident safety committee to work directly with each other, property managers and law enforcement to help develop a safety plan.
- **Volunteers:** Motivate residents to volunteer by doing such things as participating in a neighborhood watch from their homes. Train residents in crime prevention.

PARTNERSHIPS AND COLLABORATION

Crime prevention requires a commitment from several interested stakeholders. Although managing this partnership can present difficulties, it is essential to the success of a program. Keep in mind that everyone involved in the partnership is seeking the same outcome: a safer neighborhood.

ADDITIONAL INFORMATION

For more information on community safety and crime prevention, visit these organizations' websites:

- National Crime Prevention Council (<http://www.ncpc.org>), home of McGruff the crime dog, offers tools and resources on crime prevention, including ways to celebrate national crime prevention month.
- Community Policing Consortium (<http://www.communitypolicing.org>) is a partnership of five of the leading police organizations in the United States: the International Association of Chiefs of Police (IACP), the National Organization of Black Law Enforcement Executives (NOBLE), the National Sheriffs' Association (NSA), the Police Executive Research Forum (PERF), and the Police Foundation. The site offers information and resources on how to set up and manage effective community policing programs.
- National Town Watch Association (<http://www.nationalnightout.org/natw/>) is the creator of National Night Out. This site provides more information on this membership organization dedicated to the development and promotion of organized, law-enforcement-affiliated crime and drug prevention programs.

GET STARTED IN 10 STEPS

Follow these 10 steps to launch or expand community safety efforts within your property and neighborhood.

1. Accept ownership of the existing environment, knowing that a concentrated collaborative effort can influence change.
2. Embrace local law enforcement as a partner, not the panacea. Check the Enterprise Resource Database at www.enterprisecommunity.org/resources for an overview of the Community Safety Partnership, a demonstration partnership between Enterprise and seven local city police departments. Look under “Enterprise Resource Database,” and then “Community Safety.”
3. With members from the community, your staff and local business owners and law enforcement, develop and implement a crime and community safety committee. One of the committee’s first projects could be to collect data using the survey instruments found in this section.
4. Perform a community safety assessment to help you define the problem. Sample survey instruments are included in this section.
5. Reduce the opportunity for crime to occur by including design-based crime prevention strategies in your efforts. Changing or managing the physical environment can remove some opportunities for criminals to commit crimes in a certain place or at a certain time, reducing the incidence and fear of crime. The Safety by Design Survey in “How to Make Your Property Crime-Resistant” found in this section can help you start.
6. Recruit volunteers and mobilize residents, using the “Matching Volunteers to the Right Role” and “Checklist for Starting a Community Watch” documents found in this section.
7. Contact other communities that have established community safety initiatives and find out what worked well for them and what recommendations they have. Examples can be found in the Enterprise Resource Database at www.enterprisecommunity.org/resources.
8. Solicit support and guidance from national community safety organizations, such as: the National Crime Prevention Council (www.ncpc.org), the National Town Watch Association (www.nationalnightout.org/natw/) and the Community Policing Consortium (www.communitypolicing.org).
9. Publicize and celebrate your successes. Hold a neighborhood gathering to celebrate and contact the local media to discuss how you did it.



Resource for resident services coordinator



Resource for resident

10. Be flexible. Understand that any community safety initiative needs room to change and grow.

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HOW TO MAKE YOUR PROPERTY CRIME-RESISTANT

The practice of safe architectural design has become a thriving industry. Good crime-resistant design incorporates access control and maximizes surveillance measures. Access control helps to keep criminals away from a crime target, such as an apartment building or a park. Surveillance makes it possible to observe and catch a criminal who does gain access and causes a potential criminal to fear the risk of being observed.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

Access control and surveillance are built on a less tangible but significant concept called territoriality. Territoriality is the sense of ownership among residents and other stakeholders who serve to protect a property from crime and disorder. By creating and nurturing territoriality, you can ensure that access control and surveillance effectively prevent crime.

To help property managers incorporate access control and surveillance into a property's or community's design, Enterprise developed the following "Safety by Design Survey."

Although not every safety option will be needed for every property, property managers can use the survey as a guide in conducting a safety audit of their properties and identifying potential safety improvements. Safety by Design ratings, when considered within the context of safety priorities and cost factors, can be useful in the development of a work plan for making safety improvements.

Safety questions raised by this tool can be further addressed by a local law enforcement agency or community safety consultant.

Safety by Design Survey

Directions: On a scale of 1 (needs substantial improvement) to 5 (no changes needed), rate your property in response to each question.

MECHANICAL

Access Control

Locks

- | | |
|---|-----------|
| Are there enough locks? | 1 2 3 4 5 |
| Are all locks strong enough? | 1 2 3 4 5 |
| Are all locks well-maintained? | 1 2 3 4 5 |
| Are locks properly and consistently used? | 1 2 3 4 5 |

Alarms

- Is the property equipped with enough functioning smoke alarms? 1 2 3 4 5
- Is the property equipped with functioning alarms for unauthorized entry? 1 2 3 4 5
- Are there enough alarm trigger points? 1 2 3 4 5
- Are the alarm triggers in the best locations? 1 2 3 4 5
- Do activated alarms adequately inform the residents with disabilities? 1 2 3 4 5
- Are alarms well-maintained? 1 2 3 4 5
- Are alarms properly monitored and is the response time reasonable? 1 2 3 4 5

Surveillance

Video Cameras

- Are there enough video cameras? 1 2 3 4 5
- Are the video cameras highly visible and in the best locations? 1 2 3 4 5
- Are all video cameras well-maintained? 1 2 3 4 5
- Are video cameras properly monitored and is the response time reasonable? 1 2 3 4 5

Peep Holes

- Are there operative peep holes in every door to the outside and public areas? 1 2 3 4 5
- Are peep holes properly and consistently used? 1 2 3 4 5

STRUCTURAL

Access Control

Fences

- Are fences properly located to protect key areas? 1 2 3 4 5
- Are fences sufficiently high and strong enough to protect against intruders? 1 2 3 4 5
- Do the fences enhance the property’s appearance? 1 2 3 4 5
- Are there a limited number of access points and are these adequately secure? 1 2 3 4 5
- Do the fences afford adequate visibility? 1 2 3 4 5

Walls

- Are walls designed to discourage unsafe behavior (loitering, hiding, etc.)? 1 2 3 4 5
- Do the walls enhance the property’s appearance? 1 2 3 4 5
- Do the walls provide good visibility and freedom of movement? 1 2 3 4 5
- Are the walls strong and well-maintained? 1 2 3 4 5

Doors

- Are the doors strong enough to protect? 1 2 3 4 5
- Are doorways well placed and adequately lit? 1 2 3 4 5
- Do the doors enhance the property’s appearance? 1 2 3 4 5

General Surveillance**Landscaping**

- Does the landscaping afford adequate visibility? 1 2 3 4 5
- Does the landscaping enhance the property's appearance? 1 2 3 4 5
- Does the landscaping afford adequate options for movement? 1 2 3 4 5

Signs

- Are there enough signs and are they well located? 1 2 3 4 5
- Are signs easily readable and informative in appropriate languages? 1 2 3 4 5
- Are signs part of a coordinated design that enhances the property's appearance? 1 2 3 4 5

Window Placement

- Do windows overlook entrance and exit points? 1 2 3 4 5
- Are adjustable Venetian or mini-blinds in use? 1 2 3 4 5
- Are windows equipped with an effective locking device? 1 2 3 4 5

Guard Houses

- Are guard houses positioned in a conspicuous location? 1 2 3 4 5
- Are guards able to observe from all sides? 1 2 3 4 5
- Are the hours of operation consistent with needs? 1 2 3 4 5

Site Layout

- Are windows and porches designed so that residents can easily observe the front and back yards of the property? 1 2 3 4 5
- Is private space clearly defined? 1 2 3 4 5
- Are tot lots and playgrounds located to provide maximum surveillance? 1 2 3 4 5

HUMAN**Surveillance****Guards**

- Does the guard have specific post procedures? 1 2 3 4 5
- Are incident reports completed and retrieved in a timely manner? 1 2 3 4 5
- Is there regular communication between the guard and local law enforcement? 1 2 3 4 5

Resident Patrols

[Use of resident patrols as a means of access control is not recommended.] 1 2 3 4 5

Police Patrols

- Is community input used in determining patrol allocations? 1 2 3 4 5
- Are there active foot patrols? 1 2 3 4 5
- Are there active bike patrols? 1 2 3 4 5

Neighborhood & Building Watch

- Have members been trained in suspect identification and reporting techniques? 1 2 3 4 5
- Do members have the proper equipment, (i.e. pen and paper, cell phone/walkie talkie, flashlight)? 1 2 3 4 5
- Does law enforcement periodically walk with the group? 1 2 3 4 5

Walking Clubs

- Do members walk with confidence? 1 2 3 4 5
- Do members walk well-traveled routes, avoiding large bushes, dark areas, alleys, etc? 1 2 3 4 5
- Does someone carry a cell phone or an alerting device (such as shriek alarms or whistles)? 1 2 3 4 5

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CHECKLIST FOR STARTING A COMMUNITY WATCH

A community (block or neighborhood) watch is one of the most effective and least expensive ways to prevent crime and reduce fear in a community. Creating a community watch group organizes and engages residents in forming a cohesive public safety unit with local police.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

You can use the following checklist to help you form a community watch group in your area. This document will also guide you in building partnerships to maximize the effectiveness of your community's watch efforts.

