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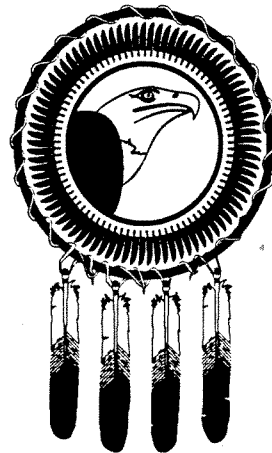
*Toward a Comprehensive Workforce Development System for the Oglala Nation*

by

Elsa Manzanares and David Thaler

*PRS 98-6*

April 1998

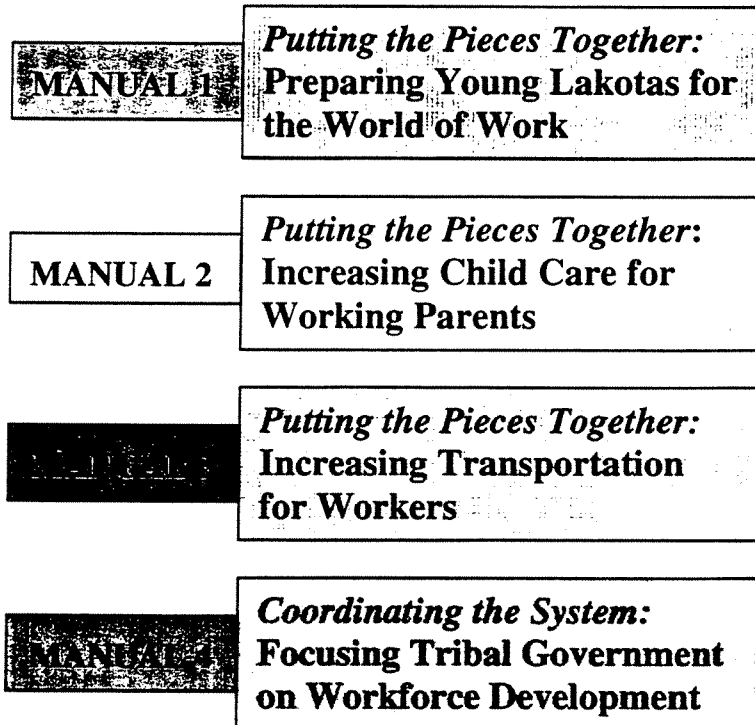


Harvard Project on  
American Indian Economic Development

John F. Kennedy School of Government  
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# Toward A Comprehensive Workforce Development System For The Oglala Nation



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April 1998*

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## How to Use This Handbook


This report, commissioned by the Oglala Sioux Tribe (OST), recommends initiatives and action plans for developing a workforce development system for the Oglala Nation. It is intended to be used as a reference tool and guidebook for anyone on the Pine Ridge Indian Reservation interested in workforce development issues.

The report was compiled in cooperation with tribal members and other individuals around the country who are addressing similar issues in their communities.

The handbook is divided into four Manuals that can stand alone. Each Manual can be used for the following purposes:




### **MANUAL 1: *Putting the Pieces Together: Preparing Young Lakotas for the World of Work***

*Outlines a School to Work proposal for Pine Ridge schools.*

-  Guidance for OST Education in funding and launching the program.


### **MANUAL 2: *Putting the Pieces Together: Increasing Child Care for Working Parents***

*Outlines recommendations for increasing the supply and quality of child care.*

-  Guidance for OST Child Care and Development Office.
-  Useful as supporting material for child care grant proposals made to the State of South Dakota, the federal government and private foundations.
-  Appropriate for anyone interested in initiating child care programs at Pine Ridge.


### **MANUAL 3: *Putting the Pieces Together: Increasing Transportation for Workers***

*Recommends two programs for implementation by OST Department of Transportation.*

-  Guidance for OST Transportation in funding and launching programs.

### **MANUAL 4: *Coordinating the System: Focusing Tribal Government on Workforce Development***

*Recommends initiatives for devoting tribal resources to workforce development.*

-  Guidance for OST Council in re-orienting tribal government.

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## **EXECUTIVE SUMMARY**

### **MANUAL 1: Preparing young Lakotas for the world of work with a School to Work program**

Interviews with employers and other leaders at the Pine Ridge Reservation revealed that most employees were hard working, well intentioned and if given the proper guidance and training could prove to be valuable assets. This Manual recommends that the Nation initiate a comprehensive **School to Work Program (STW)** and lays out the considerations to keep in mind when designing a program that is appropriate for the Lakota people.

### **MANUAL 2: Increasing the supply and quality of child care**

Child care is a critical need on the Pine Ridge Reservation. A lack of child care contributes to absenteeism and a loss of productivity on the job. Available, affordable and quality child care is particularly urgent on Pine Ridge because of the impact of new welfare-to-work laws that require recipients to work in order to keep their welfare benefits. Most parents already in the labor force usually rely on relatives, friends and neighbors to take care of their children while they work. This Manual makes recommendations for developing a quality child care system that is affordable and available to all tribal members who must work.

### **MANUAL 3: Developing a transportation infrastructure on Pine Ridge**

The severe shortage of transportation on the Reservation substantially impedes the employability of many workers. Pine Ridge is 100 miles wide in some areas and there is no form of public transportation. Many workers often cannot report to work because they are stranded. Throughout the country many communities are confronted with this problem more strongly than ever in the wake of recently enacted work requirements in the welfare law. The Nation should develop "Wheels to Work" and Van Pool programs that have empowered formerly unemployed people to enjoy the pride and satisfaction of paid employment.

### **MANUAL 4: Focusing tribal government (OST) on workforce development**

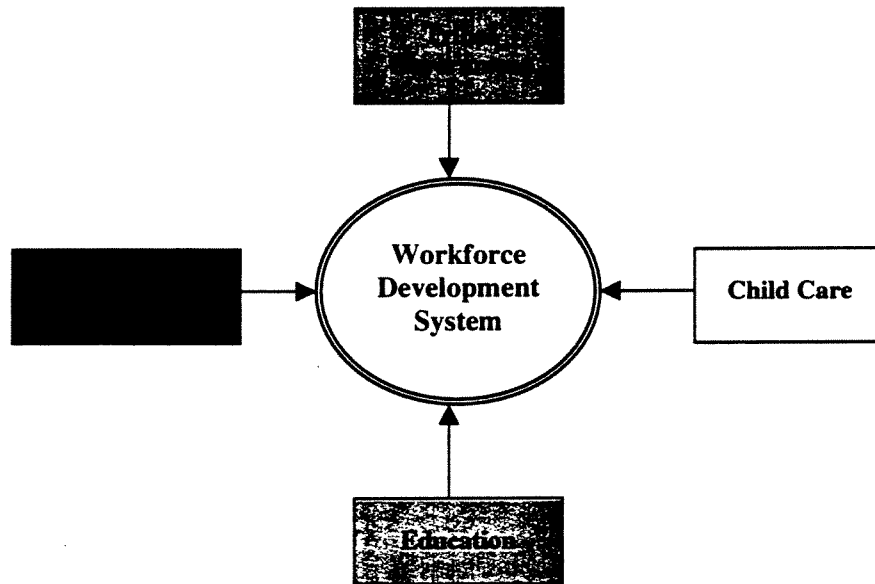
It is imperative that the Nation understand the benefits of a long-term investment in its workforce. Such an investment will help tribal members help themselves by providing them with the skills and attitudes required for economic self-sufficiency. This Manual describes how tribal government can devote resources to workforce development.



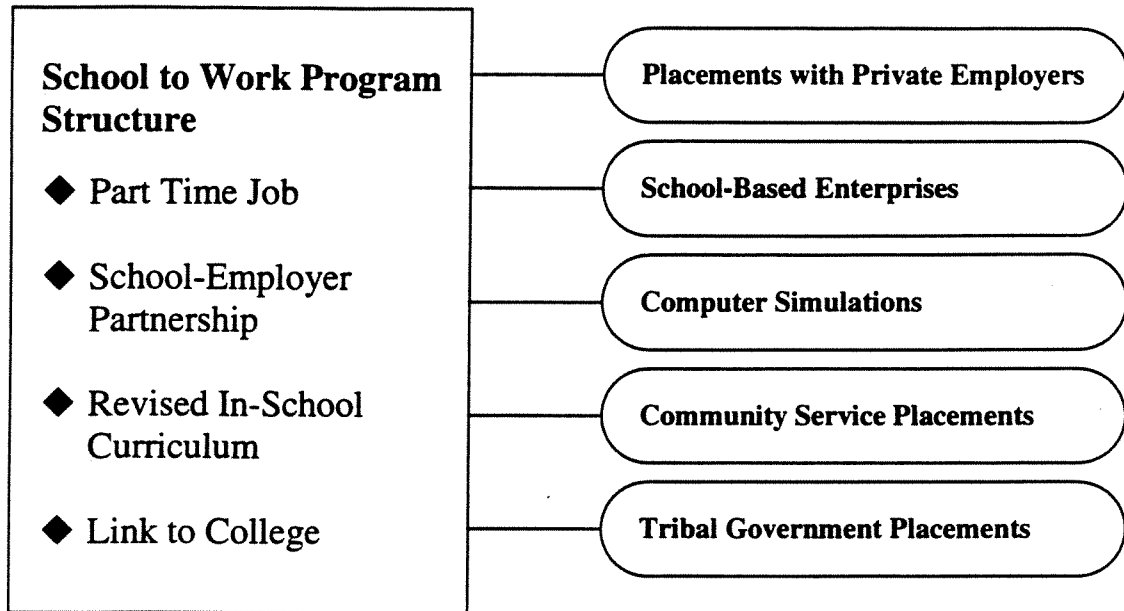
**ELEMENTS OF AN EFFECTIVE WORKFORCE DEVELOPMENT SYSTEM**

**WORKFORCE DEVELOPMENT IS THE USE OF PUBLIC POLICY TO CREATE A *SYSTEM* IN WHICH WORKERS ARE ABLE TO ACQUIRE THE SKILLS THEY NEED FOR A PRODUCTIVE LIVELIHOOD.**

**Four Critical Components of Workforce Development at Pine Ridge**



# MANUAL 1: PREPARING YOUNG LAKOTAS FOR THE WORLD OF WORK



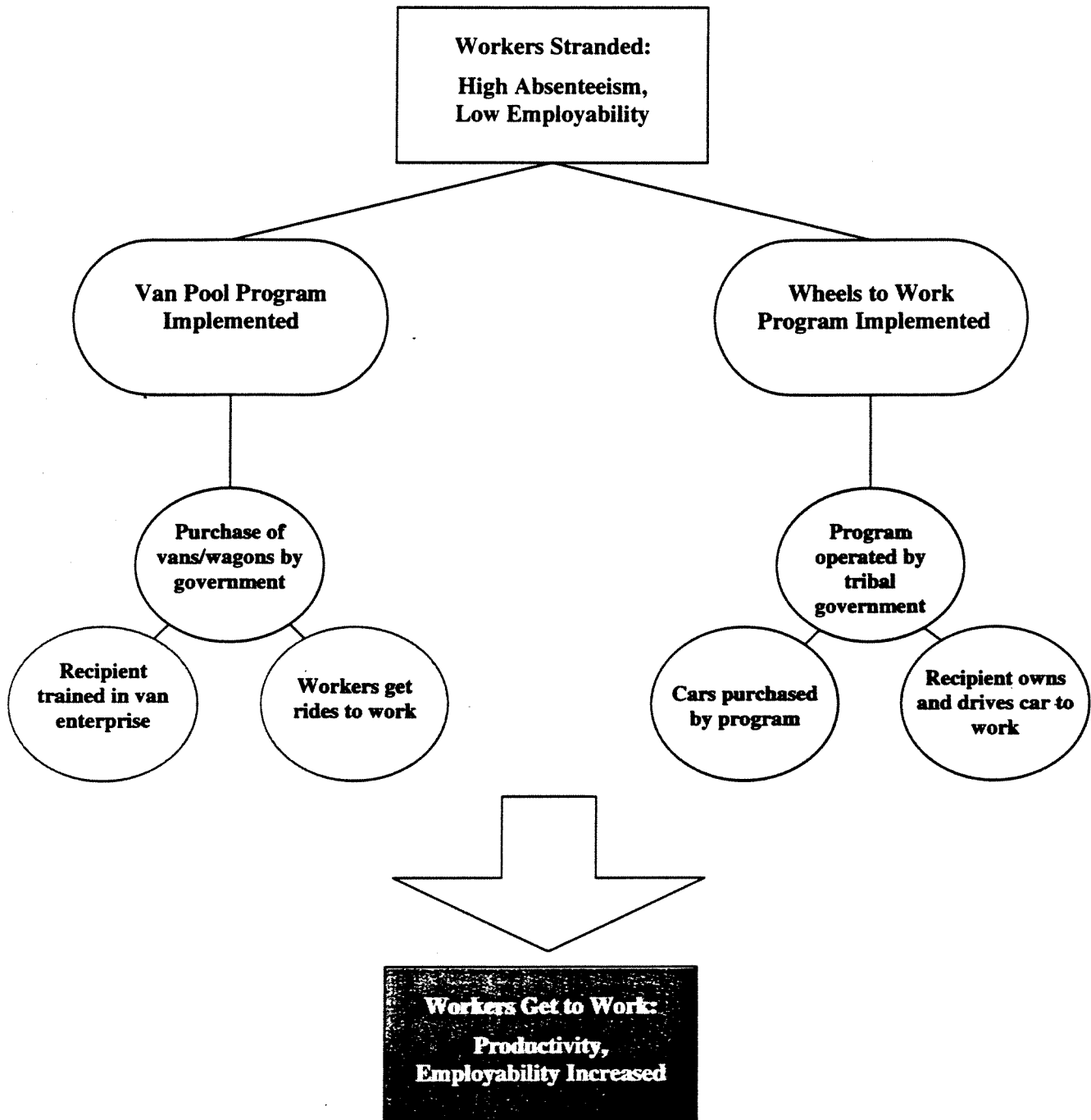
## Program Benefits

- Encourages students to actively think about a career
- Encourages interaction between students and role models
- Helps students network for post-graduation employment
- Increases productivity on the Reservation
- Increases likelihood of graduation
- Shows young people how substance abuse is incompatible with a productive livelihood

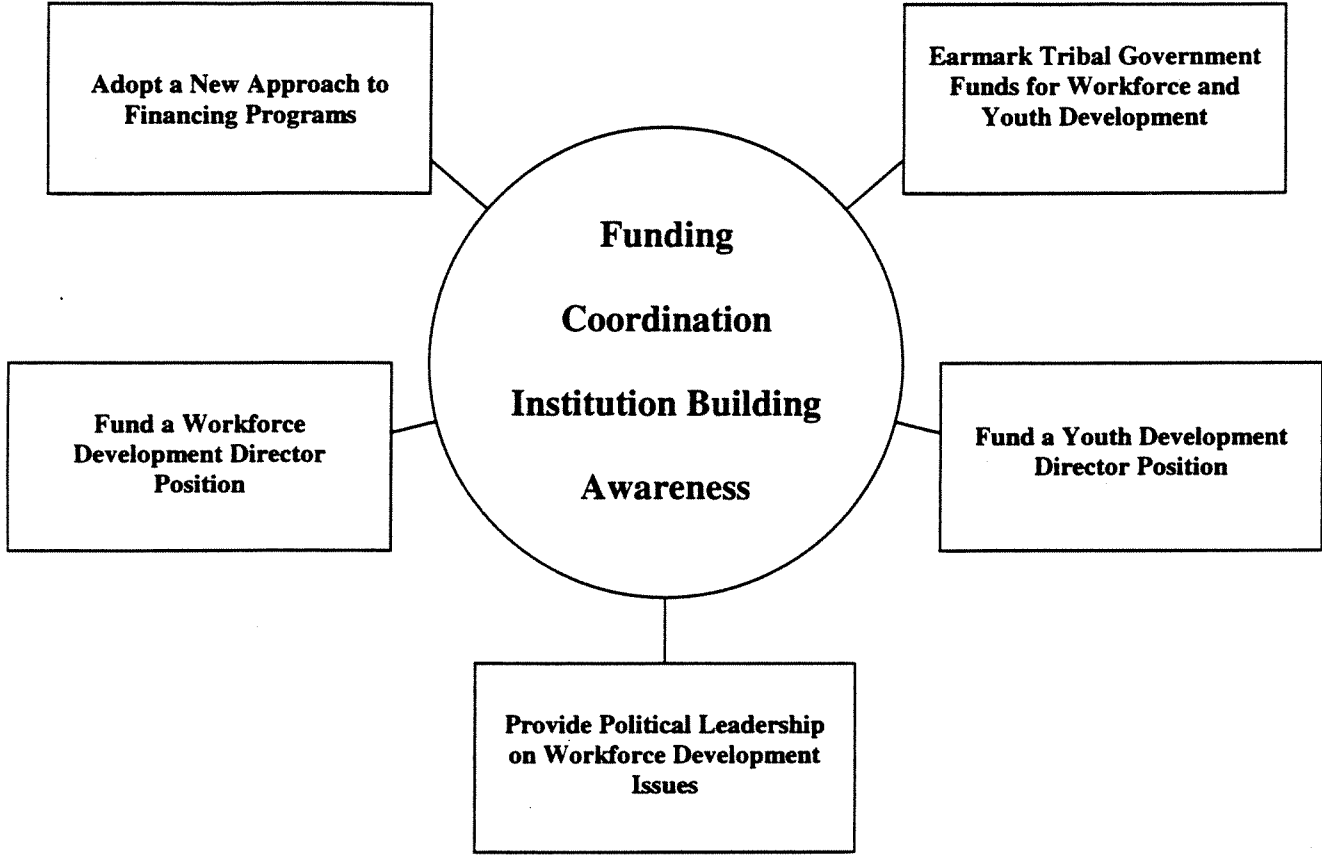
**MANUAL 2: INCREASING CHILD CARE FOR WORKING PARENTS**



**MANUAL 3: INCREASING TRANSPORTATION FOR WORKERS**



**MANUAL 4: FOCUSING TRIBAL GOVERNMENT ON  
WORKFORCE DEVELOPMENT**



## INTRODUCTION

### Elements of an Effective Workforce Development System

For many generations, the Oglala Lakota people have experienced the obstacles to economic development and sovereignty for their Nation. As one of the poorest regions in the United States today, the path to economic self-sufficiency remains a challenge on the Pine Ridge Reservation. Our interviews with tribal members revealed a shared consensus that increasing the employability of the Lakota labor force is a critical component of an overall plan to achieve economic development. Employers discussed how high levels of absenteeism, lack of discipline and frequent tardiness reduce worker productivity and increase labor costs. In other cases, workers are stranded at home because of a lack of transportation. And still others experience the stresses of finding any reliable child care. All of this impedes the Nation's path to economic development. For this reason this year's report will focus on enhancing the workforce of the Oglala Nation.

**Workforce development is the use of public policy to create a system in which workers are able to acquire the skills they need for a productive livelihood.**

Workforce development encompasses more than employability, however. It is the use of public policy to create a *system* in which workers are able to acquire the skills they need for a productive livelihood. An effective system also involves more than teaching employment skills. It requires the proper enabling conditions for people to pursue productive work. It involves providing workers with the security that their children will be well cared for while they are working. It involves providing them with transportation to and from work. *In short, workforce development recognizes that there is no magic bullet to preparing a labor force to perform productive, high-quality work that is demanded by employers, and instead aims to coordinate a system, piece by piece.*

Creating the conditions in which people acquire the skills necessary for a productive livelihood on Pine Ridge is even more imperative than in most places. Many factors including distance from markets and displacement of the traditional Lakota livelihood in the wake of capitalist economic expansion have given rise to generations of dependency on federal transfers. Economic data for Pine Ridge reveal an unemployment rate of 74% in 1995.<sup>1</sup> Given these circumstances, the educational system on Pine Ridge must prepare students for the challenges of a depressed Reservation labor market. However, the educational training young Lakotas currently receive in school has not helped them develop the skills necessary for a productive livelihood on the Reservation. And following their formal education, there are numerous obstacles to acquiring those skills and other employment support services, such as child care and transportation, that contribute to productive employment.

**Economic data for Pine Ridge reveal an unemployment rate of 74% in 1995.**

### **The Goals of this Report**

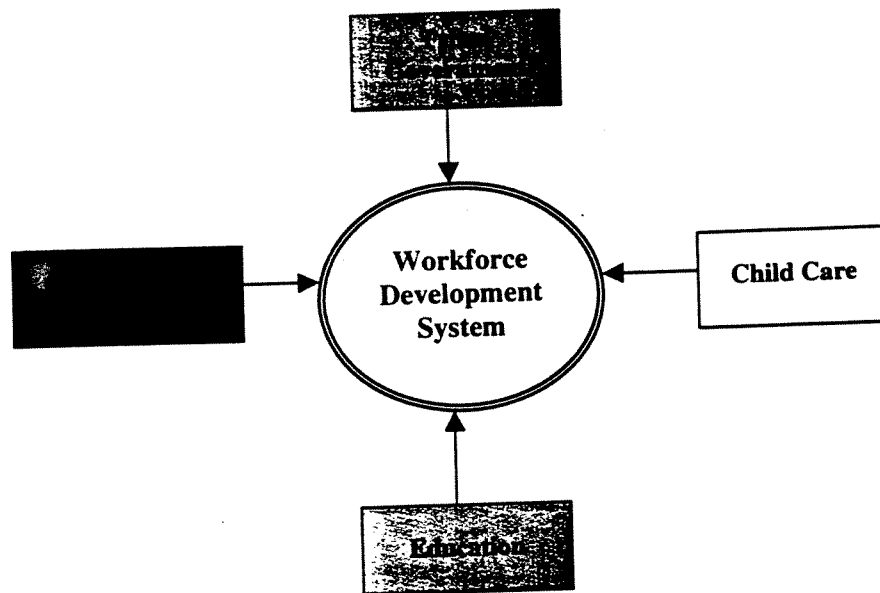
- **To present the Nation with four recommendations for increasing the employability and productivity of the Pine Ridge workforce.**
- **To identify institutions for developing and implementing those initiatives.**
- **To propose preliminary action plans to get each initiative off the ground. We have consciously presented several initiatives, and not just one, because in an effective workforce development system each initiative complements the others in order to increase the capacity of the labor force.**

### **Four Recommendations of this Report**

- ⇒ **Enhance the Reservation schools' ability to adequately prepare young people for the world of work and/or to equip them with the skills they need for self-employment.**
- ⇒ **Support the development of a child care system to enable people to develop their capacities for economic self-sufficiency without worrying whether their children are adequately cared for.**
- ⇒ **Support the development of an adequate transportation infrastructure that enables workers to get to and from work with ease.**
- ⇒ **Focus tribal government on workforce development issues through funding, coordination, and political leadership.**

Only in combination can the above initiatives begin to build an effective workforce development system. For example, even if an employee has been trained extensively to perform a job well, she may have high absenteeism because of the unavailability of quality care for her young child. Likewise, even if adequate child care is available, she may not arrive to work on time if she does not have a reliable and permanent form of transportation.

### Four Critical Components of Workforce Development at Pine Ridge



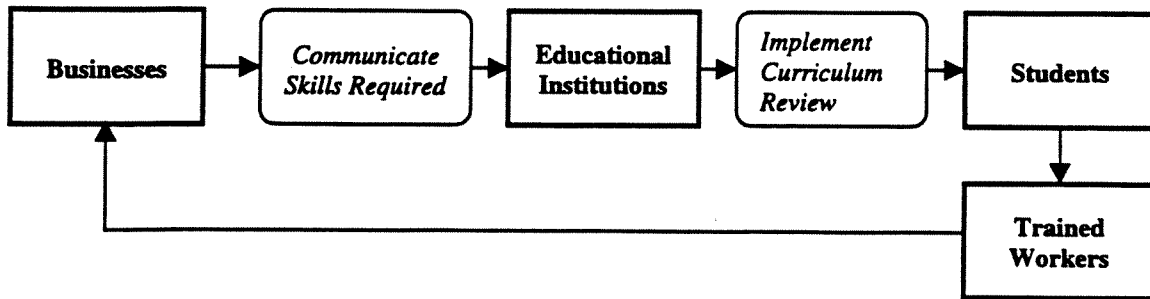
### **Challenges and Opportunities at Pine Ridge**

Improving the quality of the local workforce is more important to Pine Ridge than to many other communities because economic underdevelopment is compounded by geographic isolation and the resulting limitations on economic opportunity. Businesses and workers are highly dependent on one another. Pine Ridge workers cannot simply find work in the next town. Pine Ridge businesses cannot easily import workers. Markets for Reservation-produced goods are far away, so Pine Ridge "exporters" must be that much more efficient in order to make up for the added transaction costs.

Despite these challenges, the closed nature of the Reservation economy also offers an opportunity for a level of communication between economic actors that is not possible in most other places. Businesses can inform educational institutions about the skills employees will need in the workplace, and the educational institutions can in turn feed that information back into their curriculum. This change in curriculum is provided to students, which in turn creates better workers.

In addition, government can work with businesses to facilitate access to child care and transportation so that workers with these needs can remain on the payroll. Several of our proposals in this report are designed to increase this type of coordination. We believe that with this coordination, coupled with the proper commitment and vision from all key stakeholders, Pine Ridge is capable of developing a quality labor force.

Workforce Development Information Flow



Coordination and communication are appropriate roles for tribal government. However, repeated experiences at Pine Ridge have shown that programs and enterprises are more likely to succeed if they are not centralized by tribal government.<sup>2</sup> For this reason many of the proposals in this report involve either the creation of independent commissions (that include tribal members, Reservation agencies, business and other actors) or the contracting-out of public services to third parties. Tribal government, for its part, has an important role to play in fostering alliances and cooperation among all the actors that can contribute to workforce development at Pine Ridge.

**The closed nature of the Reservation economy allows a level of communication between businesses and workers that is not possible in most other places.**

The Oglala Lakota are not alone in the challenges they face, and it is now possible to learn from other places (including other Indian tribes) that have been addressing similar problems for many years. Armed with these resources and the knowledge we have gained from working directly with tribal members, we make the following proposals for enhancing workforce development on the Reservation.

## ENDNOTES

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- <sup>1</sup> This estimate is comprised of all individuals 16 years or older, excluding those who are either students or otherwise unable to work. Indian Service Population and the Labor Force Estimates, U.S. Department of the Interior, Bureau of Indian Affairs, 1995.
- <sup>2</sup> Aoaki, Andrew, and Chatman, Dan. Book 2, page 5.





# MANUAL 1



# **Toward A Comprehensive Workforce Development System For The Oglala Nation**

## **MANUAL 1**

***Putting the Pieces Together:***

**Preparing Young Lakotas for the World of Work**

***Elsa Manzanares***

***David Thaler***

***Harvard Project on American Indian Economic Development,  
Kennedy School of Government***

***April 1998***



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## Preparing Young Lakotas for the World of Work: Initiative for Action

### A. Initiate a School to Work Program

**Require work experience, or some variation of it, such as student-run enterprises, coupled with classroom instruction and reflection, as a prerequisite for graduation from secondary school.**

### Introduction

Interviews with employers and other persons at Pine Ridge revealed that most employees were hard working, well intentioned and, if given the proper guidance and training, could prove to be valuable assets. However, like many schools elsewhere, the Reservation schools have not prepared young people for economic self-sufficiency in the Reservation economy. They have not adequately taught students the competencies conducive to becoming productive, reliable employees with the foresight to systematically plan their career development.<sup>1</sup>

The need to equip students with job skills is more urgent than ever. During the 1950's, unskilled laborers constituted sixty percent of the job market. By the year 2000, only 15 percent of the jobs will be available to unskilled laborers.<sup>2</sup> The Reservation cannot insulate itself from this change. The Nation needs to prepare its young people to compete in this increasingly skill-based global economy.