BASIC NEEDS

The following are basic needs for any community watch program:

- A person or group of people committed to starting a neighborhood watch
- A planning committee to initiate the program
- A list of what issues initially need to be addressed in your community
- A means of communicating with residents (such as email or telephone trees)
- Publicity for the initial meeting
- A meeting agenda to keep things moving and on track
- A place to meet (such as a resident's house or apartment, community center, school or library)
- A crime prevention officer to discuss the crime issues in the neighborhood and to help train members
- A map of the community with spaces for names, addresses and phone numbers of all households
- A sign-up sheet for those interested in becoming block or building captains
- Brochures or other materials on topics of interest to the residents
- Neighborhood watch signs to be posted around the community (Note: Some jurisdictions require a minimum number of participants before such signs can be posted.)
- Facts about crime in your neighborhood (These can be found in police reports, newspapers and residents' perceptions about crime. Often residents' opinions are not supported by facts and accurate information can reduce fear of crime.)

TO ADD EXCITEMENT

Here are some ideas for engaging residents in and enhancing your community watch program:

- Mix business with pleasure by allowing attendees time to socialize.
- Seek out local civic leaders and elected officials to be your advocates and mentors.

- Work with existing organizations such as citizen associations, tenant associations or housing authorities.
- Provide speakers on topics of community interest.
- Link crime prevention with activities promoted by other groups, such as child protection or anti-vandalism projects.
- Start a neighborhood newsletter.
- Arrange for a notable community leader to make a surprise appearance at a meeting, rally or other event.
- Create community service, arson prevention and recreation activities for young people.

TO BUILD PARTNERSHIPS

Partnerships are an integral part of any community watch program. Follow these tips for forming partnerships:

- An endorsement from the local police or sheriff's office is critical to a watch group's credibility. These agencies are the major sources of information on local crime patterns, crime prevention education and crime reporting.
- Local businesses and organizations can help provide fliers and a newsletter, offer meeting places and distribute crime prevention information. Ask an electronics store, for example, to donate cellular phones or walkie talkies.
- Libraries can provide research materials, videos, computers and meeting space.
- Media can publicize recruitment drives.
- Look to volunteer centers, parent groups and labor unions for advice on recruiting volunteers.
- Teenagers are valuable resources. They can be an integral part of a citizens' patrol, including rollerblading to scout the neighborhood.
- Places of worship can provide meeting space and be a good source of volunteers.

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MATCHING VOLUNTEERS TO THE RIGHT ROLE

As with any form of job placement, knowing the individual skills, abilities and interests of the people you are placing is an important part of designing volunteer positions for your residents. The McClelland Motivational Model described in this document can help you to assess potential volunteers' motivations and place them in positions that best match their skills and attitudes. Enterprise has incorporated this model into a volunteer self-assessment form that you can use with residents interested in volunteering for community safety posts.



THE MCCLELLAND MOTIVATIONAL MODEL

The McClelland Motivational Model places volunteers into three types: “achievement motivated,” “power motivated” and “affiliation motivated.” People in each type portray various goals and characteristics that are important to consider when you are assigning their volunteer positions.

Achievement Motivated

- Desire for excellence, doing a good job
- Wants sense of important accomplishment
- Wants to advance career
- Needs feedback

Power Motivated

- Likes to lead, give advice
- Wants prestige and job status
- Enjoys influencing people and activities
- Likes ideas to be predominant

Affiliation Motivated

- Likes to be popular
- Desires friendly relations, interaction
- Dislikes being alone in work or play
- Likes to help other people

It is necessary to have enough information on each potential volunteer in order to properly place all volunteers. One approach to gathering the necessary information is to have each prospective volunteer complete a self-assessment form, such as the one provided here.

Volunteer Self-Assessment Form

What motivates you as a volunteer? This survey will help you answer that question so that you can be placed in a volunteer position that will maximize your individual skills, interests and abilities.

Name: _____ Date: _____

Address: _____

Phone: _____ Best time to call: _____

Directions: On a scale of 1 (low) to 5 (high), rate each of the following statements in terms of how much it applies to you. Then, add the ratings into subtotals for each group of questions.

1. I desire excellence, and want to do a good job. 1 2 3 4 5

2. I want a sense of important accomplishment. 1 2 3 4 5

3. I want to advance my career. 1 2 3 4 5

4. I need feedback. 1 2 3 4 5

Questions 1-4 Subtotal _____

5. I like to lead, give advice. 1 2 3 4 5

6. I want prestige and job status. 1 2 3 4 5

7. I enjoy influencing people and activities. 1 2 3 4 5

8. I like my ideas to be predominant. 1 2 3 4 5

Questions 5-8 Subtotal _____

9. I like to be popular. 1 2 3 4 5

10. I desire friendly relations and interaction. 1 2 3 4 5

11. I dislike being alone in work or play. 1 2 3 4 5

12. I like to help other people. 1 2 3 4 5

Questions 9-12 Subtotal _____

Next, compare the three subtotals above. The section with the highest subtotal indicates your main type of motivation under the McClellan Motivational Model, which is used by organizations across the country to help them to best match volunteers to positions.

Questions 1-4 subtotal is highest: You tend to be achievement motivated. You might consider the following types of volunteer activities: police-community liaison or liaison to the private management company.

Questions 5-8 subtotal is highest: You tend to be power motivated. You might consider the following types of volunteer activities: block captain, floor captain or spokesperson.

Questions 9-12 subtotal is highest: You tend to be affiliation motivated. You might consider the following types of volunteer activities: community watch member, community watch meeting host.

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SAFE NEIGHBORHOOD QUESTIONNAIRE

Dear Resident,

This questionnaire will help us identify safety issues that are important to your community. Please make your responses as specific as possible. Thank you.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

1. What do you like about living in your community? _____

2. What do you dislike about living in your community? _____

3. Do you think that crime is a problem in your community? Yes No

4. Please rate each of the following issues based on whether you think it is a major, moderate or minor problem or not a problem at all.

	Major Problem	Moderate Problem	Minor Problem	No Problem
Destroying property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burglary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public drinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Auto theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loitering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prostitution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug use/dealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kids hanging around	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hate/bias crimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robberies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Littering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please explain): _____				

- 5. Have you or anyone in your household made a call to 911 for police, fire or emergency services within the past six months? Yes No

- 6. Have you had trouble contacting county government about a problem in your neighborhood? If yes, please explain. Yes No _____

- 7. Do you feel safe in your community? Yes No

- 8. Would you be interested in serving on a committee as part of a new community anti-crime program? Yes No

- 9. Does your community have a community watch group or program? Yes No

- 10. If so, are you currently active in the program? Yes No

- 11. If not, are you willing to participate in a community watch group or program?
 Yes No

- 12. Is drug dealing a major problem in your community? Yes No

- 13. If so, what type or types of drugs are sold? *(Please check all that apply.)*
 Cocaine Heroin Marijuana Crack
 Other _____

- 14. Is your community lit well enough at night? Yes No

- 15. Do you shop within your immediate community? Yes No

- 16. Other comments regarding safety issues in your community? _____

Thank you for your time!

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ASSESSING COMMUNITY SAFETY: COLLECTING SAFETY AND DEMOGRAPHIC DATA

Your resident safety committee (or housing organization) can use this form to collect and organize key data to help improve community safety efforts. The information recorded in this survey will help you fulfill the “observe” and “scrutinize” steps in the OSCAR process described in the introduction to this section. Then you can begin to “collaborate” and “act” to address the issue. (For more information on the OSCAR process, see “Introduction to Community Safety and Crime Prevention.”)

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

CRIME DATA

The local police department should be able to supply you with the following information about your community.

1. How many murders occurred last year? _____ 6 years ago? _____
2. How many assaults occurred last year? _____ 6 years ago? _____
3. How many robberies occurred last year? _____ 6 years ago? _____
4. How many burglaries occurred last year? _____ 6 years ago? _____
5. How many narcotics arrests occurred last year? _____ 6 years ago? _____
6. How many thefts occurred last year? _____ 6 years ago? _____

LOCAL LAW ENFORCEMENT

The local police department should also be able to supply you with the following information about your community.

1. How many police officers work at the local precinct? _____
2. How many officers are assigned to patrol your area? _____
3. How many civilian employees work at the local precinct? _____
4. How many shifts are there for police officers? _____ How long is a shift? _____
5. Does the police department do its own dispatching? _____
6. How can citizens obtain crime data? _____

- 7. What regular meetings exist between the police and community residents? _____

POPULATION

Your city or county’s planning department should be able to provide you with the following information.

- 1. How many people live in your community? _____
- 2. What percentage is male? _____
- 3. What percentage is female? _____
- 4. What percentage is African American? _____
- 5. What percentage is Latino? _____
- 6. What percentage is Caucasian? _____
- 7. What percentage is Asian or Pacific Islanders? _____
- 8. What percentage is younger than 18? _____

EDUCATION

Your city or county’s planning department should be able to provide you with the following information.

- 1. What is the dropout rate for local schools? _____
- 2. What percentage of adults graduates from high school? _____
- 3. What percentage has an associate’s degree? _____
- 4. What percentage has a bachelor’s degree? _____
- 5. What percentage has a master’s degree? _____

ECONOMICS

Your city or county's planning department should be able to provide you with the following information.

1. What is the median income in your community? _____
2. What is the per capita income? _____ What is the unemployment rate? _____
3. What percentage of the population is a homeowner? _____
4. What percentage of the population lives in public or subsidized housing? _____
5. What percentage of the population is in poverty? _____

RESOURCES

Visit the following organizations' websites for more information on crime statistics and data collection.

Bureau of Justice Statistics: <http://www.ojp.usdoj.gov/bjs/> publishes statistics on crime and victims, law enforcement, prosecution, courts and sentencing and other aspects of crime and safety in America.

National Crime Prevention Council, <http://www.ncpc.org/>, is home to McGruff, the crime dog as well as a variety of resources to help you deal with the effects of crime and introduce safety measures into your community.

Federal Bureau of Investigation – Uniform Crime Reports, <http://www.fbi.gov/ucr/ucr.htm>. The Uniform Crime Reporting Program was conceived in 1929 by the International Association of Chiefs of Police to meet a need for reliable, uniform crime statistics for the nation. The FBI has been collecting, publishing and archiving those statistics since 1931.

Community Policing Consortium, <http://communitypolicing.org>, is a partnership of five of the leading police organizations in the United States: the International Association of Chiefs of Police (IACP), the National Organization of Black Law Enforcement Executives (NOBLE), the National Sheriffs' Association (NSA), the Police Executive Research Forum (PERF), and the Police Foundation. This site offers a variety of publications, tools and resources to support your community policing efforts.

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COMMUNITY SAFETY SURVEY

- Resource for resident services coordinator
- Resource for resident

Use this survey to find out how your community feels about public safety in the area. Engage businesses, schools and residents in gathering key information. Ideally, a resident volunteer would use this survey to interview a community member. The information recorded will help you to fulfill the “observe” and “scrutinize” steps in the OSCAR process described in the introduction to this section. Then you can begin to “collaborate” and “act” to address the issue. (For more information on the OSCAR process, see “Introduction to Community Safety and Crime Prevention.”)

Name: _____

Title: _____

Organization: _____

1. Are you or your organization involved in any public safety work? Yes No
If yes, what are the issues? If no, why not? _____

2. What are the community safety issues in the [target location]?

- Drugs
- Property Crimes
- Violent Crime
- Gang Activity
- Abandoned Cars
- Graffiti
- Abandoned Buildings
- Prostitution
- Other _____

3. What do you think contributes to these problems? (Answers might include lack of adult supervision, drugs, poorly lit areas, abandoned buildings, etc.) _____

4. Do you or your organization have contact with the local police department?

Yes No

If so, please describe it. If not, why not? _____

5. Do you or your organization have contact with the local prosecutor's office? If so, describe the relationship. If not, why not? _____

6. What community organizations exist in [target location]? Who are the leaders? _____

7. How successful is your organization at mobilizing neighbors—getting them out to meetings, demonstrations and events? What kinds of activities had the most participation? What kinds of activities had the least participation? _____

8. Is there a "neighborhood watch" or "building watch" in any of the communities where you work or live? Is your organization involved in any way? If so, explain. If not, why? _____

9. Who would you talk to about safety problems where you live or work? _____

10. What is the most important issue in [target location]? _____

11. Describe the physical environment of [target location]. Are there vacant lots, run-down buildings, etc.? _____

12. Has your home or place of work ever been vandalized? _____

13. Are there particular areas where crime is prevalent? Describe the conditions. _____

In the following charts, please indicate your level of priority for addressing each item by placing an "X" in the appropriate priority level box:

Crime	Low Priority	Medium Priority	High Priority
Auto theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burglary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug dealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Property theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prostitution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sanitation	Low Priority	Medium Priority	High Priority
Abandoned cars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vacant lots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garbage pick-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of garbage cans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Environment	Low Priority	Medium Priority	High Priority
Street lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signal lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building demolition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stop signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sewers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Landscaping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sidewalks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potholes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General	Low Priority	Medium Priority	High Priority
Unemployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homelessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loitering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traffic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loud noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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IDENTIFYING DRUG “HOT SPOTS” IN A BUSINESS COMMUNITY

- Resource for resident services coordinator
- Resource for resident

A resident volunteer should complete this survey after visually inspecting a particular business, its grounds and the block on which it is located. The information recorded in this survey will help you identify drug “hot spots,” fulfilling the “observe” and “scrutinize” steps in the OSCAR process as outlined in the introduction to this section. You can then begin the next steps in the process: to “collaborate” and “act” to address the issue. (For more information on the OSCAR process, see “Introduction to Community Safety and Crime Prevention.”)

Date: ___ / ___ / ___
Day of week: _____ Time: _____ a.m./p.m.
Person completing survey: _____
Location: _____
Business name: _____

TYPE OF BUSINESS

Circle the number indicating the most appropriate description of this business:

1. Food store: grocery, supermarket, convenience store
2. Restaurant: fast-food, carry-out, deli
3. Bar, liquor store
4. Retail store: department, clothing, shoe, sporting goods, jewelry, music, hardware, pharmacy
5. Service: barber shop, beauty salon, dry cleaning, automotive, post office, printing shop, travel agency
6. Support agency: Salvation Army, United Way, mental health clinic, alcohol or drug abuse treatment clinic, medical facility, unemployment agency
7. Nuisance: porn shop, pawn shop, massage parlor, amusement arcade
8. Recreation: gym, club, spa
9. Wholesale: warehouses, distributors
10. Financial: bank, check cashing, finance company
11. Other (specify): _____

CONDITIONS OF BUSINESS

Note: For items one through four, use the following codes: No=0, Yes=1, Not visible=2, Not applicable=3

1. _____ Any missing front wall material such as brick, stone, stucco, siding or other signs of a structural problem? (Count wall material as missing if the hole or gap is bigger than 1 foot.)
2. _____ Any broken fixtures such as doors, windows, awnings, neon signs or lights?
3. _____ Any graffiti?
4. _____ Any other signs of a general lack of maintenance?

5. Rate the overall conditions and appearance of the building in terms of structural soundness, neatness and cleanliness:
- Very good Good Fair Poor Very poor

CONDITIONS OF GROUNDS

Note: For items one through three, use the following codes: No=0, Yes=1, Not visible=2, Not applicable=3

1. _____ Any litter (more than five pieces larger than 2" x 2")?
2. _____ Any broken glass or bottles (more than a 2 square foot area)?
3. _____ Any junk such as appliances, furniture, tires or abandoned automobiles?
4. Rate the overall conditions and appearance of the premises in terms of cleanliness, beautification, health and safety:
 Very good Good Fair Poor Very poor

CHARACTERISTICS OF BUSINESS

Note: For items one through 10, use the following codes: No=0, Yes=1, Not visible=2, Not applicable=3

1. _____ Any security bars or gates over windows?
2. _____ Any windows sealed with bricks?
3. _____ Any windows boarded up?
4. _____ Is the entrance used for drug sales in plain view from the street or public walkway?
5. _____ Is the entrance used for drug sales easily accessible from the street or walkway?
6. _____ Is there a security alarm sticker, "beware of dog" sign or surveillance camera?
7. _____ Is the business located next to another business?
8. _____ Is the business located next to a vacant or abandoned building?
9. _____ Is the business located next to or in the immediate vicinity of a street corner, vacant lot, public playground, park, schoolyard, churchyard, parking lot or alley?
10. _____ Is the business in a mixed unit with living space above?
11. List business hours _____

INTELLIGENCE INFORMATION

1. What types of drugs are sold at the drug location? *(check all that apply)*
 - Cocaine
 - Crack
 - Heroin
 - Methadone
 - Marijuana
 - Pills
 - Other _____

Note: For items two and three, use the following codes: No=0, Yes=1, Not visible=2, Not applicable=3

2. _____ Any unusual activity, such as excessive foot or vehicular traffic?