**During the 1950's, unskilled laborers constituted sixty percent of the job market. By the year 2000, only 15 percent of jobs will be available to unskilled laborers.**

A great deal of research in recent years has determined that the most effective way to teach skills is "in context." That is, "learning by doing." For example, an influential 1991 report by the US Department of Labor's "Secretary's Commission on Achieving Necessary Skills" (SCANS) strongly emphasized the importance of integrating labor market preparation into the formal education system. The Commission made explicit that the most effective way of teaching skills is by "placing learning objectives within a real environment rather than insisting that students first learn in the abstract what they are expected to apply."<sup>3</sup> Partly in response to the SCANS report, many school districts in recent years have instituted comprehensive School to Work (STW) programs. *In these programs, students spend part of the time as an intern at a work site and the another part of the time in a classroom setting to reflect on and refine the skills they are developing on the job.*

This Manual recommends that the Nation initiate a comprehensive School to Work program and lays out the considerations that tribal planners should keep in mind as they design a program that is appropriate for the Lakota people. It also suggests action steps for getting the program off the ground.

### **Preliminary Consideration No. 1: Maintain High Academic Standards**

While all students should participate in the School to Work program, the program should in no way reduce the academic quality of the Reservation's schools. It is critically important not to compromise academic rigor or the number of academic subjects required for graduation for two reasons. First, any student who wishes to pursue studies at a university or college must be adequately prepared for the academic challenges he or she will face. Second, academic rigor is a good thing in and of itself because certain analytical and critical disciplines that are developed in difficult subjects such as physics, foreign languages and higher mathematics can be extended to other areas of life. The ability to systematically attack a challenging problem in geometry might give rise to similar skills in dealing with life's daily challenges.<sup>4</sup>

### **Preliminary Consideration No. 2: Design a Program that is Consistent with Lakota Values**

The School to Work program and the objectives it seeks to attain should be tailored to make it consistent with both Lakota values as well as the economic and social environment on the Reservation. Ideally it should draw upon the experiences of elders and others in the community as resources in the learning process. The idea is not to superimpose a foreign organization on the Lakota community. Rather, it is to

borrow elements from other programs that have worked elsewhere and adapt them to fit the cultural, social and economic environment on Pine Ridge.

### **The Structure of the School to Work Program**

School to Work programs can take a wide variety of forms, reflecting the resources of the school and employers, the nature of the work performed, and the procedures of both the school and participating employers. Despite the wide variety of forms, School to Work programs customarily take place at the high school level and have some

variation of the following four components:<sup>5</sup>

**A part time job** (usually full time in the summer) on a career ladder - i.e., an apprentice technician or a nursing assistant. The crucial element is that the part-time job clearly leads somewhere desirable;

**A partnership between the student's employer and the school.** Both the school and the employer have a voice in who obtains and who keeps the apprenticeship jobs, the procedure for breaking students into the job, whether there is academic instruction at the job site, and so on;

**A revised in-school curriculum** that allows students to learn material that is relevant to their jobs and reflect on their work experiences. The curriculum might include job-specific skills, but

#### **Preliminary Considerations for School-to-Work Program**

- ✓ ***Maintain High Academic Standards.***
- ✓ ***Design a Program that is Consistent with Lakota Values.***

more importantly, it would use work-related examples to motivate interest in broad-based academic skills such as mathematics and writing; and

**Strong encouragement for the student to attend a junior college or four-year college.** If the student attends a local college and continues to major in the apprenticeship field, he or she would have access to continued counseling and be allowed to continue on the job. To this end, agreements between STW programs and community colleges can ensure that students successfully completing the STW program will continue their studies at the community college in a logical progression.

#### **Schools Can Encourage Career Awareness Beginning in the Early Grades**

While the above structure describes how a typical high school STW program operates, STW programs should not be exclusively geared toward high school students but instead progressively inserted as students progress from kindergarten through twelfth grade.<sup>6</sup> It is appropriate to provide students of all ages with an idea of what the world of work is like and to show them role models who are actively employed and economically self-sufficient. According to the National School to Work Office, an STW curriculum:

#### **Structure of a Typical School-to-Work Program**

- ◆ *A part time job.*
- ◆ *A partnership between the student's employer and the school.*
- ◆ *A revised in-school curriculum.*
- ◆ *Strong encouragement for the student to attend a junior college or four-year college.*

“builds incrementally, preparing students for each progressive step, and provid[es] integrated work-based and school-based activities that grow richer and more challenging as the student matures. STW principles are applicable across the core curriculum . . . Career awareness and exposure, contextual learning, and a sense of each subject’s real-life relevance can help make learning any subject come alive and become meaningful for students.”<sup>7</sup>

Effective activities for getting younger students to focus on career awareness include **field trips**, **job shadowing** (brief visits to a workplace to see what various jobs entail), and **career exploration** (inviting guest speakers to class to describe various occupations).<sup>8</sup> Such activities can help young Lakotas enter adolescence with a positive, productive expectation for their future and some role models on which to base their aspirations. A table of developmentally appropriate School to Work activities is attached in Appendix A.

### **Benefits of a School to Work Program**

Instituting a work-based education requirement in the Reservation’s public schools, coupled with the opportunity for classroom instruction and reflection, would yield at least six benefits:

- | <b>Benefits of a School to Work Program</b> |  |
|---|--|
| ➤   | <i>Encourages students to actively think about a career while they are still in school and refine their career plans through experience.</i> |
| ➤   | <i>Encourages interaction between students and role models in the world of work.</i>   |
| ➤   | <i>Helps students make actual connections and actively network for jobs subsequent to graduation.</i>  |
| ➤   | <i>Increases productivity on the Reservation by providing a source of salary-free labor.</i>   |
| ➤   | <i>Increases the likelihood of graduation by making school more relevant to students.</i>  |
| ➤   | <i>Shows young people how substance abuse is incompatible with a productive livelihood.</i>  |

Several additional benefits of a STW program, based on data from the National School to Work Office, are listed in Appendix B.

## Additional Considerations for the School to Work Program

**Be Inclusive.** An effective School to Work system includes relevant partners across all sectors, including tribal organizations, other employers, representatives of tribal, state and BIA-funded schools (including teachers, counselors, and administrators), local postsecondary institutions, students, parents/guardians, and individuals representing workers' interests. According to the National School to Work Office, "to develop a truly cooperative, active partnership, these entities should be involved in all aspects of the STW system, including development, design, implementation, and self-evaluation."<sup>9</sup> For this reason such partnerships are mandated as a precondition for the receipt of a Federal School to Work grant. For example, to ensure local control and ownership of its STW initiative, the Lac Courte Oreilles Tribal Governing Board in Hayward, Wisconsin<sup>10</sup> established a coordination committee consisting of representatives from reservation government agencies, elementary and high schools, post-secondary institutions, and local businesses.<sup>11</sup>

**Make sure the classroom component prepares students for the world of work.**

Students need skills to learn how to learn at work. They need to have the social skills to learn on the job such as asking questions or requesting help.<sup>12</sup> It is up to the classroom component of the School to Work program to develop these skills. To ensure that it is relevant, the classroom component should encourage regular interaction between classroom teachers, employers and workers in developing curricula and opportunities to encourage on the job learning.<sup>13</sup>

### **Additional Considerations for the School-to-Work Program**

- ✓ ***Be inclusive.***
- ✓ ***Make sure the classroom component prepares students for the world of work.***
- ✓ ***Emphasize career awareness and counseling.***
- ✓ ***Make sure that both students and employers understand the nature of the commitment they are making.***
- ✓ ***Provide employers with a range of options for participation.***
- ✓ ***Provide guidance and support for students who are having trouble.***
- ✓ ***Utilize technology.***
- ✓ ***Create linkages with the Oglala Lakota College (OLC).***

### **Emphasize career awareness and counseling.**

Many Lakota youth lack exposure to careers or targeted market information. The STW program can fill this gap with activities focusing on career awareness, individualized assessment, career exploration, job placement and follow-up support. Career guidance and counseling systems help students know what careers are available, where they are located, and what level of education and skills are required for particular jobs. For example, the Riverside Indian School Partnership

in Careers, operated by the Delaware Tribe of Western Oklahoma, hired a Career Counselor to generate student

and faculty interest in career development. The Riverside Partnership has also developed a Career Center, which has enabled the career counselor to coordinate career development activities more effectively from a centralized location.<sup>14</sup> (See the discussion of the Riverside Partnership STW program in Case Study 1.3 below.)

**Make sure that both students and employers understand the nature of the commitment they are making.**

Students must understand that a job requires a level of responsibility and discipline that probably has never been required of them. They must be willing to submit to authority. They must also be active partners in their skills acquisition by asking many questions and consciously seeking to build upon their newly acquired skills. The program should encourage students to document their progress in a skills portfolio.<sup>15</sup>

Employers, for their part, must understand that the apprenticeship is above all a learning experience for the student. They should not expect the students to be immediately productive. They should take the time to explain work procedures to them, and they should strictly enforce workplace rules in order to engender the strong work ethic that the program seeks to develop.

**Provide employers with a range of options for participation.** The program should provide employers with options for involvement ranging from participation in career awareness and exploration activities, job shadowing, mentoring, apprenticeships to hiring

students as part time and eventually full time employees. In addition to or in lieu of these activities, employers can also provide input in the development of the STW curriculum, develop and recognize skill competency standards, serve on STW planning and governance bodies (See pp. 15-20, below), and recruit other employers.<sup>16</sup>

**Provide guidance and support for students who are having trouble.**

There should be guidance and support services available in the Reservation STW program for students who are having trouble developing the competencies they are seeking. In this way, less prepared individuals with particular obstacles to their advancement can stay at work and engage in learning long enough to begin to acquire the skills they need.<sup>17</sup> There should be mechanisms in place for more frequent interventions in the case of youth who appear unable to comply with their obligations. In these cases, there should be more frequent counseling and feedback from the participating employer, more contact with the student's family, and additional instruction to brush up on the skills that the student is having trouble acquiring.

Support can also be in the form of services that remove some of the distractions that students face which prevent them from focusing their energies on acquiring skills. Examples include the provision of child care, transportation to and from work, substance abuse counseling, tutorial services, family counseling and follow-up support in post-secondary or job placements.

**Utilize Technology.** Distance learning technology, such as computer networking and video teleconferencing, can connect educators in remote areas of the Reservation to the classroom component of the STW programs at other schools. For example, the **San Juan STW Partnership** has created origination studios at the College of Eastern Utah that enable the college to transmit audio, video and graphics to STW programs at remote sites.<sup>18</sup>

**Create linkages with Oglala Lakota College (OLC).** OLC should work with the tribal STW program to ensure that it complements and adequately prepares students for OLC's curriculum. In STW jargon, this is called a "seamless curriculum" and is being developed by community colleges in partnership with school districts throughout the United States. Through participation on the Commission to launch the program (See action steps for implementation at pp. 18-19, below.), OLC can provide technical assistance in the development of the program's curriculum. It can also offer some of its facilities for job training and some of its distance learning technology for job simulations and other pedagogy associated with the program. (See p. 13, below.) Finally, by guaranteeing

### **Case Study 1.1: The Alamo Navajo School Board**

*The Alamo Navajo School Board in Magdalena, New Mexico has entered into an agreement with Eastern New Mexico University (ENMU) pursuant to which high school seniors can spend their entire last semester in vocational education programs run by the University. One example is the Nursing Assistant Certificate Program. Since the nearest ENMU branch is over 60 miles away, ENMU has started a branch of its Nursing Assistant Certificate Program in the local hospital. Students work at the hospital four days a week and on every Friday ENMU buses students to its campus for all-day, intensive classroom work. ENMU also provides technical assistance to the school board in areas such as curriculum development and integrating academic and occupational learning.*

*In addition to ENMU, the School Board has agreements with numerous employers. Many students in the program have been offered employment with their STW employer, and several have gone on to further postsecondary education.*

admission to all students who complete the STW program at a satisfactory level of expertise, OLC can help get young Lakotas focused on post-secondary education and the acquisition of skills that the Lakota people need for the next century.

In many STW systems, there are formal agreements between secondary schools and postsecondary institutions such as OLC that detail the roles and responsibilities of each institution. These agreements concern the content of academic and technical curricula and the allocation of responsibility for specific aspects of training and program services. Postsecondary institutions can also help develop curricula that apply to both career development and postsecondary academic demands.<sup>19</sup> (See Case Study 1.1<sup>20</sup>)

### **How to Address the Problem of Lack of Jobs on the Reservation**

An important caveat to take into account is that, because of the small size of the private sector, the number of jobs on the Reservation is quite limited, so it is possible that there will not be enough employers to accommodate all of the students. Other tribes that have been faced with a similar limitation have dealt with it in various creative ways that we will discuss below. It is important to take an expansive view of what constitutes a work study job and take into account the farming enterprises and other small businesses that dot the Reservation. Tribal members participating in the School to Work program can work with what they have available on the Reservation.

#### **How to Address the Problem of Lack of Jobs on the Reservation**

- ◆ *Develop school-based enterprises.*
- ◆ *Offer classes and computer simulations to develop entrepreneurial skills.*
- ◆ *Offer community service placements.*
- ◆ *Offer placements in tribal government.*

*The STW program's possibilities are limited only by the creativity and initiative of the participating tribal members.*

### **Develop school-based enterprises.**

Several tribal schools throughout North America provide programs to allow students to test competencies in enterprises that they develop themselves with the help of their teachers and, where possible, volunteers. For example, at Tohono O'odham High School in Sells, Arizona students have launched a student-operated concession store as part of the school-based enterprise program. (See Case Study 1.2<sup>21</sup>)

#### **Case Study 1.2: Tohono O'odham High School**

*Tohono O'odham High School in Sells, Arizona is in an extremely rural area near the U.S.-Mexico border. The nearest town is over thirty miles away. There is virtually no private sector in the area. Tohono O'odham students have launched a student-operated concession store in conjunction with the school's school-based enterprise program. The concession has a grill and sells soda, candy and other foodstuffs.*

*Once a month, their teacher, Paul Brown, drives them to a SAMS Discount Warehouse to buy merchandise and supplies. Mr. Brown writes them a check up to a certain amount, and the students' purchases must remain within that budget. If they exceed this budget, they must return enough items to bring them back within it.*

*Students are also taught bookkeeping skills and are responsible for maintaining the concession's books. Mr. Brown requires that they learn how to keep the books without the aid of a computer. Once they have mastered this skill, he teaches them how to maintain the books using computer spreadsheets. A percentage of the concession's profit goes to pay the students a salary and the rest goes into the Eagle's Nest Fund, which is earmarked for school programs.*

For programming ideas from another STW program in similar economic and social conditions to Pine Ridge, one can look to the Riverside Indian Partnership of the Delaware Tribe of Western Oklahoma. (See Case Study 1.3.<sup>22</sup>)

### **Case Study 1.3: Riverside Indian Partnership**

*The Riverside Indian Partnership of the Delaware Tribe of Western Oklahoma faces economic conditions similar to the ones at Pine Ridge. It is rural and geographically isolated. The public sector, in particular the BIA, is the largest employer. The Partnership, led by Mr. Bernard Kahraerah, has developed an extensive school based enterprise program involving the following activities:*

- *An enterprise dedicated to manufacturing and selling sporting goods such as T-shirts, jackets and track suits,*
- *A graphic design studio that produces items such as brochures, flyers and tribal stationary,*
- *A culinary arts program that features a catering service,*
- *A horticulture program that is engaged in the production of medicinal plants,*
- *A recycling program that collects items such as newspapers, cardboard containers, and aluminum and sells them to a recycling center,*
- *A computing skills program that provides students, among other things, instruction in html (a computer language) and teaches them how to develop internet homepages. (The program is currently working with the Central North American Trade Corridor to develop the organization's homepage.),*
- *An internship program at a local Radio Station that has agreed not only to provide air time to students but also to allow free air time for public service announcements for promotion of School to Work events and general fundraising activities.*

*Each program at Riverside is administered by a faculty sponsor who serves as a resource for the students in many aspects of their program experience. Students are also able to select their particular STW activity in connection with their particular field of interest. For example, students with an interest in the environment can choose the recycling program, and students interested in the sciences can select the horticulture program.*

***The Riverside program has the following features to help it become self-sustaining:***

- ***Several student School to Work “Ambassadors” who serve as liaisons with the community, informing local residents, businesses, local government and other stakeholders about the goods and services offered by the school-based enterprises and also assist with fundraising activities,***
- ***Several fundraising events such as talent shows and bake sales. These events have also provided an opportunity to conduct cashier training that has benefited many students,***
- ***The solicitation of donations in kind, such as computers, from local businesses and government offices. The local bank, First Wannabe National Bank, has complied with its Community Reinvestment Act (CRA) obligations by donating two “computer whizzes” to help teach the internet homepage development and graphic design courses alluded to above. (The Pine Ridge STW program should likewise approach the bank at Gordon, South Dakota for CRA donations.)***

Another interesting fact about the Delaware Tribe program is that it takes place at a boarding school whose student body is 87% comprised of young people who were experiencing severe disciplinary problems at home! School to Work has given many of these students a new focus and a brighter outlook on their future.<sup>23</sup>

#### **Offer classes and computer simulations to develop entrepreneurial skills.**

Where it is not possible to start up actual student-run enterprises, schools can offer classes and computer simulations that develop entrepreneurial skills such as how to conduct a community needs assessment, operate a small business, evaluate existing resources, and write proposals to solicit funds. For example, the **Junior Achievement (JA)** program provides to schools, free of charge, business skills training through a curriculum that focuses on developing the skills and competencies recommended by the SCANS Commission. (See p. 2, above.) JA’s programs last 6-15 weeks and are filled with hands-on activities. The JA program is described in detail in Appendix D.

Aside from the instruction provided, another benefit of working with an outside organization such as JA at Pine Ridge is that it would presumably bring in people from the outside to “train the trainers” locally. *This training would increase the level of entrepreneurial knowledge on the Reservation. In addition, once tribal members begin running these programs, it will engender an important inter-generational cohesion and sense of community that is critical to youth development.*<sup>24</sup>

Several tribal STW programs have greatly integrated technology into their entrepreneurial skills development curriculum. According to the School to Work Office, "Specialized computer software can simulate work based learning experiences not available in rural areas. For example, through the use of innovative software packages, students studying within a manufacturing technology cluster can demonstrate competencies and skills with **Computer Aided Design/Manufacturing (CAD/CAM)** application packages, designing new manufacturing models for replication and commercial use."<sup>25</sup> These types of computer simulations can be taught to many students simultaneously through the use of distance learning technology. One program that has utilized such technology to its advantage is the San Juan School to Work Partnership in Utah. At the Albert R. Lyman Middle School in Blanding, Utah, for example, each student is provided with a personal computer while in class, which allows instructors to employ more hands-on learning methods and to teach to multiple classrooms at the same time.<sup>26</sup>

At Pine Ridge, the **distance learning initiative recently undertaken by the Oglala Lakota College (OLC)**<sup>27</sup> can be integrated into the School to Work program to similarly take advantage of distance learning and other technologies.

#### **Offer community service placements.**

A third way that schools could make up for a lack of participating employers would be to use community service placements such as maintaining public works, preserving the environment or providing services to the disadvantaged.

Such placements have the advantage of helping the community and encouraging awareness among young people of the problems facing it. A number of innovative programs use community service placements as a context for learning at work. One such program, the **Yakama Tribal School to Work Partnership**, brings together tribal leaders, Heritage College, the Yakama Valley Technical Skills Center, the Fort Simcoe Job Corps Center, and private organizations in an effort to prepare Indian youth to assume responsibility for managing tribal resources. These resources encompass more than 300,000 acres of timber for selected harvest. Through this program tribal development and educational goals converge, as the students work with high-tech geographic information/global positioning systems to learn about management of the tribe's timber holding and sales as well as pinpointing and controlling insect infestations.<sup>28</sup>

At Pine Ridge, students interested in environmental issues could perform community service to clean up and beautify the environment. Students interested in social work can work with substance abuse prevention and treatment programs, or provide services to tribal elders. An effective way to develop young Lakotas' parenting skills would be to have them work in support of the child care initiative that we propose in Manual 2. For example, students can participate in planning the **Pine Ridge Child Care Conference** (See Manual 2, pp. 10-13) working with the **Child Care Resource Mobile** (See Manual 2, pp. 15-17) or working in **Child Care Centers**. (See Manual 2, pp. 20-25, 27) Through these activities, students will gain

organizational/managerial skills, community organizing skills, a familiarity with tribal government and other Reservation institutions, and an in-depth knowledge of child care issues and how they relate to the overall Reservation economy.

**Offer placements in tribal government.**

A final strategy to deal with the paucity of employers on the Reservation would be to have students work with organizations in tribal government and the BIA. *At Pine Ridge, the governmental organizations are the largest employers on the Reservation. An effective STW program can be an ideal way to prepare the next generation of tribal leaders.*

However, these types of placements have been tried in the past and were generally unsuccessful. Apparently the experience was not particularly valuable because students were given many rote, uninteresting tasks such as stapling, collating and stuffing envelopes.<sup>29</sup> One difference from the present proposal is that the former placements were not made as part of a comprehensive School to Work program geared toward preparing students for a productive, responsible livelihood of the sort being proposed here.

To overcome the types of problems that occurred in the past, the program should pay particular attention to incorporating the participating governmental offices into the learning process. Department managers should let students shadow them at important meetings and on

trips. In the office, managers should give students tasks that provide room for initiative, judgment and discretion. They should impart skills in management, organization and administration. They should provide regular and, wherever appropriate, positive feedback. They also should provide general tips regarding the soft skills that are required in order to become a dependable, cooperative employee in the context of Lakota culture. Finally, the School to Work governing bodies, the Commission and the Steering Committee (See Action Items below) should provide sufficient oversight to make sure that the problems of the past do not recur.

**School to Work Action Items**

The creation of a School to Work program on the Reservation should involve two simultaneous processes leading to the creation of two distinct multi-stakeholder bodies:

- (1) A School to Work Organizing Commission (the "Commission");
- (2) A permanent School to Work Steering Committee (the "Steering Committee").

*The terms of the School to Work grant legally require a local multi-stakeholder partnership in the program. Specifically, the partnership must include employers, representatives from local educational agencies, postsecondary institutions, local educators (i.e.,*

**Launching the Governance Structure of the School to Work Program**

- ✓ *Create STW Commission.*
- ✓ *Create STW Steering Committee.*

teachers, counselors, or administrators), labor organizations or non-managerial employees and students.<sup>30</sup>

### **Create a STW Commission.**

OST Education should create a Commission comprised of superintendents, employers, parents, and representatives from tribal government. *The Commission's function would be to develop the curriculum and administrative apparatus for the STW program, and create a detailed action plan for launching and sustaining the program.* Once the program is up and running, the Steering Committee (See below) would hire a permanent School to Work staff to take over the administrative functions.

### **Create a Steering Committee.**

OST Education should also create a **Steering Committee** consisting of an equally broad spectrum of the community, but it should not be so large that it becomes unmanageable. *The Steering Committee's functions should be to oversee and assist the planning and/or implementation of the STW program, provide oversight and guidance in administering program expenditures, and continuously measure the program's overall performance.* It

should consult with outside experts as needed. The responsibilities of the particular Steering Committee members include, among others, (1) consulting with officials within their respective organizations on School to Work issues affecting the organization, (2) employing and supervising an STW program director and support staff, and (3) assisting in the implementation of the action plan developed by the Commission.<sup>31</sup> The Steering Committee should also include the STW staff (currently within the OST Department of Education but later to be hired by the Steering Committee) and others at a sufficient level of authority in their respective agencies or organizations to accomplish the objectives of the action plan developed by the Commission. A sample Steering Committee membership appears in Appendix E.

It will be extremely difficult to get this or any program off the ground without adequate financing. The logical place to seek financing would be the National School to Work Office's School to Work Grant program. *As the deadlines for these grants are extremely tight, and will soon not be available, it is urgent that OST Education prepare to apply as soon as possible.* With that in mind, suggested action steps for creating a tribal School to Work program follow below.

**Creation of the STW Commission: Action Steps**

① OST Education should immediately begin the process of applying for a Federal School to Work Grant. (Contact the National School-to-Work Office, 400 Virginia Avenue; SW, Room 210, Washington, DC 20024, (800) 251-7236, fax, (202) 401-6211, e-mail - stw-lc@ed.gov, website - <http://www.stw.ed.gov>)

• CONTINUOUSLY MONITOR THE NATIONAL STW OFFICE'S WEB SITE FOR GRANT DEADLINES. TWO COMPETITIONS ARE EXPECTED IN 1998, ONE FOR AN URBAN/RURAL AND ANOTHER FOR A NATIVE AMERICAN GRANT. THE DEADLINES ARE ONLY ABOUT SIX WEEKS AFTER THE GRANT IS ANNOUNCED, SO IT IS IMPERATIVE TO KEEP TRACK OF DEADLINES.

• OST Education should solicit help from one of the consulting organizations listed in Manual 4, p. 5.

② OST Education should convene a conference for the superintendents of all of the school boards on the Reservation, including BIA, public and parochial schools.

③ Prior to the conference, OST Education should solicit applications from the superintendents for membership on a Commission to design actual School to Work pilot programs reflecting

more than one economic condition on the Reservation (i.e., rural, more densely populated).

④ At the conference, OST Education should formally present the idea of the School to Work program to the superintendents, solicit feedback and select Commission members (leave open spaces for representatives from business, government, and parents).

⑤ The new Commission should convene a subsequent conference to present the program to other key stakeholders – e.g., parents, employers, government officials.

The Commission should fill its open spaces at this conference through an application process similar to the one that initially formed the Commission, but with a view to ensure participation from a broad spectrum of stakeholders, employers in particular.

• The launching of the School to Work program is a great opportunity to develop the parental involvement that is essential if students are to successfully complete their education. Because of this fact, and because of the importance of including many partners from throughout the

<b>STW Commission: Action Steps</b>
✓ <i>Begin process of applying for Federal School to Work Grant.</i>
✓ <i>Convene a conference for all school district superintendents.</i>
✓ <i>Solicit applications for Commission membership.</i>
✓ <i>Convene conference to present STW program to all stakeholders.</i>
✓ <i>Conduct interviews with employers.</i>
✓ <i>Work with employers and educators to develop administrative capacity and course content.</i>
✓ <i>Test pilot programs in selected areas.</i>
✓ <i>Report lessons of pilot programs.</i>

Reservation, the Commission should take a grass roots approach to mobilizing tribal members, involving knocking on doors and extending personal invitations to the conference.

⑥ The Commission should get off the ground by conducting a series of interviews with employers from throughout the Reservation that concern employers' needs from the education system in training workers and gauge their level of participation in the School to Work program. It is of course also an opportunity to present the benefits of program to the employers and obtain their participation.

- The results of the interviews should be compiled in a report and made widely available.

⑦ The Commission should work with employers and educators to develop both the administrative capacity and the course content for the program. Outside experts should be consulted as needed. (See the list of consultants at Manual 4, p. 5.)

⑧ The Commission should test the pilot programs over the period of a year and extensively monitor them.

- Pilot programs should be launched in areas reflecting distinct economic conditions on the Reservation (i.e., areas with relatively many/few employers).

- At the conclusion of the pilot phase, the Commission should prepare a report on the lessons learned in the pilot phase.

⑨ The Commission should sign an agreement with the Oglala Lakota College (OLC) to ensure its participation in the program and it complements and adequately prepares students for OLC's curriculum;

⑩ To replicate the pilot programs, the Commission should form a permanent tribal School to Work Office that is connected with the OST Department of Education but substantially subject to the control of the Steering Committee (See below.)

## Creation of the STW Steering Committee: Action Steps

① OST Education should approach representatives from a broad spectrum of institutions on the Reservation who impact workforce development and education to form a Steering Committee to oversee the Commission and eventually oversee the administration of the program by the permanent tribal School to Work Office.