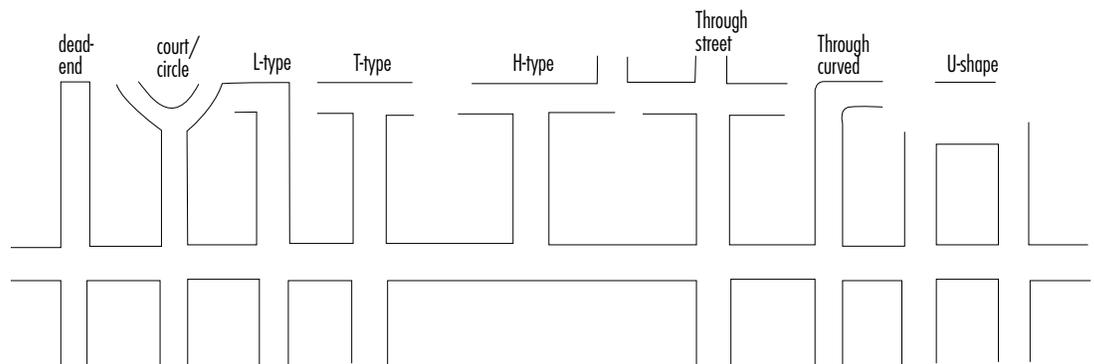
3. _____ Any people sitting outside or "hanging out" at the drug location or in the immediate vicinity?

4. List and describe all people at the drug location or in the immediate vicinity, including such items as age, sex, race. Also describe their modes of transportation (including car make and model). _____

5. Are there any other unusual characteristics of the drug location? For example, does the drug activity vary by time of day or day of the week? _____

BLOCK CHARACTERISTICS

1. Type of street layout: Mark the drug location on the matching street layout. If the street does not match any in the diagram, draw the street and mark the drug location.



2. Type of street (Please check one.):
 - Main thoroughfare
 - Residential street block
 - Side street or alley
 - Business complex
 - Apartment complex road

3. Traffic flow (Please check all that apply.):
 - _____ One-way street
 - _____ A stop sign or traffic signal at the drug location or in the immediate vicinity

4. Street width:
 - _____ Number of drivable lanes
 - _____ Number of parking lanes
 - _____ Median (Yes=1, No=0)

5. Number of overhead street lights at drug location or in the immediate vicinity _____

6. Number of broken overhead street lights _____

7. Number of public fixtures such as street signs, light poles, bridges or statues marked with graffiti at the drug location or in the immediate vicinity _____

8. Number of privately owned structures such as houses or businesses marked with graffiti at the drug location or in the immediate vicinity _____

9. Write the number of public areas at the drug location or in the vicinity.
 - _____ Vacant lots
 - _____ Public playgrounds
 - _____ Schoolyard
 - _____ Churchyard
 - _____ Parking lot
 - _____ Public court/garden
 - _____ Alleys
 - _____ Other (*specify*)

10. Type of drug location/vicinity (*Please check one.*):
 - _____ Residential (occupied)
 - _____ Commercial (occupied)
 - _____ Industrial/manufacturing (occupied)
 - _____ Institutional (occupied), e.g., schools
 - _____ Abandoned buildings
 - _____ Vacant lots
 - _____ Playgrounds or parks
 - _____ Mixed (*specify*)

11. Primary type of housing style (*Please check one.*):
 - _____ Single family (detached or attached)
 - _____ Apartments or condominiums
 - _____ Business with apartments overhead
 - _____ No housing at drug location
 - _____ Other (*specify*)

12. Types of businesses on the block (*Please check all that apply.*):
 - _____ Grocery, deli, convenience or food retail store
 - _____ Bar, liquor store or primarily selling liquor
 - _____ Restaurant, carry out or selling ready-to eat food

- _____ Retail, furniture, souvenir shop or goods sales
- _____ Services: barber, dry cleaner, parking garage, etc.
- _____ Support agency: mental health or medical clinic, etc.
- _____ Pharmacy, drugstore
- _____ Recreation: gym, club, spa
- _____ Wholesale: warehouse, distributor
- _____ Financial: bank, check-cashing establishment, finance company
- _____ Other (*specify*) _____

13. Describe street signs in the area that identify it as part of a neighborhood watch or other citizen anti-crime program: _____

14. Describe any unusual physical characteristics about the area, such as distinctive topography, housing style, conditions, ornamentation (e.g., identical lamps, planters, railings, awnings, paint designs) or anything that might show a sense of community or organization within the zone. _____

15. List any additional comments or observations _____

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SAFETY STANDARDS FOR 5- TO 14-YEAR-OLDS

The following safety guidelines should be used when designing on-site programs for 5- to 14-year-olds. The guidelines cover issues around designing the physical layout of the space, purchasing equipment, developing operational procedures and evaluating efforts. These standards may also be used to evaluate existing off-site programs for the same age group.

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

INDOOR ENVIRONMENT

The program's indoor space meets the needs of children and youth.

- There is enough room for all program activities.
- 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.
- The space is arranged so that various activities can go on at the same time without much disruption.
- There is adequate and convenient storage space for equipment, materials and personal possessions of children and staff.

The indoor space allows children and youth to take initiative and explore their interests.

- Children can easily take out and put away materials.
- Children can arrange materials and equipment to suit their activities.
- The indoor space reflects the work and interest of the children.
- Some areas have soft, comfortable furniture on which children can relax.

OUTDOOR ENVIRONMENT

The outdoor play area meets the needs of children and youth, and the equipment allows them to be independent and creative.

- Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of time.
- Children can use a variety of outdoor equipment and games for both active and quiet play.
- Permanent playground equipment is suitable for the sizes and abilities of all children.
- The outdoor space is suitable for a wide variety of activities.

SAFETY

The safety and security of children and youth are protected.

- There are no observable safety hazards in the program space.
- Systems are in place to protect the children from harm, especially when they move from one place to another or use the restroom.
- Equipment for active play is safe.
- A system is in place to prevent unauthorized people from taking children.

Children and youth are carefully supervised to maintain safety.

- Staff members note when children arrive, when they leave and with whom.
- Staff members know where the children are and what they are doing.
- Staff members supervise children appropriately according to children's ages, abilities and needs.
- Staff members closely supervise activities that are potentially harmful.

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FINANCIAL LITERACY SERVICES

At least 10 percent of the households in the United States do not use banks.

INTRODUCTION TO FINANCIAL LITERACY SERVICES

Understanding personal finances is important to everyone, but especially those with limited resources. These families and individuals must exhibit financial discipline to ensure their bills are paid and their needs are satisfied. Too often, however, they have no experience with financial protocols or institutions, making it even more difficult for them to achieve long-term goals and enjoy life without worrying about money. Even though personal financial skills aren't secrets, few are ever taught them, forcing many to manage their finances in improvised and often counterproductive ways.

Before offering financial literacy training to residents, however, you must first determine whether they want or even need it. You can do this in several ways, including having individual discussions, asking the property manager to identify residents who have a history of rent delinquency, or administering resident surveys. Once potential clients have been identified, it is important to address the subject sensitively, as discussing financial matters is quite personal.

The Financial Literacy section of this manual is designed to guide you in helping residents learn the basics of financial literacy: household spending, checking, savings and credit. Sample outlines and exercises for providing group training and individual consultations are included.

There are, of course, other important financial issues to consider, including tax filing, receiving employer benefits and applying for loans and mortgages. Since these issues are highly specific to an individual's circumstances, they are not included in the training outlines contained in this section. For information on these topics, please visit the online MoneySite and CreditSmart resources described later in this section.

Much of the information included herein was adapted from the publication *Making Your Money Count*, which comes with a facilitator's guide and can be found online at www.enterprisecommunity.org/resources, in the Enterprise Resource Database. Some model documents and handouts reproduced or adapted from the handbook are included in this manual as well.

In addition to the information in this manual, consult your local library and the Internet for additional resources related to financial literacy and planning. Moreover, local financial institutions may be willing to help educate residents by providing information or a speaker on personal financial issues.

RESOURCES AVAILABLE IN THIS SECTION

1. **Facts on Financial Literacy:** This document defines financial literacy and helps you make the case for offering financial literacy services or referrals within your resident services program.

2. **Assessing Residents' Financial Literacy:** The two “tests” provided in this document can be used to gauge residents' level of financial literacy and their financial behavior. These can be given before your training to benchmark their understanding and after your training to measure their learning.
3. **Checking Account Basics:** This document describes the benefits of opening a checking account and the basic elements of account management. The content of this resource is aligned with three handouts to help introduce banking processes to residents unfamiliar with such concepts: “Writing a Check,” “Sample Checkbook Register” and “Sample Account Statement and Balancing.”
4. **Writing a Check Exercise:** This resource is geared toward individuals who have not had significant experience with banking. It includes a sample check and instructions on how to fill it out.
5. **Sample Checkbook Register Exercise:** This resource shows residents how to enter information into a checkbook register and explains how to use the columns
6. **Sample Account Statement and Balancing Exercise:** Similar to the previous resources, this document is meant to familiarize residents with banking. It includes a sample account statement and instructions on how to balance a checkbook.
7. **Improving Household Spending:** This document explains why it is important to develop a budget, and offers an easy, four-step process for creating a spending plan. The creation of a spending plan is aided by completing several exercises.
8. **Separating Needs from Wants Exercise:** This document help residents categorize items they may purchase, such as a new coat, into “wants” or “needs.” The list can then be used to prioritize spending.
9. **Plugging the Spending Leaks Exercise:** This worksheet helps residents understand the monthly and annual costs of items that often seem insignificant, such as a can of soda. It can be useful in finding ways to cut back on household spending.
10. **Identifying Income Exercise:** This exercise helps residents identify all their sources of income and can be used with other handouts to help residents draft budgets and find ways to save money.
11. **Listing Expenses Exercise:** This exercise comes with a comprehensive list of possible monthly expenses, which residents can use as a guide when creating their budgets.
12. **Spending Calendar Exercise:** This document is similar to “Listing Expenses,” but it allows residents to list their expenses on a weekly basis. Residents should use it, therefore, to track their weekly expenses and to review for long-term tracking as well.