- The School to Work Opportunity Act specifies that the partnership must include, but is not limited to, employers, representatives from local educational agencies, postsecondary institutions, local educators (i.e., teachers, counselors, and administrators), labor organizations or non-managerial employees and students.
- At Pine Ridge, representatives can be from institutions such as OLC, the Lakota Fund, school teachers, administrators and guidance counselors, employers, the JTPA programs, TERO, various branches of tribal government, parents and students. Slots should be allotted to each entity so that they can be filled over time by different individuals

<b>Steering Committee: Action Steps</b>
✓ <i>Approach a wide spectrum of institutions for membership on Steering Committee.</i>
✓ <i>Give the Committee broad powers.</i>
✓ <i>Fill vacancies through Workforce Development Director.</i>

from that entity, but the Workforce Development Director should have discretion to change the Committee's membership composition as long as it stays within the parameters of individuals specified above.

② It is very important to give the Steering Committee broad powers,

such as (1) the ability to remove members of the Commission and, eventually, permanent program administrators, (2) the power to require its approval of all major School to Work initiatives, including the action plan itself, (3) the right to be updated at least once a month on the

program's progress.

- The OST Council can help institutionalize this arrangement by passing appropriate legislation.

③ Vacancies on the Steering Committee should be filled by the Workforce Development Director (See Manual 4, pp. 9-10), who will be in a unique position to view the program in terms of the entire Reservation Workforce Development system. The power of removal should rest within the Steering Committee itself according to its own procedures.

## **PROPOSED STRUCTURE OF THE SCHOOL TO WORK COMMISSION**

<b>Number of members</b>	<b>10-20</b>
<b>Possible Representatives</b>	<b>Superintendents (1/3), employers, school administrators (tribal, public and parochial), school teachers (tribal, public and parochial), school guidance counselors (tribal, public and parochial), OST Education, the WDD (when appointed), OLC, the JTPA programs, parents and students</b>
<b>Requirements</b>	<b>Demonstrated competence and initiative and, where applicable, sufficient authority within organizations in areas that impact STW program. (Technical competence in the <i>design</i> of curricula and administration is somewhat more important for the Commission than for the Steering Committee.)</b>
<b>Nature of Responsibilities</b>	<b>(1) to develop the curriculum and administrative apparatus for the STW program, (2) create a detailed action plan for launching and sustaining the program, and (3) periodically report progress to the Steering Committee</b>
<b>Appointment of members</b>	<b>Initially by OST Education. Subsequent vacancies to be filled by appointment by the Workforce Development Director</b>
<b>Removal of members</b>	<b>At the pleasure of the OST Education Director, and eventually the Workforce Development Director</b>
<b>Term</b>	<b>Duration of Commission (approximately 27 months)</b>
<b>Compensation</b>	<b>Fixed annual stipend</b>

**PROPOSED STRUCTURE OF THE SCHOOL TO WORK STEERING  
COMMITTEE**

<b>Number of Members</b>	<b>10-20</b>
<b>Representation</b>	<b>STW program staff, employers, school administrators (tribal, public and parochial), school teachers (tribal, public and parochial), school guidance counselors (tribal, public and parochial), OLC, OST Human Services, OST Child Care, OST Transportation, OST Economic Development, the Lakota Fund, the JTPA programs, TERO, parents and students</b>
<b>Requirements</b>	<b>Demonstrated competence and initiative and, where applicable, sufficient authority within organizations in areas that impact STW program. Parents and students should be selected based on demonstrated initiative</b>
<b>Nature of Responsibilities</b>	<b>(1) to oversee and advise the planning and/or implementation of the STW program, (2) to provide oversight and guidance in administering program expenditures, and (3) to continuously measure the program's overall performance.</b>
<b>Scope of Powers</b>	<b>(1) to remove members of the Commission and, eventually, permanent program administrators, (2) to require its approval of all major School to Work initiatives, including the action plan itself, (3) to demand an update at least once a month on the program's progress</b>
<b>Appointment of Members</b>	<b>Initially by OST Education. Subsequent vacancies to be filled by appointment by the Workforce Development Director.</b>
<b>Removal of Members</b>	<b>By absolute majority vote of the entire Committee, for just cause, in accordance with by-laws to be drafted by the Committee</b>
<b>Term</b>	<b>4 year appointments</b>

## Time Table for Action Steps: School to Work Program

Now	3 Months	4 Months	15 Months	27 Months
<ul style="list-style-type: none"> <li>✓ OST Education should begin the process of applying for a Federal School to Work Grant.</li> <li>✓ In applying for the Grant, OST Education should solicit help from a consulting organizations listed in Manual 4, p. 5.</li> <li>✓ OST Education should begin planning conference for superintendents of all of the school boards on the Reservation.</li> <li>✓ OST Education should solicit applications from the superintendents for membership on a Commission to design actual School to Work pilot programs.</li> <li>✓ OST Education should form a Steering Committee to Oversee the Commission and eventually oversee the administration of the Program by the permanent tribal School to Work Office.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Hold School to Work planning Conference.</li> <li>✓ Formally present School to Work proposal to superintendents, solicit feedback and select Commission members.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Commission should convene a conference to present STW program to other key stakeholders – e.g., parents, employers, government officials.</li> <li>✓ The Commission should fill its open spaces at this conference.</li> <li>✓ The Commission should begin working with employers, educators and outside consultants to develop administrative capacity and course content for the program.</li> <li>✓ The Commission should begin a series of interviews with employers concerning what employers want from the education system and to gauge their level of participation in the School to Work program.</li> <li>✓ The results of the interviews should be compiled in a report and made widely available.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begin pilot testing programs developed by Commission.</li> <li>✓ Prior to launching of pilot programs, the Commission should sign an agreement with OLC to ensure its participation in the program and otherwise ensure that the School to Work program complements and adequately prepares students for OLC's curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Commission should release report on the lessons learned in the pilot phase.</li> <li>✓ Steering Committee should hire permanent School to Work staff to begin process of replicating the program throughout the Reservation Schools based on lessons learned in the pilot phase.</li> </ul>

## ENDNOTES

- 1 Plume, Randy. (Interview.)  
2 Work Based Learning Handbook, in materials provided by WV Dept. of Education, 1997.  
3 US Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS),  
4 "What work requires of schools: A SCANS report for America 2000, at p. xv.  
5 Duncan, Milissa (Interview.)  
6 Richard J. Murnane and Frank Levy. 1996. *Teaching the New Basic Skills*. New York: Free  
7 Press, at p. 120.  
8 Reich, Robert B., Riley, Richard W. 1996. Report to Congress, *Implementation of the School to  
9 Work Opportunity Act of 1994*, at p. 33.  
10 Id.  
11 Middleton, Linda (Interview.)  
12 School to Work Resource Bulletin, February, 1996.  
13 Contact information for Lac Courte Oreilles as well as the other programs referred to in this  
14 Manual is provided in Appendix C.  
15 Id.  
16 "Learning How To Learn At Work: Lessons From Three High School Programs." National Center for  
17 Research in Vocational Education, University of California at Berkeley. <http://vocserve.berkeley.edu/MDS-916/default>.  
18 National School to Work Office. School to Work Resource Bulletin, February, 1996.  
19 Id.  
20 The portfolio can consist of reports and evaluations of projects they have worked on, letters of  
21 recommendation, selected work samples, a resume that is certified by employers and institutions  
22 listed on it, and a school transcript.  
23 West Virginia Department of Education, School to Work Office. 1997. "What's a School to Work  
24 Partnership?"  
25 Grubb, Norton W. 1996. *Learning to Work: The Case for Reintegrating Job Training and  
26 Education*. New York: Russell Sage Foundation.  
27 Spackman, Kristine. (Interview.)  
28 West Virginia Department of Education, School to Work Office. 1997. "What's a School to Work  
29 Partnership?"  
30 Information for Case Study provided by Linda Middleton, Alamo Navajo STW Partnership.  
31 Information for Case Study provided by Paul Brown, School to Work Instructor, Tohono O'odham  
High School, Sells, AZ.  
Information for Case Study provided by Bernard Kahraerah, Project Coordinator, Riverside Indian  
Partnership in Careers, Delaware Tribe of Western Oklahoma.  
Id.  
Furstenberg, Frank. Jr. 1990. *How families Manage Risk and Opportunity in Dangerous  
Neighborhoods* (manuscript).  
National School to Work Office. School to Work Resource Bulletin, February, 1996.  
Id.  
Haas, John. (Interview.)  
Reich, Robert B., Riley, Richard W. 1996. Report to Congress, *Implementation of the School to  
Work Opportunity Act of 1994*, at p. 19  
Plume, Randy (Interview.)  
The Act also encourages but does not require participation from "employer organizations,  
community-based organizations, industrial extension centers, rehabilitation agencies, local  
government agencies, parent organizations, teacher organizations, vocational student  
organizations, private industry councils, proprietary institutions of higher education, and national  
trade associations working at the local level." West Virginia Department of Education, School to  
Work Office. 1997. "What's a School to Work Partnership?"  
West Virginia Department of Education, School to Work Office. 1997. "Role of State Steering  
Committee."

**APPENDICES**

# **MANUAL 1**

# **MANUAL 1 – APPENDIX A**

## Developmentally Appropriate School to Work Activities

K-5	6-8	9-10	11-12
<ul style="list-style-type: none"> <li>• Simulations</li> <li>• Community Service</li> <li>• Business/Industry tours and Field Trips</li> <li>• Career Awareness Visits</li> </ul>	<ul style="list-style-type: none"> <li>• Simulations</li> <li>• Job Shadowing</li> <li>• Community Service</li> <li>• Business/Industry tours and Field Trips</li> <li>• Career Awareness Visits</li> <li>• Out-of-School Projects and Field Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Simulations</li> <li>• Mentorships</li> <li>• Internships</li> <li>• Job Shadowing</li> <li>• Community Service</li> <li>• Business/Industry tours and Field Trips</li> <li>• Career Awareness Visits</li> <li>• Out-of-School Projects and Field Experiences</li> <li>• Interaction with the Workplace through the Use of Distance Learning Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Mentorships</li> <li>• Internships</li> <li>• Clinical Experiences</li> <li>• Community Service</li> <li>• Youth Apprenticeship</li> <li>• School-based Enterprises including "Live" Work Projects</li> <li>• Out-of-School Projects and Field Experiences</li> <li>• Interaction with the Workplace through the Use of Distance Learning Technology</li> </ul>

# **MANUAL 1 – APPENDIX B**



## Good News Facts and Figures About School-to-Work

### People Like School-to-Work

- 86% of Michigan citizens polled said they were in favor of the STW concept. — *Michigan Statewide Marketing Survey*, Michigan Jobs Team - 1997
- 95% of teens across the nation were interested in STW when the concept was described to them. — *Teen Attitudes Toward Work*, Bruskin Goldring Research - 1994
- 96% of all participants found that a system of education that would provide a strong academic foundation for every student, hands-on learning experiences and a learning opportunity for every student to practice what he/she learns in a work-based setting to be "desirable". — *Education and Workforce Issues: Public Attitudes and Awareness*, Elway Research, Inc., Davis Tietse & Co. - 1997

### National Polls Show that The American Public Wants Career Education in Schools

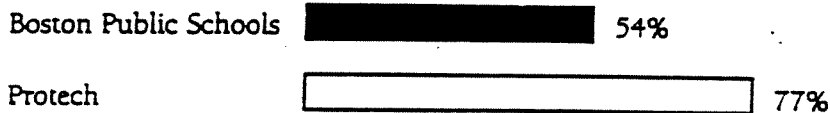
- 85% rate schools that provide school-based and work-based learning, career options information and career training as "good" or "very good". — *Public Perceptions and Opinions of the School-to-Work Program*, Economic and Issues Research, Inc. - 1997
- 84% want career preparation to start before or during high school. — *WQED National Poll*, American Viewpoint - 1996
- 94% support business internship programs. — *WQED National Poll*; American Viewpoint - 1996

### School-to-Work Better Prepares and Educates Students for Workplace of the Future

- 92% of employers are more likely to hire students who have work experience on their resumes. — *Michigan Statewide Marketing Survey*, Michigan Jobs Team - 1997
- 80% think that area businesses should be more involved in teaching students the skills required to succeed in the workplace and providing hands-on training. — *Michigan Statewide Marketing Survey*, Michigan Jobs Team - 1997

### Employment Rate 1995

A Northeastern University study analyzing the differences between Boston's ProTech (STW) class of 1995 vs. Boston's public students showed that those students involved in STW have a higher employment rate (23% higher) after graduation than those students not participating in STW. (illustrated below)



— Center for Labor Market Studies at Northeastern University & Georgia Hall - 1996

### School-to-Work Raises Academic Achievement

A study comparing Philadelphia high school students indicates that those students involved in Philadelphia's School-to-Career show higher academic achievement in GPA standings than students not involved. (illustrated below)

Program	0.0-0.99 GPA	1.0-1.99 GPA	2.0-2.99 GPA	3.0+ GPA
Work-based learning (STW)	5.6%	22.6%	53.3%	28.7%
District Schools	18%	29.5%	32.9%	19.7%

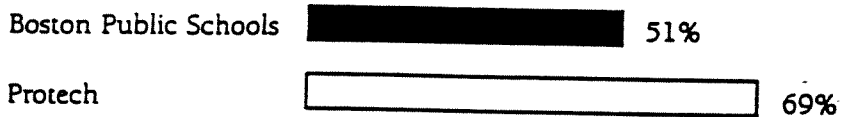
— Study of Juniors and Seniors by School District of Philadelphia - 1996

### Makes School Lessons More Relevant

- 90% of teens say school would be more interesting and meaningful if it was taught in connection with careers.  
— *Teen Attitudes Toward Work*, Bruskin Goldring Research - 1994

### Prepares Students for College and Careers

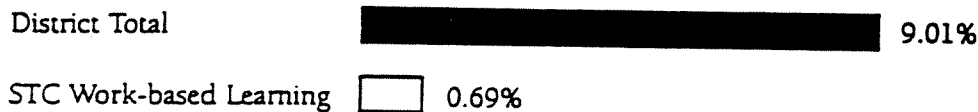
- 85% of 1,200 registered voters nationwide said they would support "a change in the public schools to place more emphasis on all students preparing for careers and obtaining workforce skills" while in school. — *Understanding Attitudes About School-to-Career, Jobs for the Future* - 1997
- 18% of high school students in Boston are more likely to go on to college if they have participated in the ProTech (STW) initiative compared with students not participating in work-based learning. (illustrated below)



— Center for Labor Market Studies at Northeastern University & Georgia Hall - 1996

### School-to-Work Reduces High School Drop-out Rates

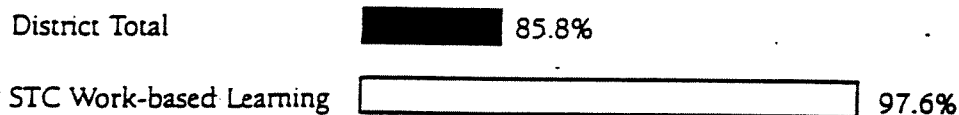
Measured in Philadelphia school districts, those students involved in School-to-Careers had a significantly smaller drop-out rate and a higher graduation rate than those not involved with School-to-Careers. (illustrated below)



— Philadelphia STC vs. Philadelphia school district - 1996

### School-to-Work Improves Graduation Rates

Measured against traditional learning in the Philadelphia schools, students exposed to work-based learning are 12% more likely to graduate from high school. (illustrated below)



— Philadelphia School-to-Careers study - 1996

# SCHOOL-TO-WORK FACT SHEET

The School-to-Work movement in West Virginia is defined as a comprehensive educational reform/workforce development initiative. The focus on **all** students and encompasses the following three components:

## **School Based Learning**

- Increased expectations and higher academic achievement
- Relevancy and contextual learning
- Career development and developmental guidance (i.e., awareness, exploration, and preparation)
- Assessment and credentialing
- Extra time and help for students experiencing difficulties
- Parental involvement
- Educational/career planning
- Career clusters, majors, and pathways at the secondary and postsecondary levels
- Increased postsecondary attendance

**Work-Based Learning** (focused on connecting what is learned in the classroom to the "real" world)

- School site experiences including simulations, school-based enterprises, senior projects, Internet, etc.
- Work site experiences including, job shadowing, mentoring, community service, internships, cooperative education, clinical experiences, apprenticeships, etc.

## **Connecting Activities**

- Development of "partnerships" between the school, business, labor, parents, and the community
- Staff development
- Curriculum development
- Unified planning
- Technical assistance
- Marketing and public information
- Linkages with postsecondary education

The major goal of the School-to-Work initiative is to prepare all students to make informed educational and career choices and to provide them with a clearly defined pathway and assistance to obtain the academic and technical skills required to reach their goals.

# **MANUAL 1 – APPENDIX C**

**Contact Information for School to Work Programs Referred to in**  
**Manual 1**

**Alamo Navajo School Board, Inc.:** Linda Middleton, Coordinator, P.O. Box 907,  
Magdalena, NM 87825, (505) 854-2635

**Lac Courte Oreilles Tribal Governing Board:** Don Wieson/Bertha Lieb, Route 2, Box  
2800, Hayward, WI 54843, (715) 634-1442

**Riverside Indian School Partnership in Careers, Delaware Tribe of Western  
Oklahoma:** Bernard Kahrahrh, Project Coordinator, P.O. Box 825, Anadarko, OK  
73005, (405) 247-2448

**San Juan School-to-Work Partnership:** Kristine Spackman, College of Eastern Utah,  
639 West 100 South, Blanding, Utah 84511, (801) 678-2201, x169

**Tohono O'odham High School:** Paul Brown, School to Work Instructor, HC 02 Box  
513, Sells, AZ 85634, (520) 362-2400.

**Yakama Tribal School-to-Work Partnership:** Jim Smith, Yakama Tribal School,  
School-to-Work Project, P.O. Box 151, Toppenish, WA 98948, (509) 865-5121, x537.

## **MANUAL 1 – APPENDIX D**

# Applied Economics Software

## MANAGEMENT AND ECONOMIC SIMULATION EXERCISE (MESE)

The Management and Economic Simulation Exercise (MESE) challenges students to operate their own companies in an interactive and competitive environment that simulates the real business world. With the help of the computer, students participate in a "hands-on" approach to strategic decision making, applying the knowledge they gained from their Applied Economics coursework.

MESE also illustrates how business decisions can be integrated to develop a successful business operation. The students must thoroughly understand and plan each element of a company's strategy—price, production, marketing, plant investment, and research and development. Success depends on coordinating decisions to develop a strategy for the company that sets it apart from its competitors. Participation in MESE illustrates how the economy affects decisions competitive businesses make.

PRODUCT # AE 720 APPLE II, IBM PC, MAC (ALSO AVAILABLE IN SPANISH FOR IBM PC)

## STUDENT COMPANY SOFTWARE

The Student Company Software helps students manage an Applied Economics Student Company. It enables them to prepare the charter for a Student Company, project and budget its finances, maintain its accounting records, and prepare reports of its activities. As far as possible, the Student Company Software matches the paper records used by Applied Economics Student Companies. It automates many recordkeeping tasks by quickly calculating and automatically moving required information from one form to another. PRODUCT # AE 780 APPLE II, IBM PC, MAC

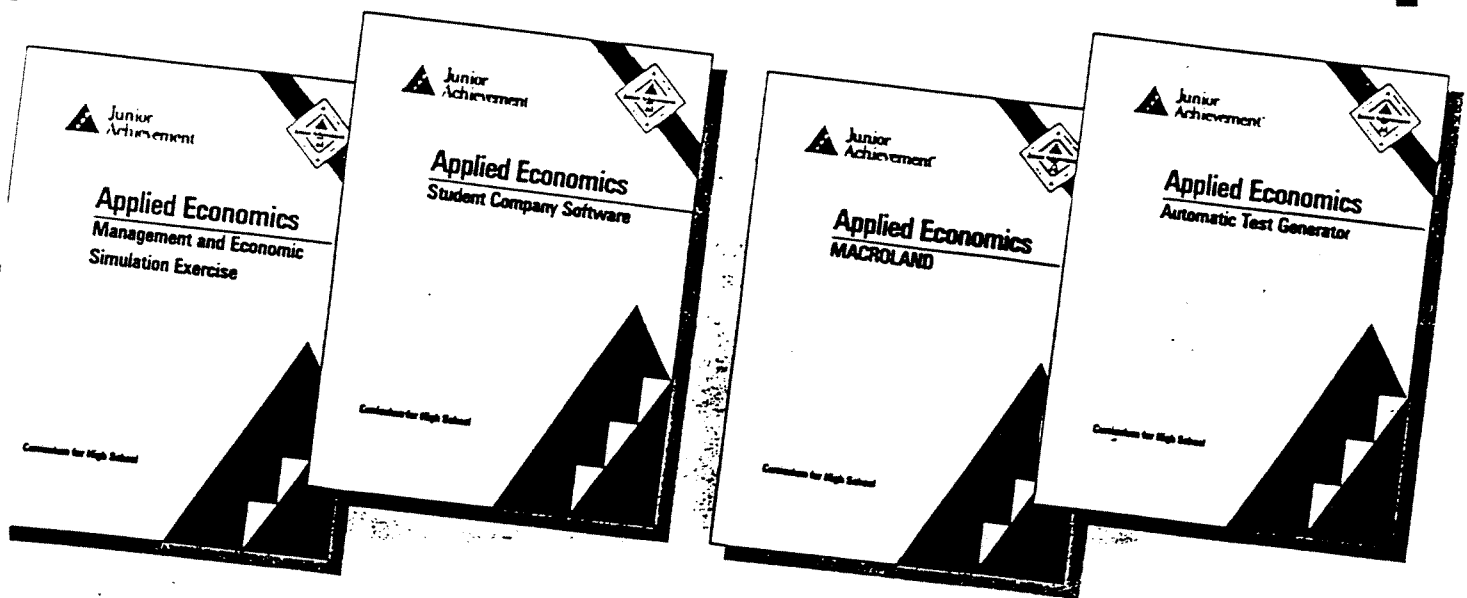
## MACROLAND

Macroland presents students with the challenging task of developing economic policies for the mythical republic of Macroland. Students work as three- to five-member Policy Teams. Each team develops an "economic prescription" for managing the economy. The teams determine tax rates, levels of government spending, and monetary policy. Based on the simulation model, the computer reports how well the policy decisions contribute to economic prosperity, high employment, and price stability. PRODUCT # AE 723 IBM PC

## AUTOMATIC TEST GENERATOR (ATG)

The Automatic Test Generator (ATG) provides a convenient and simple way to create multiple-choice exams covering all or a portion of the Applied Economics textbook. ATG combines computer technology with a large database of multiple choice questions. The teacher selects the questions by level of difficulty and customizes the test by adding additional questions, instructions or other materials.

Questions contained in the ATG were developed by teachers and economic educators in cooperation with the Educational Testing Service of Princeton, N.J. and Junior Achievement. They cover material in the latest version of the Applied Economics textbook. PRODUCT # AE 710 APPLE II, IBM PC, MAC



# Project Business Software

## CAPS

The Project Business Management Simulation (Caps) introduces students to basic business decision-making while teaching fundamental economic concepts. Caps simulates the operation of a small business and provides students with the opportunity to make "hands-on" business decisions. The excitement of competition motivates students to learn, while the simulated market provides concrete illustrations of supply and demand and other economic principles at work.

To use Caps, a class is divided into two to eight companies with students as managers. Students then set a price for their product, order materials, and invest in a promotional campaign.

PRODUCT # P 170 APPLE II, IBM PC

## STOCK MARKET SIMULATION

The Stock Market simulation offers students the opportunity to simulate investment in the stock and money markets while learning to make decisions based on hypothetical news "events." The simulation is designed to help teachers introduce the stock market to the students, start them competing to see who can make the best informed stock purchases, and help them interpret the results of their investment decisions.

PRODUCT # AE 160 IBM PC

# Project Economics Software

## PEBS

The Project Economics Business Simulation (PEBS) is a special version of the Project Business Caps simulation adapted for the ninth-grade Project Economics program. Like Caps, PEBS simulates the operation of a small business and provides decision-making opportunities for students as they direct their "companies." In addition to the price, orders, and promotion decisions made in Caps, PEBS introduces a longer-term investment decision requiring Project Economics students to hone their business strategies by analyzing results further into the future. PEBS is an excellent introduction to the MESE simulation used in Applied Economics.

PRODUCT # 151 APPLE II, IBM PC

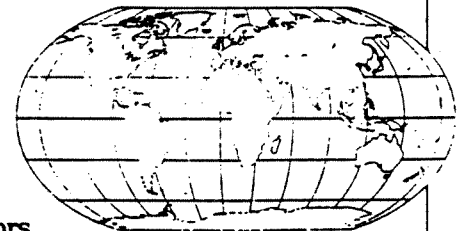
## Ordering Information

To order any product, please contact your local J.A. office.



## International MESE Contest (IMC)

Add an exciting international component to your Applied Economics class. Sign up for the International MESE Competition and compete with teams from Applied Economics classes around the world. The IMC is similar to a classroom competition, except that decisions are entered and reports received via electronic mail and competitors are located across the globe. The IMC provides a unique learning experience that ties together students from many countries and offers a tangible experience in the worldwide marketplace. All participants receive certificates and finalists compete for valuable prizes. Participation is limited to 128 teams and requires an entry fee and access to Internet. For further information, contact your local Junior Achievement office or Junior Achievement International.



# Junior Achievement's Programs and the SCANS Report 1997

Junior Achievement's programs, in addition to their other qualities, match up well with the requirements outlined by the U.S. Secretary of Labor and the members of the Secretary's Commission on Achieving Necessary Skills (SCANS). Their report, *What Work Requires of Schools: A SCANS Report for America 2000*, identifies five competencies and a three-part foundation of skills and personal qualities critical to workforce readiness.

Following are examples of components and activities from Junior Achievement's programs that meet the SCANS committee findings. The programs are described on pages 25-26.

## SCANS Competencies

**Resources: Identifies, organizes, plans, and allocates resources — time, money, materials and facilities, and human resources.**

### Junior Achievement Program

### Activities

#### Elementary School Program

##### *Ourselves*

*Rico and His Friends Save for a Tent*—Students acquire resources to organize a business and recognize the importance of saving.

##### *Our Families*

*Our Families' Needs and Wants*—Students identify the difference between a need and a want.

##### *Our Community*

*Sweet "O" Donuts*—Students organize resources to plan and manufacture doughnuts.

##### *Our City*

*Dining Out*—Students identify the decisions that have to be made in order to start a restaurant.

*Making Headlines*—Students prepare a newspaper layout using the skills of reporters and writers.

*Our Region*

*What Are Resources?*—Students identify and distinguish natural, human, and capital resources.

*Exploring Resources*—Students discover that resources are found within regions of the United States and recognize that businesses combine different types of resources to provide goods and services.

*Business Decisions*—Students face a business challenge to increase profits by allocating resources.

*Our Nation*

*Organization*—Students become familiar with the wide variety of skills and resources necessary to start a business.

*Production*—Students create a product using an assortment of resources and learn about productivity.

*Our World*

*The World in My Classroom*—Students identify sources of imports and distinguish domestic trade from global trade.

*Dollar for Dollar*—Students examine world economic resources and engage in global trade.

Middle Grades Programs

*Personal Economics*

*What Are My Strengths?*—Students identify personal interests and skills and relate them to job opportunities.

*Job Shuffle*—Students identify job skills and career opportunities.

*Getting Your Foot in the Door*—Students match their personal qualities with the needs of employers, decide what education and experiences employers will require, and prepare a resume.

*Personal Budgeting*—Students use hypothetical information to develop a budget for a typical teenager.

*Family Finances*—Students prepare a detailed monthly family budget.

*Setting Financial Goals*—Students learn how investments can be an important source of income while exploring the comparative advantages of different kinds of investments.

*Using Credit Wisely*—Students learn the basics of buying on credit by evaluating typical loan applications.

*Enterprise in Action*

*The Wheel of Enterprise*—Students examine resources needed to start a cookie business, and they prepare a business plan.

*Business Organization*—Students learn about an entrepreneur who becomes a sole proprietor, takes on a partner, and eventually organizes a corporation.