13. **Budgeting Tool:** Residents can use this tool to put together monthly budgets with anticipated and actual spending for each item.
14. **Saving for the Future:** This resource explains the value of savings accounts, the ways in which residents can save money and the importance of having money set aside in the event of emergencies.
15. **Effectively Using and Maintaining Credit:** You can use this document to help explain credit to your residents. All facets of credit are covered, as well as helpful tips to achieving and maintaining good credit.
16. **Using CreditSmart® to Understand Personal Finances:** This document describes CreditSmart®, an online tutorial produced by Freddie Mac, which helps consumers understand personal finances.
17. **Assistance with Taxes and Financial Planning: An Overview of MoneySite:** MoneySite is a program offered by a subsidiary of Enterprise, which helps low-income families to prepare their tax returns and plan for their financial futures. This document describes the program and how it can help low-income families in your service area.

FACTS ON FINANCIAL LITERACY

This document will help you to better understand what financial literacy is, who lacks financial literacy and why it is important to connect your residents to financial literacy assistance.

FINANCIAL LITERACY OVERVIEW

- Financial literacy is an understanding of personal finance and the ability to use that understanding to benefit your economic condition.
- Those with financial literacy deficiencies often find it hard to manage money and save for long-term personal goals, such as buying a house or retiring.
- Increasing your financial literacy is the first step toward improving your financial condition. Accordingly, literacy training has increased significantly in recent years.

FINANCIAL LITERACY STATISTICS

- The rate of personal bankruptcy in the United States rose by 69 percent from 1990 to 2000.
- Conservative estimates put the number of households who do not use banks at 10 percent of the U.S. population. This problem is greatest among low-income families, seniors, immigrants, minorities and young people.
- Financial education was more common in many American schools in the early 1900s than it is today.
- Twenty percent of families earning less than \$50,000 a year spend nearly half of their income on debt payments.
- Forty-three percent of adults in the United States at the lowest level of financial literacy live in poverty, compared to only 4 percent of those at the highest level of financial literacy.
- Approximately 57 percent of all divorces in America are due to arguments over money.
- From 1992 to 2000, disposable personal income rose 47 percent, but personal spending increased 61 percent.
- The average American household with at least one credit card carried a balance of nearly \$8,000 in 2000.

THE NEED FOR FINANCIAL LITERACY TRAINING

- According to the Federal Reserve Division of Consumer and Community Affairs' 2002 paper, *Financial Literacy: An Overview of Practice, Research, and Policy*, “consumers lack a working knowledge of financial concepts and do not have the tools they need to make decisions most advantageous to their economic well-being.”
- Changes in personal finances and demographics, increased consumer responsibilities and a rise in questionable lending practices are all reasons for declines in financial literacy and personal economic well-being.

Benefits of Financial Literacy Training

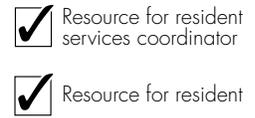
- The paper *Financial Literacy: An Overview of Practice, Research, and Policy*, also notes that “evidence concerning the benefits of financial training is consistent with conventional wisdom—education can result in more-informed consumers who make better financial decisions.”
- Studies have also shown that financial literacy training is effective at moving people closer to their goals. Even short training sessions can help people create positive behavioral changes for many months.
- The most important factor in a financial literacy training program's effectiveness is its design; the curriculum must be tailored to the goals of the people it serves.
- Despite an increase in financial literacy training programs in the last few years, those most in need of such training are usually the least likely to receive it.

Sources for this section are *Financial Literacy: An Overview of Practice, Research, and Policy* by Sandra Braunstein and Carolyn Welch (Federal Reserve Bulletin, Board of Governors of the Federal Reserve System, 2002. Study available online at <http://www.federalreserve.gov/pubs/bulletin/2002/1102lead.pdf>) and *A Critical Examination of Financial Literacy Education* by Kathryn Gwatkin and George McCarthy (Joint Center for Housing Studies Working Paper BABC 04-17, 2004. Study available online at http://www.jchs.harvard.edu/publications/finance/babc/babc_04-17_draft.pdf).

ASSESSING RESIDENTS' FINANCIAL LITERACY

INSTRUCTIONS FOR RESIDENT SERVICES STAFF

Merely teaching financial literacy skills to your residents will not ensure that they will put their new skills to use by making positive changes in their financial behavior. Accordingly, you can use the two tests provided here to gauge residents' level of financial literacy and determine how they have actually changed their spending and saving behavior as a result of their financial literacy classes.



ASSESSING FINANCIAL LITERACY TEST

This series of 10 multiple choice and true/false questions should be given to residents at the end of the financial literacy training. These questions are derived directly from teaching material in this section and cover all of the relevant topics. After completing the course, residents should be able to answer most if not all of the questions.

The correct answers are:

1. d
2. b
3. b
4. d
5. c
6. d
7. b
8. a
9. c
10. a

ASSESSING FINANCIAL BEHAVIORS TEST

This series of 15 questions about financial behavior can be used to measure the impact your financial literacy program has had on residents. Questions 1 through 8 on this test are representative of good financial behavior and therefore higher scores are desired. Meanwhile, questions 9 through 14 describe poor financial management, making lower scores more desirable.

There are no right or wrong questions on this test. However, the goal of this assessment, and financial literacy training in general, is to see improvements in the personal finances of your clients. And in order to gauge such behavioral changes, it is best to administer the questionnaire to residents at the beginning of the class and then again six months to a year after they finish the class.

Comparing the two tests will show what, if any, changes they have made in their financial behavior. It is important that you assure residents that the information will be kept confidential to allay any fears they may have about answering honestly.

ASSESSING FINANCIAL LITERACY

Below are 10 questions about personal financial management. Please circle the correct answer to each question.

1. Why is depositing your paycheck into a checking account better than taking it to a check cashing store?
 - a. Money in the bank cannot be lost or stolen.
 - b. Checking accounts make it easier to track finances.
 - c. Using checks is cheaper than using money orders.
 - d. All of the above
2. Withdrawing money from an ATM is always free.
 - a. True
 - b. False
3. What is the best way to make sure that you have money to pay your bills?
 - a. Apply for several credit cards and use them to pay the bills.
 - b. Create a spending plan based on your income and required expenses and follow it.
 - c. Wait until the next paycheck, even if that means sending the payment in late.
 - d. Take out a short-term loan from a local pawnshop.
4. Which of the following is NOT a step in creating a household budget?
 - a. Identifying income
 - b. Listing expenses
 - c. Setting priorities and making changes
 - d. Finding what to spend leftover money on
5. What is the best way to have enough money to retire comfortably?
 - a. Buying lottery tickets and hoping to win
 - b. Relying on children to support you
 - c. Saving as much as you can as early as you can
 - d. Counting on Social Security benefits
6. Which of these sources of money should you put into a savings account?
 - a. Tax return
 - b. Christmas/birthday gift
 - c. Work bonus
 - d. All of the above
7. Which of these types of accounts has the highest interest rates, allowing your money to grow the fastest?
 - a. Savings account
 - b. Mutual fund
 - c. Certificate of Deposit
 - d. They are all the same.

8. Which of the following can lower your credit score, making it hard to get loans and credit?
 - a. Late payment of bills
 - b. Monthly income level
 - c. Unemployment
 - d. Your age

9. What is the cheapest way to buy something?
 - a. Paying by credit card
 - b. Renting-to-own
 - c. Saving and paying up front
 - d. They all cost the same

10. Identity theft can happen to anyone.
 - a. True
 - b. False

ASSESSING FINANCIAL BEHAVIORS

Listed below are 15 statements about financial behavior. For each statement, decide whether or not it describes you and rate it accordingly.