*Issues at Eigentown*—Using the circular flow of money and products, students identify the goods and services government often provides and the role it plays in the economy

*Economic Indicators*—Students learn that business activity goes through periods of growth and prosperity, then examine key economic indicators to describe the health of the economy.

*The International Marketplace*

*Name That Resource*—Students learn to identify human, capital, and natural resources and the relationship between a country's resources and production.

*The Isle of Deserta*—Students make choices about scarcity and decide what goods and services they will produce, how to produce them, and who receives them.

*Made to Trade*—Students participate in a trading activity and predict the products specific nations will export and import.

*Currency Events*—Students take a mythical trip through five European countries and make transactions with different currencies.

*Country Bakeries*—Students form groups and learn how a country's resources affect the productivity of its workers.

*The Economics of Staying  
in School*

*The Cost of Living*—Students work in small groups to prepare monthly budgets, using incomes from jobs they have chosen and the local newspaper to determine living costs.

High School Programs

*Economics*

*Student Company*—Students project production costs, develop a business plan, and analyze the company's productivity.

*Management and Economic Simulation Exercise (MESE)*—Students develop long-term plans and set goals; they choose pricing, production, marketing, capital investment, and R&D strategies.

*Company Program*

Students project production costs, develop a budget and business plan, conduct business, and carry out operations.

*JA Connections  
Success Skills*

*Developing Resumes*—Students identify their job-related skills, develop a personal resume, and prepare for an interview.

*Leadership JA*

*The Leadership Project*—Students research issues related to leadership projects that they will conduct in the community.

*GLOBE*

*Company*—Students conduct market research, select import products, order products, complete capitalization, and inventory products received.

**Interpersonal: Works with others — participates in a team, teaches others, serves clients, exercises leadership, and negotiates.**

**Junior Achievement Program**

**Activities**

Elementary School Program

*Ourselves*

*Rico and His Friends Work Together*—Students work together to establish a financial goal and learn how workers depend on each other for success.

*Rico and His Friends Buy a Tent*—Students use money they have saved to purchase a tent.

*Our Families*

*Our Families' Jobs*—Students collectively define a job and understand how jobs provide for family members' needs and wants.

*Our Community*

*Sweet "O" Domats*—Students work in company teams, some using assembly production and others unit production, to create goods.

*A New Business*—Students work together to decide on the best use for an empty store in the community.

*Our City*

*Dining Out*—Students in small groups learn what is required to operate a restaurant, and they design their own businesses.

*Making Headlines*—Students examine the purpose of a newspaper, identify jobs within the newspaper business, and together create a paper.

*Our Region*

*Regional Resources*—Students work in groups to determine resources necessary for producing a product.

*Business Decisions*—Students work as a team to solve a typical business problem.

*Our Nation*

*Production*—Using different strategies, students form production teams to make pens.

*Our World*

*Trading Places*—Students cooperate to complete a puzzle activity and to discover that countries often must import goods and services to meet the needs of its people.

Middle Grades Programs

*Personal Economics*

*First Impressions*—Students are introduced to basic business etiquette such as firm handshakes, eye contact, and courtesy as a first step in developing interpersonal skills.

*What Are My Strengths?*—Students design a map of their lives, share significant events with others, and learn to respect the unique qualities and individuality of people.

*Job Shuffle*—By analyzing job titles and requisite skills, students learn to match personal interests and future careers.

*Enterprise in Action*

*A Consumer Hit Parade*—Students recognize the role of businesses in their lives by differentiating between goods and services at the individual and family level.

*Enterprise in Action*—Through a simulated competitive environment, students learn about the pillars of private enterprise: private property, competition, and price system.

*Great Hats, Lots of Hats*—Students learn the basics of production by forming a team and creating a product using mass production and the division of labor.

*Enterprise in Action*

*A CAPital Market*—Students expand their knowledge of the market by participating in a trading activity designed to generate supply and demand schedules.

*The International Marketplace*

*Name That Resource*—In groups, students identify resources of different countries and report their findings.

*Made to Trade*—Through role play, students participate in a trading activity that demonstrates comparative advantage.

*Barriers to Trade*—Through a role-playing activity, students learn why nations establish trade barriers.

*Trading Jobs*—Students role play entrepreneurs who are partners in a global bicycle company and discuss the elements of operating a business in international markets.

*Environment for Growth*—Students collaborate to use information from articles to answer questions relating the environment to economic growth.

*The Economics of Staying in School*

*Knowing Yourself*—Students discover their skills and aptitudes through a personal assessment as they consider ways they can gain the skills they need for the workforce.

High School Programs

*Economics*

*Student Company*—Students organize and operate a company.

*MESE*—Students collaborate to make business management decisions.

*MACROLAND*—Students work as economic policy making teams.

*Company Program*

Students serve as officers and members of departments in a firm to accomplish company goals.

*JA Connections  
Success Skills*

*Video Assessment*—Students view a video of workplace scenarios and complete an assessment.

*Interpersonal Effectiveness*—Students interpret their personal video assessment and learn how to enhance their workplace skills.

*Building Rapport*—Students recognize the value of building rapport in

the workplace as well as with everyday living.

*Success Skills*

*Influencing Others*—Students learn to ask others for suggestions, encouragement, and appreciation.

*Teamwork*—Students work together to construct a product.

*Leadership JA*

*Local Leadership*—Students create a plan to promote economic development in their local community.

*Workplace Internships*

Students participate in production teams in the workplace.

*GLOBE*

*GLOBE Company*—Students sign a charter and a joint-venture agreement, conduct a board meeting, and form a committee to prepare financial and annual reports.

**Information: Acquires and uses information — evaluates, organizes, interprets, and communicates.**

**Junior Achievement Program**

**Activities**

Elementary School Program

*Ourselves*

*Rico and His Friends Make a Choice*—Students resolve a dilemma and find ways to obtain the things they want.

*Our Families*

*Finding Our Families' Needs and Wants*—Students associate business symbols with businesses that provide for a family's needs and wants.

*Our Community*

*The Role of Government*—Students define the economic role of government by recognizing services that government provides to citizens.

*A New Business*—Students examine the costs and benefits of several businesses and decide which would best serve their community.

*Our City*

*Dining Out*—Students identify jobs needed to operate a restaurant and decide the concept and characteristics of their business.

*Our Region*

*Exploring Resources*—Students discover resources found in regions of the United States and that businesses use resources to make products.

*Business Decisions*—Students identify and evaluate solutions to a typical business problem.

*Our Nation*

*Advertising*—Students identify different types of advertising and evaluate how advertisements target specific audiences.

*Our World*

*Trading Places*—Students use problem solving to determine goods a country needs to import.

*Global Business Challenge*—Students present international marketing strategies and explain their product, price, promotion, and place decisions.

Middle Grades Programs

*Personal Economics*

*Keys to My Success*—Students with similar interests relate their goals to specific education requirements.

*Getting Your Foot in the Door*—Students use the local newspaper to identify job opportunities, then prepare a job application and organize personal information into a resume.

*Personal Budgeting*—Students use hypothetical information to develop a personal budget.

*Setting Financial Goals*—Students examine the advantages and disadvantages of different investment opportunities.

*Spending Wisely*—Students analyze advertising appeals and develop a checklist to rationally purchase products.

*Enterprise in Action*

*Enterprise in Action*—Students make business decisions about price, competition, marketing products, and product differentiation.

*The Wheel of Enterprise*—Students analyze the characteristics needed to be a successful entrepreneur and prepare a business plan for a company.

*Burger Breakdown*—Students analyze the costs of producing and selling products and decide how to reduce costs.

*Enterprise in Action*

*Business Organization*—Students examine three basic types of business organizations and through a case study evaluate the effects of each.

*A CAPital Market*—Students apply aspects of the law of supply and demand to their daily lives in product pricing, production, and marketing decisions.

*Economic Indicators*—Students study the business cycle and examine pertinent economic indicators.

*From Producer to Consumer*—Students learn the importance of marketing and develop an advertising plan.

*Keeping the Competitive Edge*—Students confront a business management problem that requires them to make the company more efficient.

*Issues at Eigentown*—Students examine the role government plays in the local economy and learn how it enhances our economic well being.

*The International Marketplace*

*Trade Wins*—Students learn about the human, capital, and natural resources of four countries and record their findings for the class.

*Stories of the World*—Students read brief newspaper articles about teenagers in selected countries and report their group's story as it relates to the economic system of that country.

*Barriers to Trade*—Students role play people in two hypothetical countries that engage in limited international trade, evaluate how free trade benefited them, and describe how tariffs and quotas work.

*Country Bakeries*—Students interpret data on the bakery industry in six countries that illustrate the disparities in production rates.

*Environment for Growth*—Students read stories and answer questions about environmental and economic growth.

*Tales of Teenage Immigrants*—Students read stories about teenagers who have immigrated from other countries and relate their experiences to the class.

*The Economics of Staying in School*

*Living and Learning*—Students use charts and graphs to learn about the rewards of staying in school.

## High Schools Programs

### *Economics*

*Text and Study Guide*—Students work with charts, graphs, and figures; do market research; and analyze case studies.

*MESE*—Students analyze a variety of economic data and related information to make pricing, production, marketing, R&D, and capital investment decisions.

*MACROLAND*—Students analyze inflation, employment, money supply, industrial production, and other data to make fiscal and monetary policy decisions.

*Student Company*—Students set up and operate a company, using a variety of information to market a product.

### *Company Program*

Students maintain and analyze records, draw up plans, maintain company records, and prepare reports.

### *JA Connections Success Skills*

*Video Assessment*—Students view a video of workplace behavior, analyzing the information depicted, and choose a response to each situation.

### *Leadership JA*

*Model Leadership*—Students examine elements of a leadership model and learn how it applies to different situations.

### *Workplace Internships*

Students observe situations in the workplace and discuss their pertinence to quality work.

**Systems: Understands complex interrelationships.**

## Junior Achievement Program

## Activities

### Elementary School Program

#### *Ourselves*

*Rico and His Friends Make a Choice*—Students learn that they need to use information and work with others to achieve personal economic goals.

*Our Families*

*Our Families' Needs and Wants*—Students become conscious of how people must have food, clothing, and shelter to live and begin to understand the difference between a need and a want.

*Our Community*

*How Does a Community Work?*—Students recognize how people live and work together in a community.

*Money and Banking*—Students identify how money flows through a typical community.

*Our City*

*Dining Out*—Students discuss the many consumer demands an owner must consider when starting a restaurant.

*Making Headlines*—Students identify jobs in a newspaper office and create a newspaper.

*Our Region*

*Business Decisions*—Students examine business expenses and revenue and decide how to solve a critical resource problem.

*You're in Charge*—Students play a board game illustrating the flow of money in and out of a business.

*Our Nation*

*Human Resources*—Students identify qualities employers look for in their employees.

*Annual Meeting*—Students evaluate a business plan and run an annual stockholders meeting.

*Our World*

*Business Matters*—Students analyze a global business case study and develop an international marketing strategy.

Middle Grades Programs

*Personal Economics*

*Job Shuffle*—Students play “Job Shuffle,” a career awareness game to learn about occupational clusters.

*Keys to My Success*—Students learn how to plan for their futures by using goal-setting techniques in a sequential way.

*Personal Budgeting*—Students work in small groups and develop a personal budget for a typical teen-ager.

*Personal Economics*

*Setting Financial Goals*—Students are introduced to the concept of compound interest and learn its effect on investments.

*Family Finances*—Students discuss financial planning and develop a family budget.

*Using Credit Wisely*—Students analyze a typical credit report to understand the intricacies of credit in our culture.

*Enterprise in Action*

*The Wheel of Enterprise*—Students identify the physical, capital, and human resources that go into planning and developing a business from the initial idea to finished product.

*Burger Breakdown*—Students analyze the difference between fixed and variable costs and their importance to business planning.

*From Producer to Consumer*—Students study market planning, explore advertising strategies, and develop an advertising campaign.

*Keeping the Competitive Edge*—Students learn how a firm can become more competitive through efficient management of operations

*Business and Your Community*—Students explore the “streams” of revenue between business, government, and personal households.

*Economic Indicators*—Students study the business cycle and examine factors that lead to changes and fluctuations in the health of the economy.

*The International Marketplace*

*Made to Trade*— Students participate in a trading activity and predict products that nations will export and import.

*Trading Jobs*—Through a hypothetical international classified ad section, students learn about the special requirements for international careers and the skills needed to compete in the international job market.

*The Economics of Staying in School*

*Success*—Students strive for success in the world of work.

High School Programs

*Economics*

*Text and Study Guide*—Students examine the U.S. economic system

*Student Company*—Students organize and operate a company.

*Company Program*

Students set up, operate, and coordinate parts of a business.

*JA Connections  
Success Skills*

*Great Expectations*—Through role play, students discover the importance of interpersonal skills and how they can further develop their own competencies.

*Leadership JA*

*Model Leadership*—Students are introduced to a leadership model and explore how the model applies to a leadership situation.

*GLOBE*

Students create a joint-venture business to engage in international trade.

*Student Exchange*—Students visit their business partners in another country.

*HP Global Business Challenge*—Students develop strategies for companies that conduct trade across international boundaries.

**Technology: Works with a variety of technologies — elects, applies, and troubleshoots.**

Junior Achievement Program

Activities

Elementary School Program

*Ourselves*

CD ROM video.

*Our Families*

No activity in *Our Families* applies to this competency.

*Our Community*

*Sweet "O" Donuts*—Students demonstrate contrasting production methods to produce donuts.

*Our City*

*Building a City*—Students use rulers and blueprints to examine the skills a carpenter needs.

*Our Region*

CD ROM video.

*Our Nation*

*Production*—Students conduct production simulations, comparing different methods, to illustrate productivity.

*Our World*

*Dollar for Dollar*—Students engage in a trading activity that illustrates some complexities of international trade.

Middle Grades Programs

*Personal Economics*

No activity in *Personal Economics* applies to this competency.

*Enterprise in Action*

*Great Hats, Lots of Hats*—Students participate in a production simulation and apply techniques to improve productivity and product quality.

*A CAPital Market*—Students participate in a trading activity that generates supply and demand schedules and operate a computer-based economic simulation in which they analyze market conditions and make pricing, production, and marketing decisions.

*The International Marketplace*

*Country Bakeries*—Students simulate manufacturing in several countries that have different rates of productivity.

*Trading Jobs*—Students serve as entrepreneurs who analyze case studies on the international bicycle market.

*The Economics of Staying in School*

*Living and Learning*—Students discover the financial and opportunity costs of education by designing charts.

High School Programs

*Economics*

*MESE* simulation—Students operate companies in an industry on a computer.

<i>Economics</i>	<i>MACROLAND</i> simulation—Students play the role of federal reserve board and other economic policy makers to guide the U.S. economy through monetary and fiscal policy decisions.  <i>Student Company</i> —Students manage company information on a computer.
<i>Company Program</i>	Students manage company information on a computer.
<i>JA Connections</i> <i>Success Skills</i>	<i>Video Assessment</i> —When presented with video scenarios of workplace behavior, students indicate their response through an assessment.
<i>Workplace Internships</i>	Some workplace internships could involve students using technology.
<i>Leadership JA</i>	<i>Leadership Project</i> —Some leadership projects could involve students using technology.
<i>GLOBE</i>	Students prepare joint-venture agreements, do market research on products, prepare marketing plans, prepare financial reports, and complete an annual report using a computer.

## SCANS Foundation Skills and Qualities

**Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.**

All Junior Achievement programs, K-12 require use of students' basic skills. These skills are particularly emphasized in the following program themes and activities.

<b>Junior Achievement Program</b>	<b>Activities</b>
Elementary School Program	
<i>Ourselves</i>	<i>Rico and His Friends Make a Choice</i> —Students listen to a story, sequence events, and make decisions.
<i>Our Families</i>	<i>Our Families' Jobs</i> —Students create personal illustrations and explain how jobs provide for family members' needs and wants.
<i>Our Community</i>	<i>Money and Banking</i> —Students learn about money and why it is important to the community.
<i>Our City</i>	<i>Building a City</i> —Students examine and apply skills found in the construction business.  <i>Making Headlines</i> —Students write articles, edit them, and design a student newspaper page.  <i>You Can Bank on It</i> —Students conduct simple bank transactions.
<i>Our Region</i>	<i>You're in Charge</i> —Students play a board game and recognize some of the expenses in operating a business.
<i>Our Nation</i>	<i>Human Resources</i> —Students list qualities employers look for in employees and identify the steps necessary to get a job.
<i>Our World</i>	<i>The World My Classroom</i> —Students identify imported goods in their own classroom, use a world map to identify their sources, and take notes.  <i>Business Matters</i> —Students extract information from a business case study, take notes, communicate ideas, and develop an international marketing strategy.

## Middle Grades Programs

### *Personal Economics*

*First Impressions*—Students practice reading and interpreting skills through a logo crossword puzzle.

*What Are My Strengths?*—Students read statements to evaluate personal interests and identify personal skills, interests, and experiences related to careers.

*Keys to My Success*—Students read about career options and investigate educational paths to various careers.

*Getting Your Foot in the Door*—Students examine a case study to find overlooked job opportunities and write a personal resume based on career goals.

*Stepping Inside*—Students examine a hypothetical interview to find flaws and make corrections.

*Family Finances*—Students develop a budget for a family.

*Using Credit Wisely*—Students read and analyze a credit report and calculate interest rates, charges, and spending.

### *Enterprise in Action*

*Burger Breakdown*—Students compute the cost breakdown of a fast-food product.

*Business Organization*—Students analyze an entrepreneurship case study and discern among different kinds of business organizations.

*A CAPital Market*—Students solve problems in supply and demand by plotting economic information on supply and demand graphs.

*Economic Indicators*—Students analyze bar graph data depicting the health of the economy.

### *The International Marketplace*

*Stories of the World*—Students read stories about teen-agers from around the world.

*Barriers to Trade*—Students work with a global report and resource guide to analyze and understand trade barriers.

*Currency Events*—Students read and make math calculations with exchange rates.

*The International Marketplace*

*Environment for Growth*—Students examine stories about the relationship between economic growth and the environment.

*Tales of Teenage Immigrants*—In order to understand reasons for immigrating, students read about fictitious teenagers who have immigrated.

*The Economics of Staying  
in School*

*Living and Learning*—Students read tables, design charts, and communicate critical data to learn about the financial and opportunity costs of an education.

*The Cost of Living*—Students prepare monthly budgets, using income figures from the help wanted pages of the local newspaper.

High School Programs

*Economics*

*Student Company*—Students market products and conduct a board meeting.

*Study Guide* activities

*Case Studies*

*Company Program*

Students exhibit reading, writing, speaking, and mathematical skills throughout different aspects of the *Company Program*.

*JA Connections  
Success Skills*

*Developing Resumes*—Students identify personal job-related skills and develop a resume.

*Presenting Yourself*—Students participate in one-on-one interviews.

*Workplace Internships*

Some aspects of the students' work experience will involve basic skills.

*Leadership JA*

*Proven Leadership*—Students demonstrate leadership qualities by giving oral and written reports on their projects.

**GLOBE**

Students exhibit reading, writing, speaking, and mathematical skills throughout different aspects of the *Company Program*.

**Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.**

**Junior Achievement**

**Activities**

**Elementary School Program**

*Ourselves*

*Rico and His Friends Make a Choice*—Students determine how to find a way to obtain things they want.

*Our Families*

*Our Families*—Students identify how people live and work together to meet their needs and wants.

*Our Community*

*A New Business*—Students use a decision tree model to analyze the potential use for an empty store and decide what business located in the building would be best for their community.

*Our City*

*Inside Cities*—Students associate a business with a location by creating a simulated city.

*Dining Out*—Students create the concept for a restaurant and plan the menu.

*Our Region*

*Business Decisions*—Students must decide how to solve a business problem involving the cost or resources, revenue generated, and profits earned.

*Our Nation*

*Production*—Students assemble a product, comparing and contrasting methods of productivity; determine productivity; and calculate profits.

*Our World*

*Dollar for Dollar*—Students engage in trading activities that illustrate the complexity of international trade and role of money as they convert currencies.

**Middle Grades Programs**

*Personal Economics*

*What Are My Strengths?*—Students identify personal interests and skills and relate them to job opportunities.

*Job Shuffle*—Students play a game to match interests to job characteristics.

*Personal Economics*

*Keys to My Success*—Students learn what education beyond high school is required to be successful in the future work force.

*Stepping Inside*—Students analyze and evaluate a mock job interview.

*Spending Wisely*—Students learn to decode advertising techniques and apply this skill to purchasing a product.

*Using Credit Wisely*—Students solve credit and credit purchasing problems by examining the costs and benefits of its use.

*Enterprise in Action*

*Enterprise in Action*—Students analyze pricing, competition, product differentiation, and advertising issues in a candy business.

*Great Hats, Lots of Hats*—Students visualize connections between products and quality features.

*A CAPital Market*—Students participate in a trading activity and computer simulation to solve complex supply and demand problems.

*From Producer to Consumer*—Students read advertisements, determine audience, and explain persuasion techniques used in making a sale.

*Keeping the Competitive Edge*—Students serve as management consultants to help a struggling company with its training programs and employee morale.

*Business and Social Responsibility*—Students determine how ethics contribute toward being a good “corporate citizen.”

*The International Marketplace*

*Trade Wins*—Students reflect on our ties to other people through global trade and examine the international dimension of our domestic economy by identifying common items imported from foreign sources.

*Name That Resource*—In groups, students use a resource guide to discover the different resources of countries.

*Made to Trade*—Students role play trade representatives and negotiate trade agreements between two hypothetical countries.

*Barriers to Trade*—Students examine different production capabilities of countries to help understand why nations establish tariffs and quotas.

*The Economics of Staying in School* *The Cost of Living*—Students develop a monthly budget.

*Exploring Careers*—Students match their skills and interests to potential jobs.

## High School Programs

### *Economics*

*MESE* simulation

*MACROLAND* simulation

*Study guide*—Students answer questions for analysis and decision making, and they examine case studies.

### *Company Program*

Students determine a product, conduct market research, and set prices.

### *JA Connections Success Skills*

*Snapshots*—Students role play difficult business situations and discuss how interpersonal skills could have altered the outcome.

*Video Assessment*—Students view typical workplace scenarios and choose an action to take.

In addition, most of the activities in *Success Skills* call on students to make decisions, and many foster creative thinking and problem solving.

### *Workplace Internships*

#### *Leadership JA*

Depending on the nature of the work experience, students will be called on to use their imagination, make decisions, and solve problems.

Each of the lessons uses a variety of thinking skills.

### *GLOBE*

*GLOBE Company*

*MESE*

**Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity.**

## Junior Achievement Program

## Activities

### Elementary School Program

#### *Ourselves*

*Rico and His Friends Work Together*—Students explore ways to accomplish more work and earn more money.

#### *Our Families*

*Our Families*—Students identify personal responsibilities that go into making a cooperative neighbor.

#### *Our Community*

*A New Business*—Students exhibit responsibility in working to create a better community.

#### *Our City*

*Making Headlines*—Students illustrate integrity by reporting facts accurately.

#### *Our Region*

*Business Decisions*—Students practice making responsible business decisions.

#### *Our Nation*

*Human Resources*—Students list qualities employers look for in employees and practice interviewing.

#### *Our World*

*The World in My Classroom*—Students discuss reasons for and benefits of global trade.

*Trading Places*—Students learn how nations import and export goods to meet the needs and wants of the people in their country.

### Middle Grades Programs

#### *Enterprise in Action*

*Keeping the Competitive Edge*—Students have the opportunity to demonstrate personal integrity by dealing with critical management issues.

*Business and Social Responsibility*—Students role play what a good “business citizen” would do in questionable business situations.

*The International Marketplace*

*Stories of the World*—Through stories students become aware of the diversity in the global economy.

*Made to Trade*—Students learn how education and work skills affect aspects of international trade.

*Barriers to Trade*—Students discuss what U.S. businesses can do to stay competitive in the future.

*Trading Jobs*—Students see the connection between the entrepreneur and other elements in starting an international business.

*Environment for Growth*—Students learn that investing in personal skills can bring future personal rewards.

*Tales of Teenage Immigrants*—Students compare their lifestyles with those who immigrate to the United States.

*The Economics of Staying in School*

*Knowing Yourself*—Students assess their personal skills in terms of career choices and analyze their personal aptitudes.

*Setting Goals*—Students develop personal definitions of success and identify goals that would enable them to achieve success.

High School Programs

*Economics*

*MESE*—Students collaborate as management teams to operate a computer-based company in an emerging competitive industry.

*MACROLAND*—Students work as economic advisors to set monetary and fiscal decisions to guide the U.S. economy.

*Company Program*—Students collaborate with others to set up and operate a company.

*Company Program*

Students operate a company and interact with the community.

*JA Connections  
Success Skills*

*Interpersonal Effectiveness*—Students review the results of their video assessment, interpret individual results, and learn how they might enhance their personal skills.

*Building Rapport*—Through debate, students recognize the value and importance of building rapport in the workplace in life.

*Leadership JA*

*Proven Leadership*—Students demonstrate their leadership abilities by giving oral and written reports about their leadership projects.

*GLOBE*

Along with studying international economics and business, students come to learn about the customs and culture of their counterparts in another nation.

# Overview of Junior Achievement's Programs—K-12

<p style="text-align: center;"><b>High School</b></p>	<p><b>Economics</b>—A one-semester economics course for 10th through 12th grades. In addition to a textbook, the course materials include a student study guide, a program guide for the teacher and consultant, and a student company activity. Two computer-based simulations also are available: Management and Economic Simulation Exercise (MESE), a microeconomic model, and Macroland, a macroeconomics model. The consultant works with the class one day a week.</p> <p><b>Company Program</b>—Students, guided by a volunteer from the local business community, organize a corporation. In 15 weeks they sell stock to raise capital, buy materials, manufacture and market a product, pay a dividend to stockholders, and liquidate their company.</p> <p><b>JA Connections</b>—The program contains three components that help students acquire valuable competencies and skills. With <i>Success Skills</i>, they learn personal qualities appropriate for the workplace. <i>Workplace Internships</i> acquaints students with the business environment, and <i>Leadership JA</i> provides opportunities for economic innovation and civic involvement.</p> <p><b>GLOBE</b>—Students learn the basics of foreign-trade, set up and operate a company, work with students from other nations, and learn about the diversity of business cultures worldwide.</p>
<p style="text-align: center;"><b>Middle Grades</b></p>	<p><b>Personal Economics</b>—Students assess their personal skills and interests, explore career options, learn job-hunting skills, and discover the value of an education. They also learn about budgets and the use and abuse of credit.</p> <p><b>Enterprise in Action</b>—Students learn the principle characteristics of the U.S. economic system and the role of business in it. They also learn how to organize a business and how to produce and market a product. They study the social responsibilities of business and the role of government in the economy.</p> <p><b>The International Marketplace</b>—Students learn about the benefits of global trade, why nations trade, and key international economic issues. They also learn about how they are connected to people and cultures throughout the world through trade.</p> <p><b>The Economics of Staying in School (ESIS)</b>—A series of six activities designed for students at risk of dropping out. ESIS can supplement the other Middle Grades Programs or be taught independently. The activities include a board game, chart and graph interpretation, a budget exercise, and goal setting.</p>

## Junior Achievement Programs

<b>Elementary School</b>	<p><i>Ourselfes</i>—Students are introduced to basic economic issues; the importance of saving; and the roles individuals play as workers, consumers, and family members.</p> <p><i>Our Families</i>—Students learn about the role of families in the local economy, the jobs people have, their economic needs and wants, and how work helps meet these needs and wants.</p> <p><i>Our Community</i>—Students take part in activities that demonstrate the responsibilities of and opportunities available to citizens in their economic community.</p> <p><i>Our City</i>—Students conduct business operations, make city planning decisions, learn about various businesses in a community, and examine economic development issues.</p> <p><i>Our Region</i>—Students learn about state economies, the economic resources of regions, how resources are used in the production, and decisions businesses must make.</p> <p><i>Our Nation</i>—Students carry out activities for operating a business in the U.S. economy, including management, production, advertising, and an annual stockholders meeting.</p> <p><i>Our World</i>—Students examine world economic resources, learn about economic systems, and engage in global trade using international currencies.</p>
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# Junior Achievement and School-to-Work Components

<b>Elementary School Program</b> (Grades K - 6)	School-based learning				Work-based learning				Connecting Activities			
	career counseling	selecting a career major	integrating academics and vocation study	preparing for post-secondary study, training, or work	work experience	workplace mentoring	instruction in workplace competencies	instruction in all elements of industry	match students with employers	establish a liaison between employers and schools	provide technical assistance to sites	train teachers and workplace mentors
<b>Themes and Activities</b>												
<b>Ourself</b>												
Rico and His Friends Like to Play									X			X
Rico and His Friends Make a Choice			X		X	X			X			X
Rico and His Friends Work Together			X		X	X			X			X
Rico and His Friends Save for a Tent									X			X
Rico and His Friends Buy a Tent									X			X
<b>Our Families</b>												
Our Families									X			X
Our Families' Needs and Wants			X						X			X
Finding Our Families' Needs and Wants			X			X			X			X
Our Families' Jobs			X			X			X			X
Our Families' Tools			X			X			X			X
<b>Our Community</b>												
How Does a Community Work?			X						X			X
Sweet "O" Donuts			X		X	X			X			X
The Role of Government			X						X			X
A New Business			X			X			X			X
Money and Banking			X						X			X
<b>Our City</b>												
Inside Cities			X						X			X
Building a City			X		X	X			X			X
Dining Out			X		X	X			X			X
Making Headlines			X		X	X			X			X
You Can Bank on It			X						X			X
<b>Our Region</b>												
What Are Resources?									X			X
Exploring Resources			X						X			X
Regional Resources			X			X			X			X
Business Decisions			X		X	X			X			X
You're in Charge			X						X			X

# Junior Achievement and School-to-Work Components

<h2 style="margin: 0;">Middle Grades Program</h2> <p style="margin: 0;">(Grades 7 - 9)</p>	School-based learning				Work-based learning				Connecting Activities			
	career counseling	selecting a career major	integrating academics and vocation study	preparing for post-secondary study, training, or work	work experience	workplace mentoring	instruction in workplace competencies	instruction in all elements of industry	match students with employers	establish a liaison between employers and school	provide technical assistance to sites	train teachers and workplace mentors

### Programs and Activities

#### **Personal Economics™**

First Impressions	X						X			X		X
What Are My Strengths	X									X		X
Job Shuffle	X									X		X
Keys to My Success	X									X		X
Getting Your Foot in the Door	X		X							X		X
Stepping Inside	X		X		X		X			X		X
Personal Budgeting			X							X		X
Family Finances			X							X		X
Setting Financial Goals			X							X		X
Spending Wisely			X							X		X
Using Credit Wisely			X							X		X

#### **Enterprise in Action™**

A Consumer Hit Parade										X		X
Enterprise in Action			X				X			X		X
The Wheel of Enterprise			X		X		X			X		X
Burger Breakdown			X				X			X		X
Business Organization			X				X			X		X
Great Hats, Lots of Hats			X		X		X			X		X
A CAPital Market			X		X		X			X		X
From Producer to Producer to Consumer			X				X			X		X
Keeping the Competitive Edge			X		X		X			X		X
Business and Your Community Responsibility			X				X			X		X
Issues at Eigentown			X							X		X
Economic Indicators			X							X		X

#### **The International Marketplace™**

Trade Wins			X							X		X
Name That Resource			X							X		X
The Isle of Deserta			X				X			X		X
Stories of the World										X		X
Made to Trade			X				X			X		X
Barriers to Trade			X				X			X		X
Currency Events			X		X		X			X		X
Trading Jobs			X							X		X
Country Bakeries			X							X		X
Environment for Growth			X							X		X
A Tale of Teenage Immigrants			X							X		X

# Junior Achievement and School-to-Work Components

High School Programs (Grades 10-12)	School-based learning				Work-based learning				Connecting Activities			
	career counseling	selecting a career major	integrating academics and vocation study	preparing for post-secondary study, training, or work	work experience	workplace mentoring	instruction in workplace competencies	instruction in all elements of industry	match students with employers	establish a liaison between employers and schools	provide technical assistance to sites	train teachers and workplace mentors
<b>Programs and Components</b>												
<b>Economics™</b>												
Economic Concepts and Principles			X	X								
MESE-Management and Economic Simulation			X	X	X		X			X		X
Macroland Simulation			X	X	X		X			X		X
Student Company			X	X	X	X	X			X		X
<b>Company Program™</b>												
Organizing a Junior Achievement Company			X	X	X	X	X			X	X	X
Developing a Business Plan			X	X	X	X	X			X		X
Managing a Junior Achievement Company			X	X	X	X	X			X		X
Liquidating a Junior Achievement Company			X	X	X	X	X			X		X
<b>JA Connections™</b>												
<b>Success Skills</b>												
Skills Development	X			X					X	X	X	
Skills Assessment	X			X		X			X		X	
Personal Skills	X			X		X			X		X	
Student Portfolio	X		X	X		X			X	X	X	
<b>Workplace Internships</b>												
Workplace Experience					X	X	X	X	X	X	X	X
Job Interview							X		X	X	X	X
Business Role Model						X	X	X	X	X	X	X
<b>Leadership JA</b>												
Nature of Leadership			X	X						X		X
Leadership Model			X	X						X		X
Economic Development			X							X	X	X
Service Learning			X	X						X	X	X
<b>Fundamentals of International Trade</b>												
Fundamentals of International Trade			X	X								
Conducting International Business			X	X	X	X	X			X	X	X
Cross-cultural Experience			X	X			X					X
International Economic Competition			X	X			X			X		X



# Junior Achievement®

## K-12 Programs Overview

### **Purpose**

To educate and inspire young people to value free enterprise, business, and economics to improve the quality of their lives.

### **Elementary School Program**

In the Elementary School Program, kindergarten through sixth-grade children learn concepts and skills at each level that build on those taught in preceding grades. Each grade-level theme is taught by a volunteer—referred to as a consultant—from the community.

This program is designed to show students the relevance of education to the workplace as well as to prepare them for secondary school and lifelong learning.

### **Program Themes**

#### ***Ourself***®

Students are introduced to basic personal economic issues and the roles individuals play as workers, consumers, and family members.

#### ***Our Families***®

Students learn about the role of families in the local economy, the jobs they have, and their economic needs and wants.

#### ***Our Community***®

Students take part in activities that demonstrate the responsibilities of and opportunities available to citizens in their economic community.

#### ***Our City***®

Students conduct business operations, make city planning decisions, and examine economic development issues.

#### ***Our Region***®

Students learn about state economies, the economic resources of regions, and decisions businesses must make.

#### ***Our Nation***®

Students carry out activities for operating a business in the U.S. economy, including management, marketing, production, and sales presentations.

#### ***Our World***®

Students examine world economic resources, learn about economic systems, and engage in global trade using international currencies.

## Middle Grades Programs

Each week, for eight to 10 weeks, consultants from the community lead students in engaging activities. Consultants serve as role models for these students in grades seven through nine and enrich the activities with their knowledge of business.

### *Personal Economics™*

Helps students assess their personal skills and interests, explore career options, learn job-hunting skills, and discover the value of an education. They also learn about budgets, personal and family management, and the use and abuse of credit.

### *Enterprise in Action™*

Teaches students the principle characteristics of the American economic system and the role of business in it. Students learn the steps in organizing a business and producing and marketing a product. They also study the social responsibilities of business and the role of government in the U.S. economy.

### *The International Marketplace™*

Helps students appreciate how they are connected, through trade, to people and cultures throughout the world. The program illustrates how resources of selected countries affect their cultures, governments, and economic systems. It also examines the benefits of international trade and helps students understand key global economic issues.

### *Economics of Staying in School®*

Introduces at-risk students to the benefits of education through a series of six activities. The activities include a board game, interpreting charts and graphs, household budgeting, and role playing. This program can supplement any of the other three programs or be taught independently.

## High School Programs

The High School Programs strive to help students develop the knowledge, skills, and attitudes needed to become knowledgeable individuals, involved citizens, and productive workers.

### *Economics™*

Economics is a one-semester course for 10th through 12th grades in which students relate economic concepts and business principles to real life situations. The class may run a Student Company and take part in computer-based simulations in which students operate companies in an highly technological industry and apply economic policies to guide the national economy.

### *Company Program™*

Students learn about the role of business and operate their own company as part of a school-based organization, club, or classroom enterprise or as an after-school activity. During a semester or over 15 weeks, they sell stock to raise capital, elect officers or management teams, buy materials, market a product or service, pay a dividend to stockholders, and liquidate their company.

### *JA Connections™*

This program contains three components that help students acquire valuable competencies and skills. With *Success Skills™* they develop personal behaviors and problem-solving skills appropriate for the workplace. *Workplace Internships™* takes students into the business environment, and *Leadership JA™* provides opportunities for economic innovation and civic involvement.

### *GLOBE™*

Though an international enterprise, students learn the basics of foreign trade, set up and operate a company, work with students from other nations, and begin to appreciate the diversity of business cultures worldwide.



# Junior Achievement®

Learn more about Junior Achievement  
on our Website: <http://www.ja.org>

# Junior Achievement's Elementary School Program

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Students in Kindergarten through sixth grade learn about the United States economic system through Junior Achievement's *Elementary School Program*. These children learn concepts and skills that build on those taught in preceding grades.

## *Elementary School Program Themes*

Volunteer consultants from the local community lead students in engaging activities one visit a week for five weeks. The consultants serve as role models and enrich the activities with their own life experiences.

Consultants present activities from one of seven themes:

- ▲ *Ourselfes*® introduces students to basic personal economic issues and the roles individuals play as workers, consumers, and family members.
- ▲ *Our Families*® explores the role of families in the local economy, the jobs they have, and their economic needs and wants.
- ▲ *Our Community*® demonstrates the responsibilities of and opportunities available to citizens in their economic community.
- ▲ *Our City*® introduces students to business operations, city planning, and economic development issues.
- ▲ *Our Region*® discusses state economies, the economic resources of regions, and decisions businesses must make.
- ▲ *Our Nation*® relates how businesses operate in the U.S. economy, including management, marketing, production, and sales presentation activities.
- ▲ *Our World*® explores uses of world economic resources and different economic systems and demonstrates global trade using international currencies.

The materials for each theme are packaged in complete, self-contained kits including detailed activity plans and workbooks for students.

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# Junior Achievement's Middle Grades Program

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Students in grades seven through nine learn fundamental economic ideas, discover how businesses operate in the U.S. economic system, and explore career interests and opportunities through Junior Achievement's Middle Grades Program.

## *Middle Grades Program Themes*

Each week, for eight to 10 weeks, volunteer consultants from the local business community lead discussions and engaging activities developed by Junior Achievement. The consultants serve as role models and enrich the activities with their own life experiences and knowledge of business.

Consultants present activities from one of three themes:

- ▲ *Personal Economics* helps students assess their personal skills and interests, explore career options, learn job-hunting skills, and discover the value of an education. They also learn about budgets, personal and family financial management, and the use and abuse of credit.
- ▲ *Enterprise in Action* helps students understand the principal characteristics of the U.S. economic system and the role of business in it. Students learn the steps in organizing a business and producing and marketing a product. They also study the social responsibilities of business and the role of government in the U.S. economy.
- ▲ *The International Marketplace* helps students appreciate how they are connected, through trade, to people and cultures throughout the world. The program begins with a focus on the resources of selected countries and how they impact their cultures, governments, and economic systems. The focus then turns to the benefits of international trade and important international economic issues.

The materials for each theme are packaged in complete, self-contained kits including detailed activity plans and workbooks for students.

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# **MANUAL 1 – APPENDIX E**

The State Steering Committee consists of the following persons or their successors as appointed by the agency official:

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*Keith Smith*, Assistant State Superintendent, Division of Instructional and Student Services;

# **MANUAL 2**

# **Toward A Comprehensive Workforce Development System For The Oglala Nation**

## **MANUAL 2**

*Putting the Pieces Together:*

**Increasing Child Care for Working Parents**

*Elsa Manzanares  
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*Harvard Project on American Indian Economic Development,  
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*April 1998*

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## Introduction

In our interviews with employers, government officials and other tribal members, child care was cited as a critical concern for working parents, particularly women. One convenience store owner explained how she is forced to hire more employees than she needs because of frequent absenteeism due to a lack of child care.<sup>2</sup> Parents attending the Oglala Lakota College (OLC) often miss classes and in doing so, risk having to drop out of their courses and waste their scholarship money.

*The lack of available, affordable and quality care is particularly urgent on Pine Ridge because of the impact of new welfare-to-work laws that require recipients to work in order to keep their welfare benefits. Most parents have relied on relatives, friends and neighbors to take care of their children. However, this cannot be a permanent solution for all families, as more tribal members enter the labor market and demand for care increases. The Nation must develop a quality child care system that is affordable and available to all tribal members. The Nation should focus on providing child care for infants, toddlers and school-age children between the ages of five and ten. It is important to focus on these young children because of the effect on parents' labor participation. If parents cannot find care for these children, they are less likely to come to work.*

This Manual relied primarily on an assessment of programs that have been successful elsewhere around the country and

that we believe are replicable on Pine Ridge. These recommendations are guided by the three major goals for child care: availability, affordability, and quality. These goals should also guide subsequent tribal planning efforts for child care. The recommendations in this Manual are based on preliminary research of child care needs on the Reservation. As we will discuss later, a thorough Needs Assessment must be conducted before deciding on a final Action Plan for child care.

This Manual will begin with a discussion of the importance of child

care to the workforce and the challenges currently facing Pine Ridge. We will then provide our recommendations for action.

First, the Nation must begin by *initiating a cooperative child care climate*. This means increasing communication and coordination between all interested groups, such as parents, employers, and child welfare agencies on the Reservation. Second, the Nation should *improve the quality of care currently available to families*. Even if families have a reliable care option, they may not be certain that the care provided is the best it can be. Third, the Nation must *adopt a long-term strategy to increase the supply of child care* by fostering small business opportunities in family day care homes and care centers supported by parents, educators, businesses, tribal government and the community.

### Why is Child Care Important?

The benefits to child care are both immediate and long-term to children and parents. The

#### THREE IMPORTANT GOALS OF CHILD CARE

- *Availability: Child care for both young and older children that is readily accessible.*
- *Affordability: Care priced or subsidized so that person of modest means can purchase it.*
- *Quality: Promotes cognitive, social and emotional development of children.<sup>1</sup>*

availability of child care increases productivity and reduces absenteeism because parents can work knowing their children are safe and supervised. Quality child care is an investment in the Reservation's future labor force because it provides children with lessons in cooperation, responsibility, and confidence necessary for a functional adulthood. Many commonly interpret child care to mean "baby-sitting." Quality care is much more comprehensive than baby-sitting. It is defined as care that provides a "nurturing, safe, and stimulating environment for children and promotes the positive development of both their minds and their bodies."<sup>3</sup> Baby-sitting is intended to

**Quality care is much more comprehensive than baby-sitting.**

provide temporary or emergency

supervision of children. Quality child care can take place in a variety of settings such as the child's own home, the home of a family member or other provider, or in a traditional care facility, such as a day care center that serves large groups of children. There is no one best program or setting for child care. The Nation must offer a variety of options for families with differing preferences and family situations.

#### Conditions at Pine Ridge

Current child care options at Pine Ridge cannot be characterized as quality care. *Available child care resources are temporary, unpredictable, overcrowded or unreliable. As one frustrated parent explained, "there is absolutely no sort of reliable care on the Reservation."* While dependence on other family members, friends and neighbors is often a solution for many parents, these caregivers are not always available or reliable. Often, they are not paid,

**Some parents drove their children each day to a care center 27 miles away in Nebraska.**

rewarded or supported for their services even though some spend many hours a week caring for children. In some families, all adult members are employed, with no one able to stay home to care for children. If a family or friend cannot be found, some parents choose to stay home. Other parents are allowed to bring their children to the work site, but are consistently distracted from their work to attend to the child. Yet most parents do not have the option of bringing children to work. *In other cases, parents end up scrambling for any care they can find and, out of desperation, place their children into precarious or even dangerous situations.*<sup>4</sup> Still other parents go to extraordinary lengths to find care for their children. One tribal member told us about some parents who drove their children 27 miles each day to a care center in Nebraska, in addition to working a full eight-hour day.

The Nation has made progress with Head Start recently by converting five Parent-Child Centers into year-round Early Head Start programs that will accommodate up to 20 children per center. They will provide comprehensive programs for children between the ages of 6 weeks and 3 years, including evening parenting workshops for young mothers. However, teachers at the centers expect a shortage of services in the near future.<sup>5</sup> Also, only TANF (Temporary Assistance to Needy Families) recipients are eligible for these services. The OST Child Care and Development Office is also planning four child care centers near the Lakota College campuses. However, these centers will only be open to Lakota College students and TANF recipients. These efforts are critically important but the Nation must do more to facilitate an increase in the quality and supply of child care services while still keeping it affordable for all families on the Reservation.

Based on our research, the following factors contribute to the lack of available, affordable and quality care for young children:

Child Care has never been officially recognized by tribal government as a critical priority for developing the Pine Ridge labor force.

A severe housing shortage and limited commercial space creates a lack of facilities available for housing child care.

A perception among tribal members that tribal government is unresponsive to child care needs on the Reservation.

A lack of after-school programs for school-age children.

No formal communication or coordination between tribal child welfare agencies, employers, families, educators and other stakeholders on child care issues.

Community-wide collaborative efforts for child care are not fostered by tribal government.

Poor communication between the OST Child Care and Development Office and the South Dakota Office of Child Care Services impedes opportunities for resource sharing, technical assistance and other collaborative efforts necessary for developing innovative programs.

The Head Start program is over capacity. The Head Start classrooms have a capacity enrollment of 454, but currently enroll 1300 children.

## Increasing Child Care for Working Parents: Initiatives for Action

**A. Initiate Cooperative Child Care Climate.**

**B. Improve Quality of Available Care.**

**C. Increase Supply of Child Care.**

### **A. Initiate a Cooperative a Child Care Climate.**

All interested parties on the Pine Ridge Reservation must be mobilized to take action on child care immediately. There is a common consensus that child care is a critical need, yet there have been no extensive efforts to officially recognize and address the problem *as a Nation*. There are many people at Pine Ridge who care about the issue and have tried to initiate projects on their own without success. There are others who would like to do something about child care but do not know how to go about it. These groups must come together to pool resources and consider long-term solutions. The key is to convince tribal members that shared vision, commitment and action can yield results.

### **B. Improve Quality of Available Care.**

Most child care on the Reservation is currently provided through networks of family and friends that care for children in the home. The Nation can improve the quality of this home care in the short-term by implementing programs such as *formalized networks between care providers* and the *Resourcemobile* innovation in child care.

### **C. Increase Supply of Child Care.**

The Lakota people have repeatedly demonstrated their entrepreneurial talents. As Richard Sherman has documented, they have created an extensive informal sector that provides scarce goods and services.<sup>6</sup> The Nation should develop this resource by *fostering small business entrepreneurial opportunities in child care*. Private care will increase the supply of child care, create more options for parents, and generate opportunities for employment and community involvement. Small business opportunities in child care will also provide intangible benefits to providers like self-reliance and pride.

The Nation can *initiate a cooperative child care climate, improve the quality of available care and increase the supply of child care* by carrying out the following strategy:

- 1. Re-orient role of OST Child Care and Development Office.**
- 2. Convene a Child Care Conference.**
- 3. Foster Small Business Opportunities for Child Care Entrepreneurs.**
- 4. Develop a Pine Ridge Child Care Resource Center.**

Initiating a cooperative child care climate means bringing together all interested parties for a Child Care Conference on the Reservation. Because of the importance of community involvement in child care, organizers should take a grass roots approach to mobilizing tribal members. This means knocking on doors and extending personal invitations. After the Conference takes place, participants must remain committed to following through on an Action Plan.

The OST Child Care and Development Office ("OST Child Care") must be re-oriented to adequately respond to child care needs at Pine Ridge. The office opened in the early 1990s when the Child Care Development Block Grant (CCDBG) became available to the Nation. The CCDBG is a federal program that gives states funds to provide child care assistance to low-income families and families receiving TANF. Up to 2% of the total Federal appropriation is set-aside for Indian tribes and tribal organizations.<sup>7</sup> (See endnote for more detailed information on the CCDBG.)<sup>8</sup> Now it serves as a clearinghouse for the CCDBG and does some outreach to young mothers at high schools. However, the OST Child Care office has much more potential. It must not only dispense payments to providers but also serve in more pro-active capacities: as an advocate for comprehensive, quality child care services on the Reservation and as a resource for parents seeking care for their children.

There exists an untapped private market for child care on the Reservation. Even if existing programs like Head Start were expanded, there still would not be enough care available for every needy child on the Reservation. The Nation should work to meet this excess demand for care by fostering "child care entrepreneurs"-- tribal members who have experience caring for children and who are interested in starting up a family child care home or care center as a small business. As long as these entrepreneurs are supported and monitored, there is no reason why they cannot succeed at Pine Ridge.

## 1. Re-orient the Role of OST Child Care and Development Office.

The role of the OST Child Care and Development Office ("OST Child Care") should be re-oriented to better improve the quality and supply of child care on the Reservation. The office serves primarily as a funding clearinghouse for the Child Care Development Block Grant. It has recently planned the creation of four full-day child care centers near the colleges around the Reservation. The office also visits high schools and provides classes to teen parents. However, it does not coordinate regularly with other children's services or programs on the Reservation and has no relationship with the State of South Dakota, an important source of technical assistance and funding. It should help provide more comprehensive services and take a leading role in convening people and resources to improve quality and increase the availability of child care on the Reservation.

**OST Child Care and Development must do more to improve the quality and availability of child care.**

### Organizational Action Items

**Take the lead as "sponsoring agency" in carrying out the recommendations in this Manual.**

OST Child Care must be viewed as an agency that is willing to bring together diverse interests, organizations, and individuals to address child care issues, not just as a funding source. This is consistent with the appropriate role of tribal government as a convenor of different actors to increase overall social welfare.<sup>9</sup> OST Child Care can be

involved in all other recommendations in this Manual in three primary ways: (1) coordinating tasks for a Child Care Conference at Pine Ridge (2) soliciting applications for a Child Care Task Force and (3) and (in the long-term) converting the office into a Pine Ridge Child Care Resource Center. The rest of the recommendations in this Manual should be joint efforts between OST Child Care and the Child Care Task Force. The Pine Ridge Resource Center will be described in more detail on p. 30 of this Manual.

**Utilize the CCDBG in innovative and diversified ways.**

OST Child Care must do more to improve the quality and supply of child care on the Reservation. It can do this by utilizing CCDBG funds to their full potential. Funds for quality improvements must be used to provide training, conferences, books, toys, games, and other equipment, as intended by the federal government. Currently, if a provider at Pine Ridge requests these materials, the office will provide them. However, not all providers who could benefit from these materials ask for them. Otherwise, the office does not regularly carry out assessments of provider training or equipment needs. OST Child Care must be more pro-active in this regard and use CCDBG grants to fund the programs described below and contribute to the development of family child care home and care centers.

**Foster a better working relationship with the state of South Dakota.**

Pine Ridge is missing out on valuable resources by not cooperating with the State. Tribal government must get beyond the lack of trust and resentment with the State and commit to working together to generate ideas and take advantage of special conferences, enrichment classes, technical assistance and funding opportunities. The Nation must at the very least be informed about what is happening outside of Pine Ridge. *Tribal members may have good reason to be skeptical of the State. However, because child care is such a critical need on the Reservation, avoiding a relationship with the State ultimately comes at a greater cost to Pine Ridge.* All other tribes in South Dakota have a relationship with the State Child Care Services Office, increasing the possibility for coordination and improvement of services for their children.<sup>10</sup> Like the Ute tribe in Utah (See Case Study 2.1, this page), the relationship with the State should be guided by a desire to increase tribal capacity to improve and increase child care services.<sup>11</sup>

For example, Shannon County employs a Tribal Child Care Coordinator. This officer worked to open a child care center in an elementary school at Pine Ridge in December and is planning more in the future. Once five new staff members complete their training, she plans to work with them to present child care workshops, training, serve as a liaison with state licensing officials and assist with grant applications. Currently, the Coordinator teaches a course in infant and toddler training at the Lakota College. She has access to grants and other funding sources from the County and State. However, although she has offered her services to the tribe, the Child Care Coordinator does not coordinate or communicate regularly with OST Child Care. *The Child Care Coordinator must be consulted and included in future tribal child care efforts. The Tribal Child Care Coordinator is a crucial link to future collaborative*

**Case Study 2.1: Fostering Ties with the State.**

*Other tribes in Indian Country have managed to work with the States on child welfare issues without compromising tribal sovereignty or culture. The Ute Tribe in Utah is one example of how tribes can achieve mutually beneficial arrangements.*

*Like Pine Ridge, the tribe's relationship with the State was adversarial and marked by distrust. In September 1997, the Ute Tribe signed a 3-year agreement with the governor of Utah to improve child welfare services, including child care.*

*The tribe worked with the State's Department of Human Services to implement a partnership in which State employees on the Reservation provide technical assistance to tribal social service workers. These social service workers then provide services directly to tribal members. Teams of State employees and tribal members work together to develop new programs on the Reservation with the aim of reducing the State's involvement and increasing tribal capacity. After three years, the agreement expires. This partnership was the first step in promoting an environment conducive to future collaboration.*

*efforts with the County and State. Most of the recommendations in this report will require the cooperation of State and County officials to succeed.*

Instead of ignoring the State, OST Child Care should work together with the Shannon County Tribal Child Care Coordinator to pressure the State to devote more resources to child care. For example, North Carolina has become a national leader in early childhood care with its comprehensive **Smart Start Program**. (See Appendix A). Smart Start is a collaborative effort between the state, counties and local governments to provide quality services (primarily child care) to children. The Nation should present the results of its Needs Assessment (described on page 13 below) to the State as documentation of the critical need for care. *South Dakota should try to replicate this innovative program, especially since it has been rated by various sources including the Children's Defense Fund, as one of the worst states in the country for child care.*<sup>12</sup>

**The relationship with the State should be guided by a desire to increase tribal capacity.**

**Solicit cooperation and coordination with other children's agencies and programs on the Reservation.**

There are a variety of programs on the Reservation with expertise and resources that can improve child care. Child care services, whether publicly or privately financed, should be linked to other family support services like parent education and support, mental health, nutrition, and health care to increase the quality of services for all children.

<b>Tribal Resources for Comprehensive Care</b>	
• <i>Indian Health Services</i>	<i>Public health nurses can train providers on CPR, first aid and other health and safety issues.</i>
• <i>Flowering Tree Program</i>	<i>Staff members can provide advice on teen mothers and parenting skills.</i>
• <i>Healthy Start Tribal Coalition</i>	<i>Staff members can provide advice on pre-natal care and parenting skills.</i>
• <i>Head Start</i>	<i>Staff members can provide training and advice on planning activities for children.</i>
• <i>Children's Village Program</i>	<i>Staff members can provide advice on children's mental health needs and family life.</i>
• <i>Tribal Special Education (OSERV'S)</i>	<i>Staff can provide advice on accommodating special needs children.</i>
• <i>Lakota College</i>	<i>Instructors can provide advice on childhood self-awareness and development.</i>
• <i>Elementary Schools</i>	<i>Administrators, teachers and counselors are invaluable as sources of expertise in early childhood.</i>

## 2. Convene a Child Care Conference.

Prioritizing child care on the Reservation must begin with communication between knowledgeable parties and commitment to action. Stakeholders must be brought together to discuss available resources and opportunities for collaborative efforts. They can accomplish more together than they might alone. OST Child Care should initiate the Conference in cooperation with district leaders. The Conference should be advertised as a community-wide planning effort and not as a vehicle for tribal government initiatives. Our interviews revealed consensus and enthusiasm for a Child Care Conference on the Reservation.