1 - Never

2 - Rarely

3 - Sometimes

4 - Usually

5 - Always

- | | |
|--|-----------|
| 1. I keep track of my expenses on a regular basis. | 1 2 3 4 5 |
| 2. I put money aside for future purchases or emergencies. | 1 2 3 4 5 |
| 3. I prepare a budget every month. | 1 2 3 4 5 |
| 4. I make goals for spending my money, and I discuss them with my family. | 1 2 3 4 5 |
| 5. I comparison-shop or buy things on sale. | 1 2 3 4 5 |
| 6. I earn more money than I spend. (I am not in debt.) | 1 2 3 4 5 |
| 7. I feel secure in my current financial situation. | 1 2 3 4 5 |
| 8. I feel confident about my financial future. | 1 2 3 4 5 |
| 9. I pay only the minimum amount due on my monthly bills. | 1 2 3 4 5 |
| 10. I pay my bills late. | 1 2 3 4 5 |
| 11. I receive past due notices or calls from collection agencies. | 1 2 3 4 5 |
| 12. I charge basic expenses on my credit card or take out loans for them. | 1 2 3 4 5 |
| 13. I pay more than one-third of my monthly income on debt, like credit card payments. | 1 2 3 4 5 |
| 14. I worry that I will be turned down for credit because of my credit history. | 1 2 3 4 5 |
| 15. I don't pay off one bill sometimes so that I can pay another bill. | 1 2 3 4 5 |

Assessments and introduction adapted from "Evaluating Your Financial Literacy Program: A Practical Guide," by Katy Jacob. Copyright ©2002, The Woodstock Institute. Adaptation of this material is permitted only for non-commercial purposes.

CHECKING ACCOUNT BASICS

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

The following points are important to include in any information that you provide to your residents about checking accounts.

- Checking accounts can ensure that your paycheck is safe and that the money will not be lost, stolen or too easily spent before the bills are paid.
- Checks cost less than money orders and are as good as cash.
- When shopping for a bank, always consider how convenient the location is and how much the bank charges for the account.
- Using direct deposit for your paycheck costs you nothing and usually gets your paycheck into your checking account more quickly.
- Writing checks is easy and keeping track of your checkbook register takes only a few minutes each day. (Use the “Writing a Check” and “Sample Check Register” handouts provided in this manual to show residents how easily they can write checks and record them in their registers.) If you are worried about keeping track of the checks you write, you can use duplicate checks.
- Checks that are written for more money than is in the account “bounce.” You should be careful not to bounce checks. Your bank will charge you for a bounced check (as much as \$20 to \$25), and the business you wrote the check to will charge a fee. Bounced checks can also hurt your reputation at the bank.
- If you’re not sure how much money is in your account, you should call the bank and ask. But, keep in mind that the balance the bank gives you may not reflect checks that have not yet been cashed or recent withdrawals and deposits.
- Using an ATM is a convenient way to get money from your checking account. But, if the ATM is not affiliated with your bank, you will have to pay both your bank and the other bank a fee for using that ATM.
- Check-cashing stores may be an easy way to cash your paycheck, but they charge expensive fees that add up over time.
- Balancing your checking account does not have to be that difficult. (Use the “Sample Account Statement and Balancing Exercise” handout provided in this manual to teach residents how to balance their checking account.)

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WRITING A CHECK EXERCISE

YOUR NAME 111 MAIN STREET (987) 123-4567	025
_____ 20 _____	
Pay to the Order of _____	\$ _____
_____ Dollars	
YOUR TOWN BANK Office Location City, State, USA	
Memo _____	_____
1 : 23 45678910 000 000 00	

<input type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

Practice writing a check by filling out this sample blank check with the following information:

- Today's date
- The name of the person or organization the check is for (for example, Dr. Bertha Brown)
- The amount you are paying in numbers (for example, \$105.87)
- The amount you are paying written out (for example, One hundred five and 87/100)
- A note so you remember what the check paid (for example, Dentist – acct.#4498005 due 8-15-05)
- Your signature

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SAMPLE CHECKBOOK REGISTER EXERCISE

<input type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

When you have a checking account, you need to keep track of all of the deposits you make and all of the checks you write. Each book of checks comes with a checkbook register, which is like a little record book. You will use this register to keep track of the money in your checking account.

When you deposit money in your account, write down in the checkbook register:

- The date
- Where the money came from (for example: paycheck, birthday gift)
- How much money you deposited

Before you write a check or take money out of your account, write down in the checkbook register:

- The check number
- Who you're writing the check to
- The amount of money

Remember, every time that you add money to or take money from your account, you need to record the information in the checkbook register. Then:

- Add or subtract that amount of money from the previous balance to find out how much money is left in your account. This will be your current balance.

SAMPLE CHECKBOOK REGISTER

Look at the sample checkbook register for three checks and other recent deposits and cash withdrawals made during the month of January 2005. Do you see that the shaded (gray) rows show your current balance at any given time? You use the white rows to record information about payments or deposits each day and then add or subtract them from your balance.

SAMPLE ACCOUNT STATEMENT AND BALANCING EXERCISE

<input type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

1 THISFIRST BANK

FIRSTCHOICE ACCOUNT

MANDARIN BRANCH
4444 THIS STREET
ANYTOWN, STATE 00000-0000

CUSTOMER SERVICE 24 HOURS A DAY, 888-000-0000

JOHN Q. CUSTOMER 1234 MAIN STREET ANYTOWN, STATE 00000-0000	ACCOUNT NUMBER 12345-678910 STATEMENT PERIOD 1-1-2000 TO 2-1-2000
---	--

THANK YOU FOR BANKING WITH THISFIRST

SUMMARY OF YOUR ACCOUNTS	
CHECKING	SAVINGS
BEGINNING BALANCE	500.00
DEPOSITS	538.68
WITHDRAWALS	629.73
SERVICE CHARGES/FEES	6.00
ENDING BALANCE	794.57
MIN BAL ON 2-1-00	54.87

CHECKING ACTIVITY

DEPOSITS		
POSTED	AMOUNT	DESCRIPTION
1-05	230.66	DEPOSIT
1-15	765.50	DEPOSIT
WITHDRAWALS		
CKNO.	PAID	AMOUNT
106	1-16	432.75
107	1-24	35.98
108	1-26	72.43
POSTED	AMOUNT	DESCRIPTION
1-21	40.00	ATM WITHDRAWAL
1-22	20.00	ATM WITHDRAWAL

CHECKING SERVICES CHARGE AND FEE SUMMARY

AMOUNT	DESCRIPTION
6.00	MOTHLY SERVICE CHARGE

This is a sample checking account bank statement showing checks that have cleared the bank. Use this to practice the steps you will take to balance your checking account each month.

1. Open your bank statement and look for charges (other than checks) made against your account.
2. Subtract those charges from your checkbook register.

3. Remove your canceled checks from your statement and put them in order by check number.
4. Compare the amounts on the canceled checks and deposits with the amounts written in your checkbook register. Check off all canceled checks and deposits in the checkbook register.
5. Insert the last balance shown on your bank statement
6. Add deposits not credited to your account.
7. Deduct all checks that are outstanding (not checked off in your checkbook register, and therefore not yet charged to your account).
8. Your adjusted balance should agree with the balance in your checkbook register. If it doesn't, check your addition and subtraction, then check to be sure you have entered all the numbers correctly.

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IMPROVING HOUSEHOLD SPENDING

<input checked="" type="checkbox"/>	Resource for resident services coordinator
<input type="checkbox"/>	Resource for resident

When talking to residents about improving their household spending, emphasize these reasons for why every household should develop and follow a monthly budget:

- Sticking with a monthly budget ensures that you will have the money you need to pay your bills.
- Reviewing your budget and spending on a regular basis can help you monitor your progress towards your goals.
- Having a budget helps you feel more in control of your life because you know how much money you have and where it is going.

Remind residents that a budget can help them make better decisions about how to spend the money they have so that they can pay their bills responsibly and still have money for their dreams. Developing a household budget takes four basic steps. If residents are reluctant to share personal information with you, then work with them to create hypothetical budgets that they can then use to create their own budgets at home.

CREATING A HOUSEHOLD BUDGET

The four steps to creating a budget are:

1. **Identify income:** Use the “Identifying Income” handout provided in this manual to discuss all of the resident’s income sources. Even if the resident is not currently receiving income in all of the categories, it is important to describe each one.
2. **List expenses:** Use the provided “Listing Expenses” worksheet to discuss monthly expenses. In addition to discussing daily, weekly and monthly expenses, emphasize the need to plan and save for those expenses that are due every three to six months, such as car insurance. Residents who are unsure of their expenses may use the “Spending Calendar” handout to track their expenses for a couple of months.
3. **Compare income and expenses:** Subtract the resident’s total income from his or her total expenses. If there is money left over, discuss the importance of increasing savings as a means of achieving long-term goals and buffering against unexpected expenses. If expenses are greater than income, move on to step 4.
4. **Set priorities and make changes:** Explain that not having enough money happens to even the hardest-working people. You can cut expenses, increase income or both, and small changes add up over time. Use the “Separating Needs from Wants” worksheet to help the resident differentiate between wants and needs, and discuss the importance of fulfilling needs before wants.

Discuss simple and easy ways to cut back on spending (using the “Plugging the Spending Leaks” worksheet) and ways to increase income, such as selling unwanted items or taking on an additional job, if possible, or training for a better-paying job. Also, ask residents how much they spend each week on a particular want (like eating out), and calculate how many hours they must work to pay for this one thing. This should help residents to better prioritize their spending.