Organizers should orient the Conference toward the following objectives:

- (1) Educating tribal members about the importance of child care as an investment in the future of the Reservation.
- (2) Getting a pledge of support from interested parties for prioritizing and devoting resources for child care.
- (3) Creating a Child Care Task Force.

### Conference Objectives

- *Educating tribal members about importance of child care.*
- *Obtaining a pledge of support from all interested parties.*
- *Creating a Child Care Task Force.*

## Child Care Conference Action Items

### During the Conference:

#### **Assemble All Interested Parties.**

Interested parties include parents, educators, employers, the Oglala Lakota College, Head Start, OST Child Care, the Lakota Fund, Healthy Start, Flowering Tree Program, Economic Development Office, members of the Tribal Council, Office of Special Education (OSERVS), the Boys and Girls Club, Indian Health Services and *anyone interested in child care issues at Pine Ridge*. Without the consultation and active involvement of these stakeholders, any child care plan is likely to fail. We cannot over-emphasize the importance of parental input in this process.

### During the Conference:

- ◆ *Assemble all interested parties.*
- ◆ *Discuss resources and opportunities for partnerships.*
- ◆ *Solicit applications for Child Care Task Force.*
- ◆ *Document Conference findings.*

*The Conference should be advertised as a joint sponsorship effort between OST Child Care and all the other child welfare organizations on the Reservation. The advertising message should focus on how anyone with children cannot afford to miss this Conference. The Conference should be advertised widely through KILI Radio, the *Indian Reporter* and other local newspapers. If possible, invitations can also be included in utility bills.*

The Conference should not take place at a location associated with tribal government, but instead a local community meeting place like the Brotherhood Health Clinic in Porcupine. Organizers from OST Child Care must work with the district Supervisors to initiate a door-knocking campaign in their respective districts to extend a personal invitation to the Conference, particularly individuals active in their districts. Those activists can help spread the word to the rest of their community.

### **Discuss Resources and Opportunities for Partnerships.**

Conference participants can begin by distributing this Manual and discussing its recommendations. Conference participants should brainstorm how programs can be coordinated to reduce costs, share resources, and avoid duplicating services. Participants representing Reservation programs or other interest groups should make a presentation delineating what resources he/she can provide to the task of providing child care.

*Encourage parents to make presentations about their personal experiences with child care. Place parents into small focus groups to discuss their needs and preferences for child care. They should be convinced that any viable program requires their input and support. Present the options in this Manual and gauge their interest in each one. How can they work with other parents to get an after-school program started? Who would be interested in joining a provider network? Identify groups of parents that will remain enthusiastic and involved in planning efforts.*

### **Document Conference Findings.**

It is important not to let the Conference findings go undocumented. OST Child Care should be responsible for documenting each meeting session and compiling this information into a report of findings that can be referenced by the Child Care Task Force ("Task Force") (to be described below) and any other interested party. If there is no staff member available, the office should hire someone to carry out this important task.

### **Solicit Applications for Child Care Task Force.**

The Child Care Task Force should take responsibility for mobilizing tribal members, designing an Action Plan, appointing Working Groups that will take action steps required to initiate various programs within the Action Plan, and maintaining communication with the Pine Ridge community on child care issues. The Task Force should have a duration of no more than two years. Task Force membership should include actors from business, parents, tribal education, Head Start, tribal government, Lakota Fund, OST Child Care,

instructors from the Lakota College Early Childhood Degree Program, Indian Health Services, Shannon County, and school administrators (tribal, public, parochial). The Task Force can be organized to include representatives from each of the seven political districts at Pine Ridge. Solicit applications from Conference participants for membership on the Task Force. Task Force membership should include 10-20 individuals. Working Groups should be composed of members of the Task Force and other individuals with special expertise or resources, if necessary.

**Child Care Task Force:  
Nature of Responsibilities**

- ◆ *Mobilizing tribal members.*
- ◆ *Designing an Action Plan.*
- ◆ *Appointing Working Groups.*
- ◆ *Maintaining communication with Pine Ridge community on child care issues.*

OST Child Care should develop a detailed membership description for potential members to avoid misunderstandings about the role of Task Force members. Attached in Appendix B is an excerpt from a manual on mobilizing for action on child care written by Karen DeBord, a Human Development Specialist at the University of Missouri. This excerpt provides additional advice that can be useful for planning the Child Care Conference.

**After the Conference:**

**After the Conference:**

- ◆ *Convene the Task Force.*
- ◆ *Conduct a Needs Assessment.*
- ◆ *Develop an Action Plan.*
- ◆ *Consider programs proposed in this Manual.*

**Convene the Child Care Task Force.**

The Task Force should meet every month to plan and discuss child care initiatives in the Action Plan. Each Task Force member should also receive a copy of this Manual. These meetings should be open to anyone interested in attending. A calendar of future working sessions should be written at the first Task Force working session and made public. The Task Force should also have a phone number and mailing address to facilitate information gathering and input from tribal members. The names of Task Force members

should be published along with bi-monthly progress reports in the local papers. The Task Force should elect a Chairperson who will be responsible for calling meetings and developing meeting agendas.

**Conduct a Needs Assessment.**

Participants should compile a Needs Assessment to determine where demand is greatest, what time of day parents need child care the most, where to locate centers, and what age groups are in immediate need. When completed, the Needs Assessment should be used to develop the Action Plan. This Needs Assessment must drive all subsequent planning

efforts. As we mentioned earlier, the following sections present programs options we believe are necessary and replicable at Pine Ridge based on our preliminary assessment. However, the Needs Assessment findings must guide all final decisions on what programs to pursue. Because of its expertise and relationship with families and providers, OST Child Care together with the Task Force should be responsible for developing and carrying out this Needs Assessment. OST Child Care staff members should give the questionnaire to families already receiving CCDBG funding. The District Supervisors should be responsible for disseminating the Needs Assessment in their communities. Organizers can use the questionnaire attached in Appendix C to model their assessment.<sup>13</sup> Supervisors should also provide copies of the Needs Assessment to community members before the Conference to spark interest.

### **Develop an Action Plan.**

The Task Force should develop an Action Plan based on this Manual, the Conference report of findings and the Needs Assessment, with a timetable that includes goals for six, twelve and twenty-four month milestones. This Plan should be published in the papers and posted in public places. Make plans for follow-up meetings of the Task Force to revise and make necessary adjustments to the Action Plan. This is a critical exercise. The Needs Assessment will help the Nation distinguish real and perceived needs for child care. This is why the Needs Assessments must be carried out carefully and extensively.

### **Consider the Following Programs for Action Plan.**

The Task Force should review the following programs for inclusion in the program. As stated earlier, these recommendations are based on a preliminary assessment of needs at Pine Ridge. These programs are mostly concerned with improving the quality of child care currently available on the Reservation. The next two sections ("Fostering Small Business Opportunities for Child Care Entrepreneurs" and "Develop a Child Care Resource Center" are presented separately and should likewise be included in the Action Plan.

#### **Develop Pine Ridge Provider Network**

A Pine Ridge Provider Network can increase the quality of care by mobilizing the people who are currently providing care to the children on the Reservation into a support network. *In-home providers can come together to share experiences, resources, and advice. The best networks can also provide access to educational resources, training and professional interaction. The Network*

#### **Programs for Inclusion in Task Force Action Plan**

- ◆ *Develop a Pine Ridge Provider Network.*
- ◆ *Link Provider Network to Resourcebile Program.*
- ◆ *Increase After-School Program for Children Ages 5-10.*
- ◆ *Develop "Phonefriend" Program.*
- ◆ *Foster Babysitting Cooperatives.*
- ◆ *Work with Head Start to Make Improvements.*

can help some tribal members get information on how to obtain their CDA (Childhood Development Associate). A CDA is a nationally recognized early childhood professional credential administered by the Council for Early Childhood Professional Recognition in Washington, D.C to improve the quality of care children receive in early childhood programs. The CDA certification is a way of developing providers' ability to nurture young children's physical, social, emotional and intellectual growth.<sup>14</sup> The CDA is particularly useful because it helps "professionalize" the image of providers.

A Pine Ridge Provider Network can also help increase the supply of providers through incentives such as the Resourcemobile, which will be described below. The Network can also organize provider training sessions with the Lakota College Early Childhood Program or other source. One of the greatest advantages of a provider network is that it can help individual providers seriously explore small business opportunities in child care.

### **Provider Network: Action Steps**

- ① Create Special Working Group for Provider Network that includes Shannon County Tribal Child Care Coordinator and OST Child Care Coordinator.
- ② Consult with South Dakota Child Care Provider's Association and the Child Development Associate Training Project for advice on how to initiate a network and access CDA training. Begin search for outside funding sources.
- ③ Advertise availability of Network at convenience stores, schools, and other public places. Send invitation letters to providers paid through CCDBG child care subsidy program. Encourage interested individuals to recruit others in their community.
- ④ Ask early childhood specialists and administrators of other Pine Ridge children's programs to solicit support and resources for Network.
- ⑤ Bring together specialists, administrators, and interested providers at an introductory meeting. Discuss the purpose and advantages of the Network to providers and ask them to determine which programs/activities they would like to include as part of the Network to help them become better providers.

<b>Provider Network: Action Steps</b>
✓ <i>Create Network Working Group.</i>
✓ <i>Consult with established provider associations or networks.</i>
✓ <i>Advertise network to tribal members.</i>
✓ <i>Solicit support from early childhood specialists and administrators.</i>
✓ <i>Convene interested tribal members, specialists and administrators.</i>
✓ <i>Develop internal funding source</i>
✓ <i>Apply for external grants.</i>
✓ <i>Develop newsletter to maintain contact between network members.</i>

- ⑥ Decide whether to place a small percentage of provider income into a special fund for use by Network members on training and other needs.
- ⑦ Apply for grants from the Mott Foundation and Ms. Foundation. The Mott Foundation has provided thousands of dollars to programs that support children in poor communities around the country. The Ms. Foundation funds women's self-help initiatives, including child care start-ups and currently funds a provider network among poor women of color in Boston.

*Charles Stewart Mott Foundation  
1200 Mott Foundation Building  
Flint, Michigan 48502-565*

*Phone: (810) 238-5651  
Fax: (810) 766-1753  
<http://www.mott.org/>*

*Ms. Foundation for Women  
141 Fifth Ave., 6-S  
New York, NY 10010  
Contact: Kim Tso, Grants Assistant*

*Phone: (212) 353-8580  
Fax: (212) 475-4217  
<http://www.omhrc.gov/fund-db/f0504.htm>*

- ⑧ Develop a newsletter to maintain contact and interest among providers. Attached in Appendix D is a newsletter developed by a provider network in Florida.

## Link Provider Network to Resourcemobile

Just because an adult has raised his/her own children or grandchildren, it should not be assumed that they have all the knowledge they need to provide quality care to children. Those that provide child care deserve not only some kind of compensation for their efforts but also support in the form of training, educational materials and professional advice. Together, all of these things can improve the quality of care.

Provider networks in Florida, like the one described in Case Study 2.2<sup>15</sup>, have improved the quality of home care for low-income children through an innovation called the **Resourcemobile**. It is a van equipped with toys, games, books and educational materials. Home providers are visited by an Early Childhood Specialist on a monthly basis. The Specialist meets with the home provider, helps develop appropriate learning activities for the child, and provides free educational materials. The network also offers periodic training, information and social support for members. Only those operators who are members of the provider network are eligible for the services. *The prospect of professional assistance and training can serve as an incentive to join the network, and ultimately improve a child's home care.* Because transportation is a problem for many providers, instead of having providers come to one location, the training and materials come to them. The costs of the program include

### **Case Study 2.2: Resourcemobile, Inc.**

*This program was founded in 1993 in Dade County, Florida as a way of increasing the quality of in-home care. Founder Rachel Blechman explains that the program is not designed to be a monitoring system. Instead it aims to be a user-friendly, non-evaluative, program that benefits providers and children through specially tailored programs and activities. The Child Development Specialist visits providers on a monthly basis for a two-hour session. The provider and the Specialist work together to set goals and develop a creative curriculum. The Specialist also gives advice on physical, health and safety issues and outfits the home with toys and materials. The Specialist visits homes in the morning and is available through a telephone support line in the afternoons. With each new visit, the Specialist comes up with a new, inexpensive activity. Each visit is aimed at getting providers to a lesser support system so that other homes can be included. In addition to the main program described above, other services include a volunteer reading program in which teens visit homes with the Specialist and read with children. They conduct seminars twice a year for providers on early childhood topics, and publish a newsletter. Resourcemobile, Inc. is administered by a Board of Directors that include volunteer community members. Ms. Blechman says that now is a good time to get funding for this kind of program because of the growing recognition of the importance of investments in early childhood. She also says that one of the most important things is that the Specialist must be able to establish a strong, non-judgmental rapport with providers. For more information contact Anna Colon, Supervising Home Visitor, at (305) 375-4670 or Beverly Tate, President of Resourcemobile, Inc. at (305) 237-5123.*

the Specialist, supplies, and a van (or a station wagon). The Child Development Specialist can be recruited from Head Start, the Lakota College or elsewhere.

CCDBG grants for quality improvements can be used to fund the van and supplies. Instead of purchasing new toys and books for each provider and child, the Resourcemobile can develop a toy and book-lending program. However, if the toys or books are not returned or damaged, providers may be less likely to participate in the program. Funding

from the CCDBG subsidy program that provides monthly child care cash benefits can still be used to pay for the providers that provide care for the children of TANF recipients and other eligible low-income workers.

This program can also be a joint funding partnership by the tribal government, child welfare agencies, the state of South Dakota, private enterprises, and Shannon County. By using the latter funding option, services will not be limited to TANF recipients. It is for this reason that we emphasize forging a relationship with the State and the Shannon County Tribal Child Care Coordinator.

### **Resourcemobile: Action Steps**

- ① Create a Resourcemobile Working Group. Use Needs Assessment to determine feasibility of program.

**Benefits of  
Resourcemobile at Pine Ridge**

- *Moral support for home providers.*
- *Helps people become trained family care providers.*
- *Overcomes transportation barriers for providers.*
- *Personal interaction with early childhood professionals.*
- *Access to free supplies, toys, and learning materials.*
- *Encourages other home providers to join network.*

- ② Determine how you will decide on which households to serve.
- ③ Develop the structure of the program. What services should it offer? Will volunteers be needed? Should it be permanent or temporary? When should it be phased out?
  - ④ Determine which government entities or private businesses are interested in funding Resourcemobile. Determine what combination of funding will support the program best.
  - ⑤ Approach Head Start and Lakota College Program in Early Childhood Education about finding an Early Education Specialist. Can the Resourcemobile be staffed through an extension of an already existing position?
- ⑥ Determine the most affordable way of financing vehicle and compensation of the Early Childhood Specialist.
- ⑦ Compile an Advisory Board that will seek funding sources and later monitor the administration of the program.
- ⑧ Inform program beneficiaries about what they can expect from the program and how long it will be available to them. Periodically seek their input on whether the program is helping them improve the child's care.

### Increase After-School Programs for Children Ages 5-10

School-age children ages five through ten are in immediate need of care. There are almost no after-school programs for this age group. The Shannon County Extension Office offers 4-H activities for children but they meet only once a week. The 4-H Youth Agent says that the greatest barrier to expanding the services to five days a week is a lack of volunteers on the Reservation.

The Batesland School District recently received a child care grant from the State of South Dakota for costs associated with full-day care and a school age program. The Governor of South Dakota recently announced the availability of grants for schools planning after-school programs at a March conference on school-age child care. The Nation should contact the South Dakota Child Care Services Office for grant information.

The Nation should seriously consider a new after-school program designed to expand after-school program in inner-city and rural areas. It is called the **21st Century Community Learning Centers Program** (authorized under Title X, Part I of the Elementary and Secondary Education Act). *It will provide \$40 million to rural and inner-city public schools to establish or expand after-school programs.* "Grants awarded through this program this year must focus primarily on providing children and youth with expanded learning opportunities in a safe, drug-free environment. A Community Learning Center is an entity within a public

elementary, middle or secondary school building that (1) provides educational, recreational, health, and social service programs for residents of all ages within a local community, and (2) is operated by a local educational agency in conjunction with local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities."<sup>16</sup> The size of the grant is between \$35,000 and \$200,000 per Center. Although the deadline for applying for a 1998 grant is past, the competition may be renewed next year. Any Indian tribe is eligible as long as the grant is designated for a public school. Recipients of this grant are expected to provide among other things, day care services, training for care providers, parenting skills education programs, and summer and weekend school programs. This program would be an excellent opportunity for Pine Ridge.

OST Child Care and the Shannon County Tribal Child Care Coordinator should work with the head of each school district to plan after-school programs and look out for a renewal of the 21<sup>st</sup> Century Community Learning Centers Program.

### Develop Phonefriend Program

Regardless of whether more school-age programs become available, some young children may still be left at home alone while their parents are working. The Nation should do more to ensure that these "latchkey" children can be reached in case of emergencies by implementing the "Phonefriend" program. The

program is compromised of volunteers who provide comfort and support over the telephone to children who are at home without adult supervision. This arrangement can be beneficial to parents who cannot receive phone calls at their work site. Phonefriend can be administered by a department within the Indian Health Services or provided as part of the work of the Resource Mobile Child Development Specialist telephone support service.<sup>17</sup>

### Work with Head Start to Make Improvements

Because Head Start is not primarily designed as a child care program, our report will not deal extensively with the subject. Head Start is an education program for young children, although some parents use it as a form of child care. The Nation must address the quality issues facing its Head Start program, including overcrowding and lack of spaces for all eligible children. As a half-day, nine month program for three and four-year olds, it does not meet the needs of parents who have older children and require a full-day, year-round care program. Programs that provide comprehensive services like Head Start are necessary for all working families, regardless of their income level. The Task Force may decide to include this in their work. We will discuss Head Start

again in the section "*Foster Small Business Opportunities for Child Care Entrepreneurs*" on page 21.

### Foster Babysitting Cooperatives

Baby-sitting cooperatives can be a short-term option for some families. Some families may already have something like this in place informally. These cooperatives consist of groups of families who share baby-sitting responsibilities. Instead of paying money to a sitter, parents take turns caring for children. There are many advantages to this arrangement: (1) children make new friends; (2) children become close to many families; (3) no money is necessary; and it (4) provides parents free time when they need it.<sup>18</sup> *However, this arrangement is designed for providing temporary care and does not offer opportunities for providing comprehensive services to children and parents.* Attached in Appendix E is a detailed description on how to start a baby-sitting cooperative. The Task Force should take this information and convert it into a pamphlet for distribution to families. These pamphlets can be distributed at schools, businesses, the hospital, convenience stores, and the police station. It may help some families make improvements to their current baby-sitting arrangement.

### 3. Foster Small Business Opportunities for Child Care Entrepreneurs.

A child care market in which child care entrepreneurs can thrive does exist on the Reservation. We were told about a woman who was running a successful private care center out of her trailer home, but for personal reasons was forced to leave the Reservation. We saw many fliers posted at Reservation convenience stores from women offering child care services. Many on the Reservation care for children but are not remunerated for their services. These caregivers are indeed providing a valuable service and they must be supported by the Nation.

As mentioned earlier, a professional network can help individuals embark on small business opportunities in child care either through a family day care home or a care center. A family child care home is an arrangement in which a provider cares for a small group of children (usually no more than 5) in her home. A child care center is designed to care for larger groups of children (usually 10-15) in a facility outside the home.

Small business opportunities are even more attractive as the new welfare laws require tribal members to work. *Those individuals with experience caring for children can use it as a stepping stone for self-employment in the wake of few alternative job opportunities on the Reservation.* Unfortunately, providers who operate child care centers or family child care homes should not expect large profits. Although the demand on the

#### Benefits of Child Care Businesses at Pine Ridge

- *Expansion of the private sector.*
- *Creates jobs for child care entrepreneurs and others.*
- *Can operate on a full-day, year-round basis, whereas other programs like Head Start only provide a half-day, nine-month service.*
- *Can be tailored to include all age groups.*
- *Can increase community involvement in child care through volunteer work opportunities.*
- *Can serve all families on Pine Ridge, regardless of income level or family composition.*
- *Funding can be diversified, including personal, micro-credit, private and CCDBG financing. Currently, new centers planned by OST Child Care and Development will be funded by CCDBG only. This will help CCDBG funds go farther.*

Reservation is great, centers must try to keep costs affordable for families. Most child care centers often struggle just to meet operating costs.<sup>19</sup> However, these small business opportunities do provide a source of employment and a decent living for providers. With careful

planning, bookkeeping, marketing and community support, these centers and homes can be successful.

Although most providers who will want to open a small child care business have informal experience caring for children, family care homes and centers require much more support and dedication. These centers and homes must be accompanied by the following support services: funding and business planning, business support, training opportunities, staff recruitment, comprehensive services and supplies and services.

**Small Business Action Items**

**Appoint a Child Care Small Business Working Group.**

Task Force representatives from the Lakota Fund, Head Start and businesses should be involved in this working group.

**Use Various Funding Sources.**

Micro-lending has been successful for small business development at Pine Ridge. The Lakota Fund Small Business Loan Program has funded enterprises like a video rental store, a hair salon and an auto repair garage.<sup>20</sup> Tribal members should take advantage of this resource to initiate child care homes or centers. In our discussions, Lakota Fund staff have expressed an interest in funding homes or centers.<sup>21</sup> Once established with start-up money, child care services can be paid for with a

- Action Items for Fostering Day Care Homes and Centers**
- ✓ *Appoint Child Care Small Business Working Group.*
  - ✓ *Use the Lakota Fund and other programs as a source for funding and business planning.*
  - ✓ *Solicit support from local businesses.*
  - ✓ *Locate facilities in central areas and next to Head Start facilities.*
  - ✓ *Link provider training to existing resources.*
  - ✓ *Link with available resources to provide comprehensive services.*
  - ✓ *Provide incentives for staff recruitment and retention.*
  - ✓ *Create volunteer and work-based learning opportunities in child care.*
  - ✓ *Solicit community for supplies and services.*
  - ✓ *Develop standards for high quality.*

combination of subsidies from the CCDBG, private sources and parental fees on a sliding scale. By using money from the Lakota Fund, CCDBG funds can go farther.

Registered centers should use the FDA Child and Adult Food Program that reimburses providers for meals and snacks. Reimbursements are available for family or group child care

**Use the Lakota Fund as a source of micro-lending, business training and technical assistance for family child care home or center start-ups.**

homes located in areas in which at least 50 percent of the children in households

are below 185 percent of the poverty level, or  
are operated by a provider whose income is below 185 percent of the poverty level.<sup>22</sup>

*Because cash is scarce on the Reservation, providers can offer special payment options to parents, such as the existing practice of informal sector bartering in exchange for child care services by offering children's clothing, food, transportation, or hair care in lieu of cash.*<sup>23</sup> Providers can help families with limited resources by being innovative. Providers can also offer families the following types of payment options:

- Use a sliding scale based on income. South Dakota may already have one in place for care centers and homes in the State.
- Have reduced fees for second child enrolled in center or home.
- Reduce fees in exchange for volunteer services or other needed items.

The start-up costs of family child care home or care center can be considerable and the housing shortage on the Reservation has effectively foreclosed the family child care home

**Provide incentives for businesses to become more "family friendly."**

option for many individuals. The Lakota Fund offers space at the **Lakota Trade Center** but adequate facilities will continue to be a serious barrier for child care start-ups that are not based out of the entrepreneur's home. However, trailers might be an option for those individuals who do not have facilities in their home. Trailers provide an advantage over homes with foundations because they can be easily relocated. Tribal government can also help by offering space for child care centers, as it has in the past by providing a facility for the Boys and Girls Club in exchange for a rent payment of \$1 per year. Helping start-ups with facilities should be a top priority for the Child Care Small Business Working Group.

Child care entrepreneurs can use the **Tribal Business Information Center (TBIC)** with help on business plans, financing, marketing, and bookkeeping. The Center offers small business books and materials. The TBIC also provides internet services. With the use of the internet, child care entrepreneurs can obtain the most up to date training and advice on child care.

Another potential funding source is the **BIA General Assistance Funds** for TANF recipients. The BIA plans to earmark a portion of the Community Based Work Training Program funding exclusively for child care. Like the CCDBG, the funds will be distributed directly to care providers.

### **Solicit Business Support.**

Offer tax incentives to employers who make funds available for child care or become "family friendly" in other ways. The Task Force must work with businesses to convince them of the benefits of employer-assisted child care. Businesses around the country have

cited four major benefits to child care (1) enhanced ability to recruit employees; (2) lower labor turnover rates (3) higher levels of labor productivity because of greater work experience, low absenteeism, and higher morale in the employees; and (4) improved community relations.<sup>24</sup>

Employers can make their workplace more "family friendly" in two ways: (1) help pay for employee child care or (2) provide other services that will increase employees' parenting skills and transportation needs. Some of these options will be better for some businesses than others:

### **(1) Paying for Child Care:**

#### ***Voucher or Reimbursement Program.***

Under this plan, employees choose the child care arrangement best suited to his/her needs. The employee is then reimbursed for a portion of these costs. Employees either receive the reimbursement through their paycheck or payments are made directly to the provider. This plan leaves child care decisions to the employee and can help pay for care for a wide age group of children.

***Salary Reduction.*** Under this plan employers and employees agree to reduce the employee's income by a certain amount that will be placed in a dependent care assistance fund (DCAP) for the employee. The advantage of this fund is that it is not taxed in any way because the IRS considers this money a form of child care support. DCAP is deducted from payroll but an employee cannot carry over an unused portion of the DCAP from one year to the next.

***Contribution to On-site/Off-site Center or Family Child Care Home.*** This plan

#### **Supporting Employee Child Care: Benefits to Employers**

- ***Enhanced ability to recruit employees.***
- ***Lower labor turnover rates.***
- ***Higher levels of labor productivity.***
- ***Improved community relations.***

requires that businesses sponsor an on-site or off-site care center for their employees. Sponsoring an on-site or off-site center is probably not feasible for Pine Ridge employers because of their small-scale businesses and the start-up and maintenance costs are substantial.

#### ***Purchase of Space/Discount Program.***

Under a "Purchase of Space" plan, the employer buys spaces from a specific care center or home for his/her employees' children. Regardless of whether the spaces are used, the business pays the cost. In other cases, the employer can temporarily "hold" spaces

#### **How Businesses Can Make the Workplace Family Friendly**

- ◆ ***Voucher/Reimbursement Program.***
- ◆ ***Salary Reduction.***
- ◆ ***Contribution to an on-site/off-site Center.***
- ◆ ***Purchase of Space/Discount Program.***
- ◆ ***Alternative Work Schedules.***
- ◆ ***Parent Seminars.***

and later refuse them if they are not needed. The simplest arrangement for Pine Ridge businesses under this plan is the Discount program. In this case, the employer subsidizes child care costs for parents who use a pre-selected child care home or center. Some employers may also allow parents to choose the home or center. This plan is useful for businesses with a large or small number of employees.<sup>25</sup>

## **(2) Other Support Services:**

***Alternative Work Schedules.*** Businesses can offer various arrival and departure options for employees who have particular child care needs. These options include flexible leave policies, parental leave, flex-time, job sharing, compressed workweek, part-time employment, and voluntary reduced worktime. Some businesses may offer one or a combination of these options and may be more appropriate for some businesses than others. Flexible leave policies allow accrued sick and annual leave to be combined for employee use as needed. Parental leave provides time off for parents to care for newborn or young children. Flex-time allows employees to vary arrival and departure times as long as they work the required hours per day. Job sharing is where two workers share the duties of one full-time job and split the hours. Compressed workweek allows full-time employees to work the equivalent of a full week in less than five days. Part-time employment allows parents to maintain a minimum income while still caring for children the other part of the day. Voluntary reduced work time allows employees to reduce their worktime and salary by a specified

amount for a specific period, while retaining benefits on a prorated basis.