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SEPARATING NEEDS FROM WANTS EXERCISE

<input type="checkbox"/>	Resource for resident services coordinator
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We often say that we “need” to have something when, in reality, we only “want” it. For example, you don’t need a new winter coat just because your current coat is out of style; you want a new coat. But, if you don’t own a winter coat and it’s snowing outside, you need a winter coat.

Use this checklist to figure out if the items listed are a need or a want. Then, add your own needs and wants. Remember that when you are spending money, your needs should come first.

Need		Want
<input type="checkbox"/>	New coat	<input type="checkbox"/>
<input type="checkbox"/>	Larger apartment	<input type="checkbox"/>
<input type="checkbox"/>	Water	<input type="checkbox"/>
<input type="checkbox"/>	Telephone	<input type="checkbox"/>
<input type="checkbox"/>	Garbage bags	<input type="checkbox"/>
<input type="checkbox"/>	Dining table	<input type="checkbox"/>
<input type="checkbox"/>	Milk	<input type="checkbox"/>
<input type="checkbox"/>	Shoes	<input type="checkbox"/>
<input type="checkbox"/>	Bed	<input type="checkbox"/>
<input type="checkbox"/>	Call waiting	<input type="checkbox"/>
<input type="checkbox"/>	Car	<input type="checkbox"/>
<input type="checkbox"/>	Cable TV	<input type="checkbox"/>
<input type="checkbox"/>	Paper towels	<input type="checkbox"/>
<input type="checkbox"/>	Disposable diapers	<input type="checkbox"/>
<input type="checkbox"/>	Lottery tickets	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>

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PLUGGING THE SPENDING LEAKS EXERCISE

One of the best ways to cut expenses is to stop money from “leaking” out of your pocket. Take a look at the worksheet below. Just buying a soda from a vending machine at work each day can add up to nearly \$200 a year.

<input type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

Where is money leaking out of your pocket? Complete this worksheet to find out. Just write down the amount that you usually spend on each item and then calculate how much you end up spending per year as a result. This will help you to find and plug those leaks.

Item	Cost of Item	Cost per Month	Cost per Year
Soda from vending machine (example)	\$0.75	\$16.50	\$198.00
Video rental			
Long-distance telephone calls			
Snacks/convenience store purchases			
Eating out			
Magazines			
Drinks with friends			
CDs			
Cigarettes			
Gifts			
Dry cleaning			
Lottery tickets			
Premium cable TV channels			
Barber/hair stylist			

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IDENTIFYING INCOME EXERCISE

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Sources (do not over-estimate)	Per Month
After-tax wages (yourself)	\$
After-tax wages (others in household)	\$
Tips or bonuses	\$
Child support	\$
Unemployment compensation	\$
Social Security or Supplemental Security income	\$
Public assistance	\$
Food stamps	\$
Tax refunds	\$
Interest	\$
Other	\$
Total Income	\$

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LISTING EXPENSES EXERCISE

Sources	Per Month
Savings (pay yourself first)	\$
Rent or mortgage	\$
Heating fuel and electricity	\$
Water	\$
Telephone	\$
Other household expenses (cable TV, etc.)	\$
Groceries	\$
Snacks/meals eaten out	\$
Transportation (bus fare or car payment, gas and repairs)	\$
Auto insurance premiums	\$
Life or disability insurance premiums	\$
Doctor and dentist bills	\$
Child care	\$
Taxes	\$
Pet care	\$
Union dues	\$
Clothing/uniforms	\$
Loans	\$
Credit cards	\$
Personal (toiletries, allowances, etc.)	\$
Miscellaneous (classes, gifts, vacation, etc.)	\$
Religious/charitable contributions	\$
Entertainment (movies, activities, etc.)	\$
Total Expenses	\$

<input type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

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SPENDING CALENDAR EXERCISE

<input type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

	Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.
Savings (pay yourself first)							
Rent or mortgage							
Heating fuel and electricity							
Water							
Telephone							
Other household expenses (cable TV, etc.)							
Groceries							
Snacks/meals eaten out							
Transportation (bus fare or car payment, gas and repairs)							
Auto insurance premiums							
Life or disability insurance premiums							
Doctor and dentist bills							
Child care							
Taxes							
Pet care							
Union dues							
Clothing/uniforms							
Loans							
Credit cards							
Personal (toiletries, allowances, etc.)							
Miscellaneous (classes, gifts, vacation)							
Religious/charitable contributions							
Entertainment (movies, activities, etc.)							
Total Expenses							

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BUDGETING TOOL

Once you have plugged spending leaks and separated wants and needs, you can create a spending plan that accounts for all of your necessities and ensures there is enough money to pay all the bills. The budget tool below combines the information from the previous expenses and income worksheets, and allows you to track actual spending as compared to planned spending. Use this tool on a monthly or weekly basis to stay on course with your budget and make any necessary changes.

<input type="checkbox"/>	Resource for resident services coordinator
<input checked="" type="checkbox"/>	Resource for resident

Income	Monthly Budget	Actual Amount	Difference Between Actual and Budget
After-tax wages (yourself)			
After-tax wages (others in household)			
Tips or bonuses			
Child support			
Unemployment compensation			
Social Security or Supplemental Security Income			
Public assistance			
Food stamps			
Tax refunds			
Interest			
Other			
Income Subtotal:			

Expenses	Monthly Budget	Actual Amount	Difference Between Actual and Budget
Savings (pay yourself first)			
Rent or mortgage			
Heating fuel and electricity			
Water			
Telephone			
Other household expenses (cable TV, etc.)			
Groceries			
Snacks/meals eaten out			
Transportation (bus fare or car payment, gas and repairs)			
Auto insurance premiums			
Life or disability insurance premiums			
Doctor and dentist bills			
Child care			
Taxes			
Pet care			
Union dues			
Clothing/uniforms			
Loans			
Credit cards			
Personal (toiletries, allowances, etc.)			
Miscellaneous (classes, gifts, vacation, etc.)			
Religious/charitable contributions			
Entertainment (movies, activities, etc.)			
Expenses Subtotal:			
Net Income (Income less Expenses):			

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SAVING FOR THE FUTURE

When talking to residents about saving for the future, emphasize the following key points:

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THE VALUE OF A SAVINGS ACCOUNT

Opening a savings account is one of the most important steps toward a secure financial future. Even though a savings account does not pay a high rate of interest, it enables people to start saving more and more money, which can eventually be moved into other investments that pay higher interest rates.

When talking to your residents, note the relationship between investment risk and the potential rate of return, and emphasize the importance of using a federally insured (FDIC) savings account. Describe how compounded interest helps savings grow faster than simple interest. Use the online savings calculator at www.youngmoney.com to demonstrate how even modest savings, with the help of interest earnings, can accrue into significant sums of money over 10, 20, 30 or 40 years.

If you save \$30 per month, for example, you can expect your money to accumulate as follows:

Annual Rate of Return (compounded daily)	Value of \$30 Monthly Investment After:			
	10 years	20 years	30 years	40 years
2% (e.g. bank account)	\$4,025	\$8,905	\$14,865	\$22,145
5% (e.g. certificate of deposit)	\$4,730	\$12,478	\$25,253	\$46,315
8% (e.g. mutual fund)	\$5,600	\$17,995	\$45,577	\$106,958

WAYS TO SET MONEY ASIDE

There are several simple ways to save money, some involving almost no change in spending habits or lifestyle. For instance, suggest placing one dollar or spare change into a can or jar every day. Encourage residents to put any unexpected windfalls like tax refunds, work bonuses or monetary gifts directly into their savings accounts. This is an easy way to save that will not impact their current spending. Mention that giving up expensive habits like smoking or cutting down on “wants” like dining out or going to the movies can enable them to put a lot more money into their savings account.

THE IMPORTANCE OF AN EMERGENCY FUND

Discuss the importance of having a reserve of money set aside in the event of an emergency, like medical bills or job layoffs. An emergency fund can help

people protect their families from financial jeopardy. If possible, residents should set a goal of having enough money in an emergency fund to pay for up to three months of living expenses.

Ask residents if they have such a fund. If they do not have one, encourage them to start saving towards an emergency fund immediately. It might help to mention that having enough money in an emergency fund to cover three months worth of expenses is difficult for most people, but the financial safety net it provides is well worth the sacrifice.

THE NEED FOR RETIREMENT ACCOUNTS

To make sure that residents have enough money to retire comfortably, advise them to put money aside now, if possible. Even though retirement seems a long way off, it is wise to start building a “nest egg” as early as possible. Describe two good ways of doing this: tax-deferred retirement accounts, such as Individual Retirement Accounts (IRAs), and participating in employer-sponsored retirement plans. For more information about retirement savings, visit <http://www.americasaves.org>.

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EFFECTIVELY USING AND MAINTAINING CREDIT

When talking to residents about credit, share the following information.