***Parent Seminars.*** Employers can organize forums and informal conferences for working parents about available resources and support systems on the Reservation. These sessions can be conducted during lunch or work-time. Employers can ask individuals from the Pine Ridge child welfare programs and OLC to make presentations to employees. *Mini-classes can be offered on the following topics: How to Work and Parent Successfully, How to Select Child Care, and Time Management for Working Parents.*<sup>26</sup> Included in Appendix F is a detailed description of each of these plans, along with action steps on how to get them off the ground.

***Transportation.*** The Child Care Small Business Working Group should encourage businesses to provide resources that will go to the purchase of a van to transport children from home or school to the care centers. CCDBG funding can also be used.

The Working Group should be responsible for making these recommendations to Reservation businesses and helping them implement them. Specifically, Working Group members should make visits to businesses to educate them about available options and how these programs can significantly enhance their employees' productivity, and ultimately, firm profits. *Although employee-supported child care has become popular in recent years, it should not be assumed that businesses at Pine Ridge have been provided with the necessary information to implement these options.*

## Locate Facilities Near Central Areas.

Centers should be located in central locations around the Reservation such as Pine Ridge Village and Kyle, particularly near schools and businesses to maximize child enrollment and induce business subsidies. Locating centers near businesses and the college campuses will allow parents to visit their children during lunches and breaks. Use the Governor's Affordable Housing Project to save on building costs for centers. The Project uses labor in state prisons to build houses and ships them to needy areas. OST Child Care will use this program to set up the four child care centers near the Lakota Colleges campuses. The only requirement for obtaining these buildings is ability to meet state licensing requirements for child care.

### *Locate next to Head Start Classrooms.*

By locating new centers next to Head Start classrooms, more children can be served. While the Head Start services are only available for eligible children three and four years old, the regular day care center next door can be open to all families and more age groups. This arrangement will also limit transportation problems. When Head Start ends, children can go directly to the care center next door.

This arrangement can also be formalized as a cooperative partnership between child care providers and Head Start, especially for individuals interested in starting up a child care center for three and four year old

## Case Study 2.3: Linking Head Start With Day Care.

*The Bishop Paiute Tribe in California currently administers a cooperative program linking Head Start with day care. With the assistance of the Indian Head Start program, the Bishop Paiute initiated a public non-profit organization, Inyo Child Care Services. The non-profit is operated independently of the tribal government and is funded with child care fees, CCDBG funding, Indian Head Start and the State of California. The organization administers the Head Start program and day care center. Children attend Head Start for half a day and then go to the day care center for the other half. Care is available for infants, toddlers, and school-age children. Those families whose children are not eligible for Head Start are charged fees on a sliding scale based on income set by California, but they are not set so high that families are turned away. Executive Director Yvonne Deming says that she has very low turnover rates and uses a Head Start satellite learning program to train her providers. She also uses a large staff of volunteers from the community to support her teachers and providers. She says that one of the most important keys to getting the non-profit off the ground was the initial Needs Assessment she carried out. The assessment helped determine important information such as the number of kids in need of care, staffing needs, state licensing requirements for providers, and a definition of service area. However, the most critical element was the mobilization of parents and their involvement in planning. Parental involvement is institutionalized through their membership on the Board of Directors. Sustaining the program has required close coordination with the State, highly-trained and respected staff members, and political isolation from tribal government. The only relationship with tribal government is rent payments for a building. Ms. Deming has consulted other tribes about her program and says that any tribe, regardless of size can implement this program if it has a commitment to action. For more information, contact Yvonne Deming at (760)872-3911. 432 North Barlow Lane, Bishop, CA 93514*

children. Other tribes, such as the Bishop Paiute in California have successfully formalized this arrangement by creating a non-profit organization that administers the program.<sup>27</sup> (See Case Study 2.3 above). As the Bishop Paiute case illustrates, coordination with the State and parental involvement are critical to the success of this program. The Small Business Working Group should seriously consider formalizing a relationship between Head Start and private providers.

### **Link Training to Existing Resources.**

Training for private providers is extremely important. Families must believe that private care providers are just as professional and competent as teachers employed through the schools or Head Start. As mentioned earlier, the Bishop Paiute program uses Head Start training. The Pine Ridge Head Start program, which provides training to its teachers, can be leveraged as a training source for child care providers. CDA training can also be provided in the high schools. High school administrators should work with the South Dakota Early Childhood Enrichment Program (ECE) and the Badlands Head Start Consortium to implement a CDA training program at the Reservation high schools.

The best resource at Pine Ridge is the Associate degree program in Early Childhood Education at the Lakota College which is "designed so that students will be capable of the daily administration and activities of groups of young children in a variety of settings."<sup>28</sup>

It specifically offers a course in how to set up a home or care center learning environment. Once students finish the program they are eligible for CDA certification. However, the program has limited capacity because it does not have the funding to offer the courses on a regular basis. Instead it is primarily a response program in which it takes requests from Head Start and other programs for staff training.<sup>29</sup> OLC must devote more resources to this important program.

### **Provide Comprehensive Services.**

Existing children's programs and agencies at Pine Ridge should support and sponsor homes and centers as legitimate and necessary child care options. Initially, these centers may be viewed as less legitimate than other programs like Head Start. As stated on page 10, these programs must be linked to other children's services available on the Reservation. The children in homes and centers must be linked to the comprehensive services provided by programs like Head Start. Nutrition, medical check-ups, parental support, immunizations, child abuse identification and other services must be linked to child care homes and centers.

**Children in homes and centers must be linked to the comprehensive services provided by programs like Head Start.**

**The best training resource at Pine Ridge is the Associate Degree in Early Childhood Education offered by the Lakota College.**

**Provide Incentives for Staff  
Recruitment and Retention through  
Scholarships and Loan Forgiveness.**

Incentives can help reduce the high turnover rates associated with care providers. A North Carolina program called T.E.A.C.H. Early Childhood Project has been successful in combating the high turnover rates among child care providers. It rewards day care workers who complete an associate degree. Upon graduation, the teacher is guaranteed a salary increase through either a raise or a bonus. In return, the teacher agrees to remain in the sponsoring child care program for a minimum of three months to one year. Such a program can be instituted in conjunction with the Lakota College Early Childhood Education Program. The T.E.A.C.H. program is a part of the North Carolina Smart Start program and is funded through state and private dollars. Tribal government, Shannon County, businesses and the State should fund this important program. OST Child Care and the Shannon County Tribal Child Care Coordinator should work with the South Dakota Child Care Services to propose this program to the State.

**Create Volunteer and School-to-Work  
Learning Opportunities in Child  
Care.**

Volunteer opportunities at a child care center or home can be part of a high school service requirement. Child care centers require many work hours for providers. Students can serve as assistants to providers or help organize children's activities. Child care centers can also offer employment opportunities

for students as a School to Work program requirement. Centers can also recruit and train tribal elders to serve as providers and staff members. Tribal elders can be an excellent resource for children by passing down a rich cultural heritage and acting as positive role models. Instead of relegating the elderly to their homes, this arrangement can help them develop more child-rearing skills to use with their own grandchildren and maintain a meaningful connection with the younger generation of Lakotas.<sup>30</sup>

**Solicit Community for Contributions  
of Supplies and Services.**

Instead of purchasing all necessary supplies and services, child care entrepreneurs should develop a "wish list" and distribute it widely (at convenience stores, schools, the hospital, community meeting places, etc.) As mentioned earlier, it may be feasible to exchange child care services for other goods or services. In exchange for caring for a child for one week, a provider may ask parents to build shelves for the center and provide some hours of volunteer service. See Appendix G for more information on how to obtain free supplies and services.

**Develop Standards for High Quality.**

All child care homes and centers must be licensed under South Dakota regulations. This is often a prerequisite for many funding sources and improves the credibility of child care homes and centers. The Environmental Health office within the Community Health Services at Indian Health Services should be included in planning efforts for child care centers and homes. Work with the

Shannon County Tribal Child Care Coordinator to establish Reservation standards that are consistent with the State's requirements for licensing and registration.

### **Develop Good Marketing Techniques.**

Family child care homes and care centers must be marketed well to attract clients. Parents must view these providers as warm, responsible, legitimate, and professional. Providers should post fliers advertising their business, place ads in local newspapers, and build relationships with parents. The Task Force should assist providers in getting their name out to the public.

#### **Additional Considerations for a Successful Child Care Program**

*Model "family oriented" programs around the country have included the following components. These criteria are relevant to both home and center-based care.*

- ✓ *Maximize family involvement in all programs.*
- ✓ *Include both mothers and fathers in decision-making and setting goals for children's programs. Current programs on Pine Ridge like the Flowering Tree Program have focused on developing the parenting skills of young mothers. Programs must also develop the skills of fathers.*
- ✓ *Child care centers should accommodate families' work schedules. Many families, like those employed at 24-hour convenience stores, the hospital, or the police station, have non-traditional work hours, like evenings and weekends.*

#### 4. Develop a Pine Ridge Child Care Resource Center.

Because of the critical need for child care, the Child Care Task Force should initiate a community-based Child Care Resource Center that can serve in various critical capacities: information, advocacy, policy development, coordination, referral and training. However, the Center should not operate as another tribal office. *Instead, the OST Child Care office should be converted into a non-profit organization.* The new Child Care Resource Center should serve as an additional resource to parents, in-home or center providers, the general community, employers, and governmental institutions at Pine Ridge.

Why use CCDBG money and other resources to fund the Resource Center now? Child care must be institutionalized as a priority on the Reservation. Coordinating child care effectively requires a significant time commitment and resources from more than one person. A group of individuals must be permanently responsible for monitoring, coordinating, training, and advocating for child care. Long-term spending can be more directed and sustainable

once a permanent non-profit institution is in place. *As mentioned earlier, funding institutions are looking for non-profit community-based organizations that demonstrate coordination and partnerships between interested parties.*

The Resource Center should be a symbol of the Nation's institutionalized, coordinated commitment to child care. The Center must exist as a community-based organization outside of tribal government to succeed. Tribal members need an institution that will facilitate their efforts to either start up or obtain child care services. One tribal member recalled how she wanted to start a child care arrangement with her fellow employees. However, there was little support for the idea once everyone realized hard work would be involved. In this case, tribal participation was not motivated or fostered in a systematic

<b>Role of Pine Ridge Child Care Resource Center</b>	
<b>Information</b>	<i>Seek funding sources; Provide information on quality care; Maintain book and toy lending program; Manage consultation "hotline"</i>
<b>Advocacy &amp; Policy Development</b>	<i>Conduct Needs Assessments; Consult tribal government.</i>
<b>Coordination</b>	<i>Organize provider network; Coordinate volunteer programs; Coordinate with tribal agencies and programs; Maintain book and toy lending program.</i>
<b>Referral &amp; Monitoring</b>	<i>Manage inspection services; Maintain Database of Providers; Consult families on child care needs; Manage Resourcemobile.</i>
<b>Training</b>	<i>Provide internship opportunities for Lakota college students.</i>

way. No one kept them involved. The Center can serve as a facilitator and motivator for child care at Pine Ridge.

**Information & Referral.** Like the Tribal Business Information Center (TBIC) established by the Lakota Fund in Kyle, this Resource Center can serve as a community clearinghouse of information for any tribal member. Parents can go to the Resource Center to obtain information on available providers and existing care programs. Businesses can use the Center as a referral agency to help refer employees to available care options. Tribal members who are interested in starting up a small business in child care can go to the Center to find out about training courses. It can keep abreast of changes in child care legislation at the state and federal level. More importantly, it would serve the critical need for finding additional child care funding sources. It will have the task of actively pursuing and following up on grant applications. The Center can house a small library with materials for children, parents, and providers. It should also have an information and consultation "hotline" for parents and providers. Any community member should feel comfortable contacting the Center and providing feedback on available child care programs.

**Advocacy & Policy Development.** The Center should be a permanent entity responsible for identifying child care needs at Pine Ridge and presenting policy recommendations to tribal government. With the Center serving as a link between the community and tribal government, the momentum behind the Child Care Conference can be sustained. A permanent community-based entity

solely responsible for child care is critical to making child care issues a priority at Pine Ridge. The Center should issue reports or briefings to tribal government every year on the status of child care needs on the Reservation. *The Center should be responsible for conducting periodic Needs Assessments and feedback surveys from parents to measure the effectiveness of new programs.*

**Coordination.** The Center should be viewed as the primary institution responsible for coordinating child care services on the Reservation. It can serve as a hub for provider networks by providing a central meeting place, financial support and technical assistance. For example if any tribal member is interested in joining a provider network, she can contact the Center directly to obtain information. The Center can also organize volunteer programs for high school students and other community members. The Center can house a book and toy-lending program for families. It should work closely with other children's welfare agencies and programs like Head Start, Indian Health Services, Flowering Tree, Healthy Start and others that can help provide comprehensive services to children in family child care homes or care centers. *Other organizations or programs on the Reservation can also contact the Center with assistance relating to child care. For example, School to Work officials can work with the Resource Center to find appropriate care for the children of students in the program.*

**Monitoring.** The Center can monitor the quality of child care by maintaining a database of available providers,

experience, education and certification. The Center can also obtain feedback from parents who use or have used a particular care center or home. The CCDBG allows a percentage of funds for hiring inspector services specifically for child care centers and homes. The inspector should be based out of the Center.

**Training.** The Center should keep track of available training opportunities for providers. The Resource Center can also take responsibility for providing technical assistance and coordinating CDA training in conjunction with the Head Start program, the Lakota College, and the South Dakota Child Development Associate Training Project. It can also provide other training opportunities. For example, *the Lakota College offers Early Childhood Specialty Internships to its degree candidates. These interns can spend a portion of their internship helping with staffing and planning programs at the Resource Center.*

**Action Items for Child Care Resource Center**

- ◆ *Create Resource Center Commission.*
- ◆ *Select another Resource Center to model.*
- ◆ *Invite tribal programs and businesses to contribute time and resources.*
- ◆ *Use a variety of funding sources.*
- ◆ *Create Community Advisory Board.*
- ◆ *Foster independence of Resource Center.*

**Resource Center Action Items**

**Create Resource Center Working Group.**

*The Working Group should be responsible for finding additional funding sources and personnel to staff the Center, developing a mission statement, and performance standards. The Director of OST Child Care should lead this working group. The Working Group should also select another Resource and Referral Center to model.*

**Invite Tribal and Non-tribal programs, Organizations, Businesses and the College to Contribute Time and Resources to the Creation and Maintenance of the Center.**

Because of the importance of child care, the Resource Center should be a community-wide collaborative effort. *There is a wealth of expertise and knowledge on the Reservation that can be useful to the Resource Center.* For example, consult with the Lakota Fund about the initiation of the Tribal Business Information Center. What has made it successful? How is it managed and staffed? Work with the Lakota College to create internship opportunities for students. Ask College instructors to provide workshops and parenting classes at the Center. Ask children's program administrators to serve on the Center Advisory Board (described below). Ask businesses to make financial or in-kind contributions like extra supplies or desks. Ask Head Start to provide volunteers for consultation "hotline" program. Ask the Lakota Fund for technical assistance on operating a non-profit organization.

**Fund the Resource Center with a Variety of Sources.**

The Resource Center can be funded by local businesses, South Dakota Child Care Services and non-profit organizations like the United Way, the David and Lucile Packard Foundation, the W.K. Kellogg Foundation, and the Ford Foundation. For example, the W.K. Kellogg Foundation is currently soliciting grants for programs in early childhood education.

**Institutionalize Community Input through a Community Advisory Board.**

The Center should not be viewed as an extension of personal turf by those currently staffing the Child Care and Development Office. Instead, staff members should conceive of the Resource Center as a forum for joint planning, sharing of resources, power, and authority.<sup>31</sup> Establish a Community Advisory Board to help ensure that the Resource Center is responsive to community priorities and accountable for effective services. *The Board should include parents, members from all districts, representatives of other children's programs, businesspeople, the Workforce Development Director, and the Youth Development Director.* (See Manual 4, at pp. 9-12). These individuals can bring diverse perspectives and special knowledge to the Center's work and insure a flow of information between parents, businesses, other

**The success of the Center will depend on how well it manages the political environment at Pine Ridge.**

**The Advisory Board must maintain the link between the community and the Resource Center.**

interested parties and the Center. For example, one parent from each district can serve as a "district liaison" to the Center, responsible for mobilizing other parents and encouraging them to go to the Resource Center for any child care need. *The most important role of the Advisory Board will be to maintain the link between the community and the Resource Center, ensuring that it remains visible and accessible to all families.*

**Foster Independence of Resource Center.**

If the Center is viewed primarily as a tribal government institution, it is less likely to obtain community involvement and ownership. As has been documented elsewhere, "the Oglalas do not identify with the tribe as a political group and prefer to manage their affairs at the local level. Major activities requiring collective action has occurred at the local district level."<sup>32</sup> The success of the Center will depend on how well the institution manages the political environment at Pine Ridge. Organizers must make an effort to ensure that community members from all districts will have access to the benefits of coordination, information, and referral. Tribal members from all districts must believe that they have a voice in how the Center is managed and which programs are included. The community should perceive the Center as a place "...which is able to bring together all of these forces in a

non-competitive atmosphere with the common goal of increasing supply and quality of child care, and helping parents find the child care that best suits each family.”<sup>33</sup> The Center must remain a permanent, independent organization fully devoted to supporting child care initiatives on the Reservation.

Attached in Appendix H are excerpts from manuals on resource and referral agencies written by Ann Francis M.S. and Karen DeBord, PhD. They provide detailed advice on designing and developing the Child Care Resource Center. Also attached in Appendix H are more details on how to design a basic evaluation plan for the Resource Center.

<b>Resources Available to Family Child Care Homes and Care Centers at Pine Ridge</b>	
<i>Comprehensive Services</i>	<i>Flowering Tree Program, Healthy Start, Head Start, Tribal Education, Lakota College, Indian Health Services, OSERVS</i>
<i>Funding</i>	<i>Lakota Fund Small Business Loans, CCDBG, Businesses, BIA General Assistance Child Care Funds, FDA Child and Adult Food Program</i>
<i>Facilities</i>	<i>Provider Home, Trailer Homes, Governor's Affordable Housing Project</i>
<i>Provider Training</i>	<i>Head Start—teacher training, State of South Dakota—CDA Training Project, Early Childhood Enrichment Program; Lakota College—Associate Degree in Early Childhood Education</i>
<i>Business Planning</i>	<i>Tribal Business Information Center—financing, marketing, bookkeeping, Internet service</i>
<i>Staffing</i>	<i>Lakota College, Volunteers (high school students, college students, elderly, other community members)</i>
<i>Supplies &amp; Services</i>	<p><i>Community Members can contribute used supplies and services: toys, books, games, furniture, clothing, dishes, utensils, containers, paper, holiday decorations</i></p> <p><i>Organizing parties and field trips; building shelves, tables; search garage sales for second-hand items; preparing meals; toy and equipment repair; assembling playground equipment</i></p>

## **PROPOSED STRUCTURE OF THE CHILD CARE TASK FORCE**

<b>Number of members</b>	10-20
<b>Representation:</b>	<p>OST Child Care, parents, businesses, Tribal Education, Oglala Lakota College Early Childhood Program, Head Start, Lakota Fund, Indian Health Services, Shannon County, school administrators (tribal, public and parochial)</p> <p>Director of OST Child Care should be responsible for contacting members and finding meeting place. A Chairperson should be selected by group members at early meeting. Meetings should be open to the public.</p>
<b>Nature of Responsibilities:</b>	<p>Mobilizing community and stakeholders, designing an Action Plan, appointing working groups for each initiative, implementing Action Plan, and maintaining communication with community.</p>
<b>Proposed Special Working Groups:</b>	<p>(1) Provider Network/ Resource mobile/ After-School Programs Working Group</p> <p>(2) Small Business Opportunities for Child Care Entrepreneurs Working Group</p> <p>(3) Resource Center Working Group</p> <p>Each Working Group should develop a separate Action Plan. Working Group members should report back to the Task Force at each meeting to discuss progress.</p>
<b>Meetings:</b>	<p>All Task Force members should convene once a month. The Chair should be responsible for preparing meeting agendas. Working Group members should convene more or less often as necessary.</p>
<b>Term:</b>	<p>Duration of Task Force (approximately 18-24 months).</p>

### Time Table for Action Steps: Increasing Child Care for Working Parents

Action Plan	Now	6 Months	12 Months	24 Months
<b>Child Care Conference</b>	<ul style="list-style-type: none"> <li>✓ Convene Child Care Conference at Pine Ridge.</li> <li>✓ Select Child Care Task Force</li> <li>✓ Carry out Needs Assessment.</li> <li>✓ Compile Conference Findings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop Action Plan.</li> <li>✓ Publish reports of Action Plan and monthly progress reports.</li> <li>✓ Conduct monthly Task Force meetings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conduct monthly Task Force meetings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Disband Child Care Task Force.</li> </ul>
<b>Child Care Resource Center</b>	<ul style="list-style-type: none"> <li>✓ Focus on Child Care Conference.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Appoint Working Group.</li> <li>✓ Convene tribal actors to contribute time and resources.</li> <li>✓ Seek funding sources.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Select Community Advisory Board.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Child Care Resource Center completed as non-profit entity.</li> <li>✓ Disband Working Group</li> </ul>
<b>Child Care Homes and Care Centers</b>	<ul style="list-style-type: none"> <li>✓ Focus on Child Care Conference.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Appoint Working Group.</li> <li>✓ Consult Lakota Fund about micro-lending and availability of space.</li> <li>✓ Work with businesses to implement family friendly policies.</li> <li>✓ Work with Lakota College to strengthen program and offer more training opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Work with school districts to organize volunteer opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Disband Working Group.</li> </ul>
<b>Provider Network Resource mobile</b>	<ul style="list-style-type: none"> <li>✓ Focus on Child Care Conference.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Appoint Working Group.</li> <li>✓ Work with County Child Care Coordinator to organize Provider Network.</li> <li>✓ Seek funding sources for Resource mobile.</li> <li>✓ Convene providers and program administrators to decide scope of Network activities.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Disband Working Group.</li> </ul>

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1993, p.  
4 Ecoffey, Kathy. (Interviews.)  
5 Lone Hill, Sophia (Interview.)  
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7 NCSL Web Site.  
8 The CCDBG has two basic components: a subsidy program and grants for quality improvement.  
Subsidies to families are provided on a sliding-fee basis. Families pay a percentage of the full  
cost of care and as their income rises, the percentage they pay also increases. Parents select the  
care provider and the type of care their child receives (child care center, family child care home,  
family or neighbor. The state or tribal office administering the grant pays providers directly.  
Seventy percent of a tribe's allocation must be spent on the subsidy program. Up to 5 percent can  
be spent on administrative costs. Grant money for quality improvements can be used for child  
care conferences, resource and referral programs, training, equipment, toys, games, health and  
safety, fire alarms, railing, etc. Providers or communities can apply directly for these grants.  
Four percent of the tribe's allocation must be spent on quality improvement grants. The CCDBG  
requires states to 1) provide matching funds if they want to receive additional funds available  
under the 1996 Welfare Act; 2) limit assistance to families below 85 percent of state median  
income; and 3) establish minimum health and safety standards for programs that receive funds  
and are not required to meet state licensing requirements. NCSL Web Site. Children's Defense  
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and Adult Food Program guarantees nutritious meals and snacks for children up to age 12  
enrolled in child care centers, family child care homes, before and after-school programs and

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- 26 Head Start. Only licensed or regulated providers can receive these funds. Children's Defense  
Fund Web Site (available at [http://www.childrensdefense.org/cc\\_partners.html](http://www.childrensdefense.org/cc_partners.html)).
- 27 All information in obtaining business support is taken from Beierlein, James and Van Horn,  
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**APPENDICES**

**MANUAL 2**



## **MANUAL 2 – APPENDIX A**





## Building brighter futures for North Carolina's children

### What is Smart Start?

Smart Start is a comprehensive public-private initiative to help all North Carolina children enter school healthy and ready to succeed. Smart Start programs and services provide children under age six, access to high-quality and affordable child care, health care and other critical family services.

Smart Start was launched in 1993 by Gov. Jim Hunt and is the only program of its kind because it is a comprehensive approach to preparing children for school. Local partnerships determine programs and services that best meet local needs. The North Carolina Partnership for Children is the nonprofit organization which sets guidelines as well as provides oversight and technical assistance to local partnerships across the state.

### ■ FACTS

- High quality child care makes a difference. Smart Start has increased the overall quality of child care in the 18 counties which first started providing programs and services. (FPG study)
- The number of top quality child care centers in the state has increased by more than 60 percent in Smart Start counties.
- Smart Start program and services are currently in 55 counties. This year the remaining 45 counties will enter the planning phase, expanding Smart Start to all 100 counties.

### Getting results throughout the state

In **Ashe County**, 58 of the 69 child care teachers in the county (85 percent) have received a higher level of education, through a credential or degree program, because of the T.E.A.C.H. Early Childhood Project.

In **Orange County**, 182 child care teachers and directors received salary supplements to increase their education and to encourage them to remain in their programs. As a result, there was a 22 percent decrease in the turnover rate in the county.

In **Wilkes County**, every child care center in the county and 50 percent of its family child care homes are participating in Smart Start programs designed to improve the care for children. These improved services are affecting the care of approximately 1,234 of their young children.

Because of the collaboration initiated through Smart Start, the local community college in **Cleveland County** has established an early childhood associate degree program, a child care administrators certificate program as well as the child care credential program. None of these were in place prior to Smart Start.

In **Person County**, an assessment was conducted of children who were not recommended for promotion to kindergarten. No child identified as unready was involved in Smart Start services.

In **Cumberland County**, 3,578 new spaces are available for children in licensed family child care homes and centers, Head Start, and other early intervention programs.

*(continued on back)*

### ► OUR GOAL

Smart Start reaches children during the most critical years of development, with the intent that they arrive to school healthy, motivated and ready to succeed. Our goal is to ensure that every child in North Carolina has this opportunity for a brighter future.

### ● CORE SERVICES

- **Child care:**
  - high quality** (incentives for higher quality, TEACH, classroom assessment, technical assistance)
  - accessible** (resource & referral, transportation, additional child care spaces)
  - affordable** (financial help for low-income working families)
- **Health** (vision, dental, hearing screenings, immunizations)
- **Family Support** (family resource centers, resources/information for parents)

## FACTS

### In 43 Smart Start counties:

- more than 50,000 children have received child care subsidies so their parents can work.
- more than 33,500 spaces in child care and education programs have been created.
- more than 97,000 children have received early intervention and preventive health screenings.
- more than 60,000 parents have received parent and health education.

- Smart Start should be expanded statewide:

Eighteen percent of kindergartners in 1995 were not ready to participate successfully in school, according to their teachers. (UNC-CH)

- The NC Partnership adopted and implemented an accountability plan to ensure the fiscal integrity and accountability for all Smart Start funds and programs.
- The NC Partnership raised \$3.5 million this year for the fiscal year 1996-'97. In-kind contributions were \$4.5 million. There were more than 107,000 hours of volunteer time donated. In total, more than \$18 million in cash has been raised since Smart Start began.

In **Halifax County**, a large rural county, a child care and education program was established in 1995 through Smart Start and now serves 160 children in four Head Start classrooms and three child care classrooms. The school system makes the school available at no cost and blends funds with Smart Start to pay for the food program, cafeteria, custodial staff and transportation.

Six pre-kindergarten classes have been established in **Jones County** to teach readiness skills to young children who have never been exposed to learning activities. In addition, eight learning groups have been established for very young children in area churches to allow them to have readiness experiences.

In **Catawba County**, almost 1,000 children receive subsidized child care every month with funds provided through Smart Start and the waiting list for child care has been completely eliminated. This county has allocated 79.3 percent of their total Smart Start funds to pay for subsidies and to improve the quality of child care.

**Mecklenburg County** spends more than 80 percent of their Smart Start funding to subsidize child care. Last year nearly 7,000 children were involved in programs that received Smart Start enhancements to improve the quality of their care.