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BACKGROUND INFORMATION ON CREDIT

- Three credit reporting agencies (Equifax, Experian and TransUnion) track whether you pay your debts on time, how much you owe, whether there are liens on your property, and whether you have had financial problems such as bankruptcies or repossessions. This information is combined into a credit rating—commonly called a credit score or FICO® score.
- Information stays on your credit report and affects your FICO score for seven years.
- Creditors check your credit report and obtain your FICO score whenever you apply for credit. Your credit score affects the interest rate of loans and credit cards you obtain from creditors.
- Sometimes, credit reports contain mistakes. Therefore, it is important to obtain a copy of your credit report at least once a year and check it for errors. For information on obtaining a copy of your credit report, see the resource listed below.

TIPS FOR BUILDING AND MAINTAINING GOOD CREDIT

The following information will help you advise your residents about how to build and maintain good credit.

Loans

- Make loan payments before spending money on “extras.” Missed payments hurt your credit rating.
- Make each loan payment on time. Mark on the calendar the day the payment is due. Then, mark the day to mail the payment so that it arrives a day or two early. If the check is late, an extra “late fee” will be charged to your next bill. It will also hurt your credit rating.
- Avoid bankruptcy. It is usually better to work out a new repayment schedule with your creditors than to declare bankruptcy. Bankruptcy will appear on your credit report for up to 10 years and will hinder your chances of getting loans or credit.

Bills

- Pay basic fixed expenses (such as rent, heat, lights, telephone, etc.) on time.

Credit Cards

- Use only one or two credit cards. Carrying balances on several credit cards creates a lot of debt in a fairly short period of time.
- Charge essential items only. Remember: Using a credit card is like taking out a loan.
- Save money to buy big-ticket items, rather than charging them.
- Keep track of charges you've made by holding onto receipts and comparing these against your monthly credit card statement.
- If possible, pay the balance in full every month to avoid paying a high rate of interest. Otherwise, pay as much of the outstanding balance as possible. Always pay more than the minimum monthly payment, though, because the minimum monthly payment covers interest but does not reduce debt.
- Choose cards that have no, or a low, annual fee.
- If your credit card debt increases, stop using the cards until you get it back under control. Leave your credit cards at home or cut them up so you do not use them.

Rent-to-Own

- Renting furniture or appliances may seem like an easy way to pay for something, but you can end up spending three to 10 times what the item is worth.
- Using a rent-to-own service might make sense if you know you will be able to pay off the entire balance before the end of the rental period or when the item you are purchasing is essential (such as a refrigerator) and you cannot purchase it otherwise.
- Try to identify other, less costly options like purchasing these items from a thrift store or in the classifieds.

Pawn Shops

- Although many pawn shops offer quick loans that use a car or other valuable items as collateral, they can be risky. You can lose the collateral if you do not repay the loan on time. Therefore, it is best to avoid using pawn shops.

Reducing Risk of Identity Theft

Avoiding identity theft can save you from countless hours of frustration and financial loss. When educating residents about identity theft, emphasize the following advice.

- Safeguard your Social Security number, which provides access to your financial records and bank accounts. Only provide it when absolutely needed.
- After applying for a loan, credit card, rental, or anything else that requires a credit report, request that your Social Security number, account numbers and any other sensitive information be blacked out and the original credit report shredded in your presence. The lender only needs to keep your name and FICO score.

- Shred bank and credit statements, “junk mail” credit card offers, and any other mail that contains sensitive information. Using a crosscut shredder is best.
- Remove your name from the marketing lists of the three credit reporting agencies. This will reduce the number of pre-approved credit offers you receive.
- Photocopy both sides of your driver’s license and credit cards. This will enable you to immediately report any theft or loss.
- Monitor your credit report and FICO score annually to see if anyone has applied for credit in your name.

ADDITIONAL INFORMATION

You can find numerous credit-related resources online at: www.myfico.com. MyFICO is the consumer division of Fair Isaac, which created the FICO scoring method. In the “Products” section, you can order a copy of your credit report. The “Credit Education” section contains information on FICO scores, including how scoring helps consumers and how to improve your score. Also provided are a glossary, a loan savings calculator, a mortgage calculator, an auto loan calculator and more.

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USING CREDITSMART® TO UNDERSTAND PERSONAL FINANCES

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CreditSmart® is a Web-based tutorial designed to help consumers understand and develop the skills they need to manage their personal finances, obtain credit and achieve their long-term financial goals, such as homeownership or retirement. Developed by Freddie Mac in partnership with five historically black colleges and universities, the website is a companion to the CreditSmart workshops, which are given at partner universities and participating churches (a list of these locations is available on the website).

Through a series of lessons, or “modules,” CreditSmart provides information and advice about all facets of personal finance, with an emphasis on credit. The modules are:

1. Your Credit & Why it is Important
2. Managing Your Money
3. Goal Setting
4. Banking Services, An Important Step
5. Establishing & Maintaining Credit
6. Understanding Credit Scoring
7. Thinking Like a Lender
8. Avoiding Credit Traps
9. Restoring Your Credit
10. Planning For Your Future
11. Becoming a Homeowner

Included on the CreditSmart website are several worksheets, checklists and similar documents that allow participants to practice what they learned. Additionally, a glossary of many financial terms is available. All of the resources on this website are free and do not require any registration to use. CreditSmart can be accessed at www.freddiemac.com/creditsmart.

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ASSISTANCE WITH TAXES AND FINANCIAL PLANNING: AN OVERVIEW OF MONEYSITE

MoneySite is a tax preparation and financial planning service specifically for low-income people that currently operates out of four sites in New York City. For a nominal fee, a MoneySite counselor will assist clients with tax returns and start a financial planning process tailored to each client's situation. This process includes screening for public benefits, such as food stamps, health insurance or Medicaid, and working with clients to develop financial plans that will help them achieve their long-term goals.

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MoneySite is unique because it uses a mandatory and information-rich event—income tax preparation—to start a financial planning process with a low-income client in a trusted, non-commercial environment. This process occurs right before clients receive their tax refund, which is the ideal time to act on plans for homeownership, starting a business or saving for the future.

The outcome of a MoneySite session includes a completed tax return process, a benefit screening, a completed housing income recertification process when applicable, and the development of a tailored plan to help a client achieve his or her financial goals. MoneySite services are geographically specific, offering clients information about, and connections to, geographically relevant resources. The MoneySite program is particularly beneficial to families who qualify for the Earned Income Tax Credit, many of whom currently don't file tax returns.

MoneySite was launched in time for the 2005 tax season and has already undergone refinements based on lessons learned during the first year of operations. Because of its status as a pilot program, MoneySite is only available at select sites in New York City, though it will likely expand its reach in future years. However, despite the limited geographic area served by MoneySite, the principles of the program can be applied in diverse communities throughout the country for the purpose of improving personal financial management through hands-on experiences.

Using limited staff and resources, in 2005 MoneySite helped almost 600 individuals prepare their tax returns at a fraction of the costs usually charged by commercial tax preparation entities, and the integration of the financial planning component already has been enhanced. Assisting in the preparation of tax returns is the first step in the MoneySite program, and it provides an opening for counselors to work with clients towards the program's overall goal of improved financial behavior. By offering trustworthy, inexpensive tax preparation services, MoneySite takes advantage of an annual convergence of financial information and client focus to help individuals transform their lives for the better.

Resident services managers who are interested in bringing MoneySite to their community should visit www.themoneysite.org and contact:
Enterprise Financial Pathways Corporation
80 Fifth Avenue, 7th Floor
New York, NY 10010
Phone: 212.284.7117

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WHAT THE EXPERTS HAVE TO SAY . . .

"Enterprise has been an incredible leader and resource to us for many years in developing affordable homes for families in Cleveland. Together, we have learned that bricks and mortar are important, but not enough. Low-income families have many needs, and few places to turn for help and guidance. With this manual, and all of the work that stands behind it, Enterprise is building an important baseline of resident services knowledge and best practice models. This is enormously helpful to us in designing cost effective services and well documented outcomes."

Kate Monter Durban
Assistant Director
The Cleveland Housing Network
Cleveland, Ohio

"We have provided services to our residents for the last decade, and had recently begun to develop outcome-measurement tools to assess the impact of our work. We were thrilled to be chosen by Enterprise to be part of the Freddie Mac resident services initiative. Enterprise's assistance with program evaluation and outcome-measurement tools was very timely and has really helped us develop better tools to track our results. The affordable housing field very much needs resources like these to help ensure that both our housing and our residents are successful."

Dee Walsh
Executive Director
REACH Community Development Inc.
Portland, Oregon

"Addicts Rehabilitation Center Foundation, Inc., has worked in Harlem for 48 years helping transform the lives of substance abusers through housing and enriched resident services. We have consistently looked to Enterprise not only for funding and partnership opportunities but also for best practices in the field. Enterprise has long been a leader in innovative approaches to community development, and now they are bringing that same leadership to resident services. The guides and informative tools in this manual will expedite moving the field forward in helping families build their assets and preserve valuable affordable housing across America."

Rev. Reginald Williams
President and Chief Executive Officer
Addicts Rehabilitation Center Foundation, Inc.
New York City, New York



Enterprise Community Partners, Inc.
10227 Wincopin Circle
Columbia, MD 21044
Phone: 410.964.1230; fax: 410.964.1918
www.enterprisecommunity.org/resources