In **Burke County**, prior to Smart Start, more than 33 percent of the children entering kindergarten needed dental treatment. Through Smart Start, a public dental health clinic was established, bringing together local dentists and the health department, to provide dental treatment for children and dental education for parents. More than 200 children have had corrective treatment done in the clinic so far.

Smart Start has made it possible for nearly 1,400 children in **Lenoir and Greene counties** to have health and developmental screenings.

In **Nash and Edgecombe counties**, 2,265 families with young children have been identified through the Smart Start outreach project and have received parent education and support.

## Smart Start cited a national model

North Carolina is one of only eight states in the nation with a comprehensive, focused plan to promote the well-being of children, according to Columbia University.

Research conducted by the Frank Porter Graham Child Development Center determined that **Smart Start has increased the overall quality of child care** in the 18 counties which first started providing programs and services.

*Working Mother* magazine recognized North Carolina as working harder than any other state in the nation to improve the quality of child care and expand services to children and families. In 1995, the magazine called North Carolina the "Most Exciting State" because of Smart Start.

*The Pittsburgh Gazette, The New York Times, and Appalachia* magazine have recognized Smart Start and North Carolina as a model for early childhood initiatives.

Through its efforts with Smart Start, Wilkes Community College was selected among 12 other programs in the nation to receive the Secretary's Award for Outstanding Adult Education and Literacy.

A Coopers & Lybrand Performance Audit called for the expansion of Smart Start and confirmed that it is a "credible program that delivers substantial good to children and families in North Carolina."



## **MANUAL 2 – APPENDIX B**

## **CHILD CARE: ORGANIZING AT THE COMMUNITY LEVEL**

***Karen DeBord, Ph.D.***  
***Human Development Specialist***  
***University of Missouri***

***National Network for Child Care***  
***National Extension Service Children Youth and Family Educational Research***  
***Network***

Although child care is cited as a need nationwide, it may not be perceived by all communities as a pressing issue. Each community has a different perception of needs based on the community characteristics or demographics. Since each community has unique needs and decision makers vary from community to community, there are many approaches to use in addressing child care across the nation or within a given state or locale.

There is a process for planning, however, so that communities may organize themselves for action. A proposed schedule of action is based on the careful scrutiny and interpretation of the existing situation. Community collaboration and the innovative use of resources will most likely provide the substance for any plan. The process suggested here is ONE way to address the situation. The process involves the organization of a task force which will determine the extent of the need for local child care. After narrowing the focus of the issue, the task force will outline an action plan.

### **TASK FORCE ORGANIZATION**

Initially, a community planning group (task force, team, council, or alliance) should be identified to discuss the overall child care concerns and define the specific issues to be addressed. This group provides direction and forms a support base to begin work on the plan. For purposes of this manual, the group will be referred to as a task force. Many communities already have multi-disciplinary teams in place which could serve this purpose. Representatives from various agencies and groups should be included: the Department of Social Services, the Office on Youth, Cooperative Extension, the Department of Planning, Community Action agency, child care providers, the business community, the parents, the media, the school system, the local health department, the local building official, and any other key community leaders.

Early in the planning process, the task force, minimally, should have:

- A clear statement of the community position on child care; the needs and the specific goals of the project.
- A planned public awareness effort to focus the attention of the entire community on the child care concerns and how they affect the community.
- One central phone number and address will facilitate communication of ideas to the task force.

- Well-defined written guidelines and philosophies for each new program initiated such as resource and referral, training, after school care.

Following the formation of the planning group, the discussion should begin by defining the issue of concern.

### **CENTRAL ISSUE**

Identify, define, and put into writing the overall perception of the community issue. This assures that all members are in agreement and have a focused understanding. After agreement that there is a viable community concern, it is important to verify the feelings of the planning group by systematically reviewing community need.

Designing a plan to fit community assessed needs is a key step, not to be overlooked. A workable plan cannot be acted upon without first collecting information, reviewing the current status of the concern, and designing goals to meet the need.

Performing a needs assessment is a time consuming and tedious step but highly critical before proceeding. In some cases, immediate needs arise out of a crisis situation. Community efforts then are planned based on immediate need as opposed to a systematic needs assessment. The next section is devoted to a discussion of several methods of assessment.

### **ASSESSING THE NEED IN YOUR LOCALE**

Community child care is a long term issue with many short term goals. Setting short term goals with realistic targets will allow the task force to work together to establish an action plan. Collecting data about the community and the child care need is an essential first step. In determining the need, demographic information must be collected. Some of this data is available from the U.S. Census Bureau and the U.S. Department of Labor. In defining the local need, data on the following should be collected:

- number of working parents
- number of children in the community by age
- number of commuter parents
- number of working mothers, single and in two-parent households
- the growth rate for your county
- birth rate in your county

By definition, a needs assessment is the **SYSTEMATIC PROCESS** whereby **POLICY-RELEVANT NEEDS** are **DOCUMENTED**. The key words indicate what components must be included in a complete assessment:

- **SYSTEMATIC**: organized, methodological approach
- **PROCESS**: clearly defined set of steps
- **POLICY-RELEVANT NEEDS**: needs we can do something about through social policy
- **DOCUMENTED**: in order to defend and justify

## **SOME METHODS OF ASSESSMENT**

Since decisions will be based on results of the needs assessment, use special care in identifying the sample and seek help if you are unsure how to proceed. Help might be obtained through university research departments, community colleges, evaluation reference books, and through Extension personnel. Some methods of assessment include the following:

### **1. NON-ATTITUDINAL STATISTICAL DATA**

To collect non-attitudinal data, collect demographics pertaining to the defined area of concern. Using the findings, compile a status report using the social indicators from the demographics. For the status report, compile demographics such as population, income, birthrate, growth projection, industry and employers, workers in county vs commuting out, median age, school enrollment, available child care resources, poverty level, and labor force facts. One approach in interpreting the findings might be to divide the findings into one column and the interpretations into another. For example:

#### ***FINDINGS:***

The child population increased drastically from 1975 to 1985, and is predicted to grow by 25% during the next ten years.

#### ***FINDINGS:***

Since the county has experienced a growth in the number of children under 13 years old and will experience even more growth in the '90s, attention should be given now to child care programs to pro-actively service the needs of working families.

### **2. ATTITUDE-SURVEY APPROACH**

This assessment method incorporates the use of personal interviews, telephone interviews, or mailed questionnaires. Determine what class or group of people will be questioned. How will they be sampled? Will the results be generalizable?

Give consideration to the following:

- Find out if there is already a survey instrument developed which has been used by another county. Extension might be able to assist you in this search.
  
- Any planned phone or mail survey should be piloted with a segment of the population which will be sampled.

- Whether the people collecting data are volunteers or paid staff, train these persons in the way you need the data collected. Otherwise, the end result is not worth much to those using it to formulate decisions.

- Simple computer programs are available for compiling and analyzing data.

### **3. KEY INFORMANT APPROACH**

A brief interview or questionnaire is developed and administered to "key" informants. Key informants are those residents who, because of their affiliation or training, are in a position to know what the needs facing the community are likely to be. Key informants may be elected officials, agency administrators, leaders in public service organizations (Chamber of Commerce, Cancer Society, etc.), professionals in specific service areas (physicians, lawyers, etc.), and key persons in the community (religious leaders, bankers, school administrators, hospital administrators, other concerned citizens).

Use of this method allows the community task force to collect baseline data which later can be used to check progress by comparing the current attitude towards child care services with the attitude following action.

Information to be collected should include background on the respondent, perceptions about the issue at hand, and perceptions about what is currently being done to meet these needs. Ideas about what should be done that is currently not being done to meet the need should be documented as well.

Use the same questions (very few) with all key informants. Questions, for example, may be: Where do working people leave their children? Do you see or hear about people needing child care in this community? What do you think needs to be done?

### **4. PUBLIC FORUM APPROACH**

This method of assessment is used to elicit information from a wide range of community residents concerning issues pertaining to their well-being and perceived needs. Group discussions take place at a series of public meetings.

An open meeting is publicized and special invitations are issued to "key informants" (defined in previous section). In bringing the meeting to order, outline the purpose, objectives, and ground rules for the forum. The discussion leader then poses questions to the audience, encouraging open discussion and an exchange of ideas. The leader should be well prepared and have discussion points recorded. Participants should actively plan any

follow-up meetings. Careful recording of concerns is essential to the success of this approach.

### **COMPILING THE FINDINGS**

To compile results concisely, write a brief status paper (two or three pages) to serve as a stimulus for discussion and a basis for recommendations and decisions. Although one person may initially compile the report, it is critical that the working task force agree on the content of the paper.

After compiling the findings, the task force should brainstorm problems and opportunities related to the centrally identified issue. If the needs assessment was complete, information should have already been collected from many sectors to substantiate the status of the issue.

For example, if the issue is: **COMMUNITY RECOGNITION AND INTERVENTION TO PROMOTE ACCESSIBLE QUALITY CHILD CARE**, list sub-issues which appear to be affecting the overall issue.

Examples of sub-issues:

- Self care: children at home alone
- Families who can't afford care
- Untrained caregivers
- Little community understanding of quality care
- Parental responsibility to understand how to search for a caregiver

Then assign target audiences to each sub-issue.

- Following the interpretation of demographic findings, decide who is affected by each of the sub-issues.
- Identify stakeholders - the people who are at stake such as parents, children, providers, agencies...
- Who is this concern affecting?
- Consider each stakeholder's personal goals, issues, problems, concerns, and incentives.

Next, rank issues idealistically. Ideally, if there were unlimited resources, which sub-issue on your list should be dealt with first? Prioritize these according to need. After this exercise, prioritize more realistically, asking which ones cost money, which ones will be short term, which ones long term, which should be addressed now, which can wait.

The next step is to narrow the focus and become more specific by determining objectives within the plan. The planning team now is able to assign specific objectives to the targeted points on the ranked list to give direction to the plan.

## **ACTION PLAN**

Using each objective, assign actions. What activities and events will be planned to meet each objective? At this point, the task force may need to identify working committees within the entire group who will regularly report progress back to the task force for each objective.

Committees should plot the activities for each separate objective on a timeline, then design a total timeline to check for overlap and assist in monitoring progress.

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# A PLAN FOR CHILD CARE PUBLIC AWARENESS

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## *National Network for Child Care*

Formal recognition and support for the child care issue and the child care plan is the next critical step. As with the prior steps, there is a process for sensitizing the community, local decision makers, and key leaders. One of the initial ways is to ask for formal recognition from decision making bodies such as the Board of Supervisors, City Council, local board for the Department of Social Services, school boards, and other advisory councils. Other forms of recognition of the issue and the task force are through the media, at a public meeting, through a resolution, and through the appointment and recognition of the working task force.

## **PUBLIC EDUCATION**

In informing the public about any matter of wide public concern, thought should be given to the development of a marketing and media plan. Completion of the community child care needs assessment and defining the working objectives are the first steps to informing the interested audiences.

By identifying the target audiences for each sub-issue, the "market" has been divided into sectors. In marketing lingo, this is referred to as "market segmentation." Additionally, assigning descriptors to the segments may be helpful, such as age, sex, education, income, geographic location, behaviors, habits, and characteristics.

In describing a child care provider, for example, descriptors might include hours of care, educational level, training and experience, number of children in care, fees, and spread of providers across geographic areas of concern. Thought might be given to whether providers in the community are persons with children of their own, single mothers or two-parent households, primary or secondary income sources, and any other criteria of interest. If there is another audience of concern (for example, users who are dual-earner families or single parents), the marketing and public education approach may be a bit different.

In communicating about the project, strategies should be developed which closely tie to what actions have been taken to this point, including issue identification and setting objectives. In deciding how to spread the word about child care, be sure to consider the following aspects:

**THE SOURCE:** Does the speaker or the communication medium have credibility, integrity, accuracy of information, and an interest in public service? Is he/she not opportunistic, faddish, or concerned with financial gain?

**THE MESSAGE:** How is the message conveyed? How complex or simple is the message? What signs, symbols, themes, logos, wordings and photos are used?

**MEDIA SELECTION:** Consider all ways to reach your target population such as editorials, news releases, radio, TV, bill and bag stuffers, posters, flyers, church bulletins, displays, presentations to civic groups, and other creative methods. Where does the audience go and to whom do they talk?

**EVALUATION:** Pretesting a message often helps. Is the message understandable and believable?

As with the overall plan, objectives are written for the media plan. One task force subcommittee could serve as the media subcommittee with the tasks of identifying a central phone number for child care information and considering a logo, theme, and events to be included in the awareness campaign (see funding section for some ideas).

Some sample media objectives might include:

- To market the celebration of child care in Picka County to parents and providers
- To inform the parents about the components of quality child care
- To inform citizens about the lack of child care options in the county
- To recruit providers who will be willing to become part of a provider network

Plan at least seven media activities when focusing on one objective. This rule seems to work in spreading the word adequately to the target population. Reviewing the objectives above, there are two primary audiences, parents and providers. There is one objective which is concerned with the total citizenry in general.

Within each media objective, there are tasks to be assigned. Break each objective into tasks to be divided among the task force participants or subcommittee.

Example:

---

**MEDIA OBJECTIVE:** Market the child care celebration in Picka County to parents and providers

**STRATEGIES:** Flyers, posters, radio, newspapers, church bulletins

**TASKS (DEADLINES):**

- Obtain permissions for distribution of flyers in utility bills and with school children (2/15)
- Draft flyer (2/25)
- Obtain printing bids (3/01)
- Assess potential financial sponsors (3/10)

- Print (3/20)
  - Deliver to mail, handout (3/23)
- 

Although a task analysis seems tedious, the time spent in determining the steps to be taken and assigning deadlines helps organize the tasks, assures that they are given thought, and provides a schedule for completion.

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## **MANUAL 2 – APPENDIX C**

## **QUESTIONNAIRE: EMPLOYEES AND CHILD CARE**

*James G. Beierlein / James E. Van Horn  
Professor of Agricultural Economics / Professor of Family Sociology  
Agricultural Economics and Rural Sociology  
Penn State University*

*National Network for Child Care  
National Extension Service Children Youth and Family Educational Research  
Network*

**This questionnaire is anonymous; please do not print your name on it.**

1. First, we would like to know a little about your family. Please list the ages of your children (from youngest to oldest):

Sons:

Daughters:

2. Over the last 12 months, have you needed child care (babysitting) for any of your children while you work? Circle the number of your response.

1 YES

2 NO

**IF NO CARE WAS NEEDED, SKIP TO QUESTION 24**

3. We would like to know about all the care your children needed. Check all the kinds of care needed by your child(ren) over the last 12 months while you worked.

FULL-DAY CARE

HALF-DAY CARE

BEFORE/AFTER SCHOOL CARE

NIGHT OR WEEKEND CARE (WHILE PARENTS WORK)

FULL-DAY CARE (SUMMERS ONLY)

HALF-DAY CARE (SUMMERS ONLY)

OTHER (explain)\_\_\_\_\_

4. Please tell us how care was provided for your child(ren). Check all the ways that care was provided.

RELATIVE IN OUR HOME

NON-RELATIVE IN OUR HOME

- IN RELATIVE'S HOME
- IN NON-RELATIVE'S HOME
- CHILD CARE CENTER
- OTHER (describe)

5. Did you get all the child care you needed during the last 12 months? Circle one response.

- 1 YES, I GOT ALL THE CARE I NEEDED. (SKIP TO QUESTION 7.)
- 2 I GOT SOME OF THE CARE I NEEDED.
- 3 NO, I DID NOT GET ANY OF THE CARE I NEEDED.

6. If you couldn't get all the child care you needed, please indicate the reason. Circle all the reasons that fit your situation.

- 1 COST OF CARE WAS TOO EXPENSIVE
- 2 COULDN'T FIND ANYONE TO CARE FOR MY CHILDREN (explain)\_\_\_\_\_
- 3 CARE WAS TOO FAR AWAY
- 4 CARE WASN'T AVAILABLE WHEN I NEEDED IT (explain)\_\_\_\_\_
- 5 MY CHILD HAS SPECIAL NEEDS THAT COULDN'T BE ACCOMMODATED (explain)\_\_\_\_\_
- 6 OTHER (explain)\_\_\_\_\_

7. About how many hours per week is your child(ren) in child care? (The total for all your children who receive care.) Circle your response.

- 1 1-10
- 2 11-20
- 3 21-30
- 4 31-40
- 5 41-50
- 6 51-60
- 7 61-70
- 8 71-80
- 9 81-90
- 10 91-100
- 11 101-110
- 12 111-120
- 13 121 OR MORE

8. What is the average amount you pay per week for child care for your child(ren)? (The total for all your children who receive care.) Circle your response.

- 1 \$0-\$10
- 2 \$11-20
- 3 \$21-\$30
- 4 \$31-\$40
- 5 \$41-\$50
- 6 \$51-\$60
- 7 \$61-\$70
- 8 \$71-\$80
- 9 \$81-\$90
- 10 \$91-\$100
- 11 \$101-\$110
- 12 \$111-\$120
- 13 \$121-\$130
- 14 \$131-\$140
- 15 \$141-\$150
- 16 \$151-\$160
- 17 \$161-\$170
- 18 \$171-\$180
- 19 \$181-\$190
- 20 \$191 OR MORE

9. Do you have back-up child care when your regular care is unavailable? Circle the number of your response.

- 1 ALWAYS
- 2 USUALLY (explain)\_\_\_\_\_
- 3 SOMETIMES (explain)\_\_\_\_\_

10. Who cares for your child(ren) when they're ill? Circle the number of your response.

- 1 SPOUSE WHO DOESN'T WORK OUTSIDE THE HOME
- 2 SPOUSE STAYS HOME FROM WORK WITH CHILD
- 3 I STAY HOME FROM WORK WITH CHILD
- 4 REGULAR CHILD CARE ARRANGEMENTS
- 5 ALTERNATIVE CHILD CARE ARRANGEMENTS
- 6 CHILD CARES FOR SELF
- 7 OTHER (explain)\_\_\_\_\_

11. If you stay home from work to care for a sick child, what kind of leave do you take?  
Circle the number of your response.

- 1 SICK LEAVE
- 2 VACATION DAY
- 3 PERSONAL LEAVE DAY
- 4 UNPAID LEAVE
- 5 OTHER (explain)\_\_\_\_\_
- 6 DOESN'T APPLY

12. Who cares for your child(ren) when schools close for an emergency snow day? Circle the number of your response.

- 1 SPOUSE WHO DOESN'T WORK OUTSIDE THE HOME
- 2 SPOUSE STAYS HOME FROM WORK WITH CHILD
- 3 I STAY HOME FROM WORK WITH CHILD
- 4 REGULAR CHILD CARE ARRANGEMENTS
- 5 ALTERNATIVE CHILD CARE ARRANGEMENTS
- 6 CHILD CARES FOR SELF
- 7 OTHER (explain)\_\_\_\_\_
- 8 DOESN'T APPLY - CHILD(REN) ARE TOO YOUNG TO GO TO SCHOOL

13. Who cares for your child(ren) when schools close for in-service days or holidays?  
Circle the number of your response.

- 1 SPOUSE WHO DOESN'T WORK OUTSIDE THE HOME
- 2 SPOUSE STAYS HOME FROM WORK WITH CHILD
- 3 I STAY HOME FROM WORK WITH CHILD
- 4 REGULAR CHILD CARE ARRANGEMENTS
- 5 ALTERNATIVE CHILD CARE ARRANGEMENTS
- 6 CHILD CARES FOR SELF
- 7 OTHER (explain)\_\_\_\_\_
- 8 DOESN'T APPLY - CHILD(REN) ARE TOO YOUNG TO GO TO SCHOOL

14. Who takes care of making child care arrangements for your child(ren)? Circle the number of your response.

- 1 I DO
- 2 SPOUSE
- 3 MY SPOUSE AND I SHARE RESPONSIBILITY
- 4 A FRIEND
- 5 A RELATIVE
- 6 OTHER (specify)\_\_\_\_\_

15. Who takes or drives your child(ren) to and from child care? Circle the number of your response.

1 CARE IS IN OUR HOME - SKIP TO QUESTION 18

2 I DO

3 SPOUSE

4 MY SPOUSE AND I SHARE RESPONSIBILITY

5 A FRIEND

6 A RELATIVE

7 OTHER (specify)

16. How many miles does the person mentioned above drive (one way) from your house to your child care home or center? Circle the number of your response.

1 0-5

2 6-10

3 11-15

4 16-20

5 21-25

6 26-30

7 31-35

8 36-40

9 41-45

10 46-50

11 51 OR MORE

17. How many miles does the person mentioned above drive (one way) from your child care home or center to his/her job? Circle the number of your response.

1 0-5

2 6-10

3 11-15

4 16-20

5 21-25

6 26-30

7 31-35

8 36-40

9 41-45

10 46-50

11 51 OR MORE

Now we are interested in how child care affects working family members.

18. Have you or others in your household limited their work hours because you can't find good child care? Circle the number of your response.

1 YES

2 NO

19. Does anyone in your household often worry about your child(ren) in child care while at work? Circle the number of your response.

1 YES

2 NO

20. Does anyone in your household often worry about your child(ren) at home alone after school? Circle the number of your response.

1 YES

2 NO

21. Has anyone in your household had to take off time from work because of problems with child care? Circle the number of your response.

1 YES

2 NO

22. Has anyone in your household had to quit a job because of problems with child care? Circle the number of your response.

1 YES

2 NO

23. When you need to be away from work for a short time for a child's appointment or a child care emergency, how does your supervisor manage your absence? Circle the number of your response.

1 ALLOWS PERSONAL LEAVE TIME

2 ALLOWS ME TO MAKE UP LOST TIME

3 REDUCES WAGES FOR MISSING TIME

4 DEMERIT OR MARK AGAINST WORK RECORD

5 OTHER (explain)\_\_\_\_\_

24. How does your supervisor respond to your family responsibilities that may occur during worktime? Circle the number of your response.

- 1 SUPPORTIVE
- 2 RELUCTANT BUT ALLOWS NECESSARY ABSENCE
- 3 CRITICAL
- 4 OTHER (explain)\_\_\_\_\_

25. Listed below are a number of ways that businesses can help employees with their child care problems. Check options which you think this business should consider:

- \_\_\_ a. FREE LUNCHTIME SEMINARS ON PARENTING AND CHILD CARE
- \_\_\_ b. EMPLOYEE IS PROVIDED INFORMATION ON LOCAL CHILD CARE HOMES AND CENTERS
- \_\_\_ c. JOB SHARING - TWO EMPLOYEES "SHARE" A FULL-TIME POSITION
- \_\_\_ d. ALLOW EMPLOYEES TIME OFF FROM WORK FOLLOWING CHILDBIRTH
- \_\_\_ e. FLEX-TIME - ADJUSTED ARRIVAL AND DEPARTURE TIMES TO MEET FAMILY'S SCHEDULE
- \_\_\_ f. ALLOW EMPLOYEES TO BRING THEIR CHILDREN TO WORK FOR LIMITED AMOUNTS OF TIME, IN UNUSUAL SITUATIONS OR EMERGENCIES
- \_\_\_ g. ALLOW EMPLOYEES TO USE PAID SICK LEAVE TO CARE FOR SICK CHILDREN
- \_\_\_ h. CHILD CARE PROGRAM FOR CHILDREN WHO ARE MILDLY ILL OR RECOVERING FROM AN ILLNESS.
- \_\_\_ i. CHILD CARE CENTER FOR CHILDREN OF EMPLOYEES AT OR NEAR YOUR WORKSITE
- \_\_\_ j. FINANCIAL SUPPORT FOR CHILD CARE AS PART OF THE BENEFIT PACKAGE
- \_\_\_ k. IRS APPROVED PLAN TO PAY FOR CHILD CARE WITH PRE-TAX DOLLARS

\_\_\_l. CHILD CARE PROGRAM BEFORE AND AFTER SCHOOL HOURS AND ON SCHOOL HOLIDAYS AND VACATIONS.

\_\_\_m. SPACES RESERVED IN A CHILD CARE CENTER OR HOME FOR EMPLOYEES' CHILDREN.

\_\_\_n. EMPLOYEES RECEIVE A DISCOUNT ON THE REGULAR FEE CHARGED FOR CHILD CARE AT A CENTER OR HOME

26. Which three child care options listed above are most important to you? Write the letters of your choices.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

27. Are you going to need child care within the next two years? Circle the number of your response.

- 1 YES
- 2 NO - SKIP TO QUESTION 29
- 3 NOT SURE

28. Please tell us what kind of care you think you will need. Circle all kinds you will need.

- 1 FULL-DAY CARE
- 2 HALF-DAY CARE
- 3 BEFORE/AFTER SCHOOL CARE
- 4 SUMMER CARE ONLY, FULL-TIME
- 5 SUMMER CARE ONLY, HALF-TIME
- 6 NIGHT/WEEKEND CARE
- 7 NOT SURE
- 8 OTHER (explain)\_\_\_\_\_

29. What is your relationship to the child(ren) in your family? Circle the number of your response.

- 1 MOTHER (include foster, step)
- 2 FATHER (include foster, step)
- 3 AUNT
- 4 UNCLE
- 5 GRANDMOTHER
- 6 GRANDFATHER
- 7 OTHER (specify)

30. What is your marital status? Circle the number of your response.

- 1 NEVER MARRIED
- 2 MARRIED
- 3 SEPARATED
- 4 DIVORCED
- 5 WIDOWED

31. How would you describe your household? Circle the number of your response.

- 1 SINGLE PERSON, NO CHILDREN
- 2 SINGLE EMPLOYED PARENT, CHILDREN LIVING WITH ME
- 3 SINGLE EMPLOYED PARENT, CHILDREN LIVING ELSEWHERE
- 4 TWO ADULTS, NO CHILDREN
- 5 TWO PARENTS, CHILDREN LIVING WITH US, BOTH PARENTS WORKING
- 6 TWO PARENTS, CHILDREN LIVING WITH US, ONE PARENT WORKING
- 7 OTHER

32. How long have you worked with this company? \_\_\_\_\_

33. What are your working hours?

- \_\_\_\_ FULL-TIME: HOW MANY HOURS PER WEEK? \_\_\_\_\_
- \_\_\_\_ PART-TIME: HOW MANY HOURS PER WEEK? \_\_\_\_\_
- \_\_\_\_ OTHER (explain) \_\_\_\_\_

34. What is your spouse's working schedule? Circle the number of your response.

- 1 DOES NOT WORK OUTSIDE THE HOME
- 2 PART-TIME WORK OUTSIDE THE HOME
- 3 FULL-TIME WORK OUTSIDE THE HOME
- 4 DO NOT LIVE WITH SPOUSE

35. Are there any concerns or comments that you would like to make about child care that we haven't covered here? If so, please feel free to tell us those concerns or comments. \_\_\_\_\_

Please return your completed questionnaire to \_\_\_\_\_ by this date \_\_\_\_\_.  
Thank you.

## **SCORING THE EMPLOYEES AND CHILD CARE QUESTIONNAIRE**

Results from the Employees and Child Care Questionnaire can be compiled in several ways:

- Hand tally
- Computerized spreadsheets, such as Lotus (IBM), Microsoft Excel (Apple Macintosh), Microsoft File (Apple Macintosh)

**QUESTION 1: Make a tally of numbers of children in the following age range groupings:**

- 0-12 months (infants)
- 1-4 years (toddlers and preschoolers)
- 5-6 years (kindergarten)
- 7-11 years (school-age)
- 12 years and above

Children in each of these groupings will have different child care needs:

- Infants require the most specialized care and usually the most expensive.
- Toddlers and preschoolers need full-day child care, depending on their parents' work hours.
- Children in kindergarten will likely need child care for half days, depending on the local school system.
- School-age children may need child care before or after school hours, or both.
- Children age 12 and above are often left alone in their homes before and after school.

**QUESTION 2:** Add the number of employees indicating number 1 "YES", they needed child care while they worked. This total represents the current number of employees in your work force who have children in some type of child care arrangement.

**QUESTIONS 3 AND 4:** Tally the kinds of child care and who provided that care for employees' children. Note how much child care is provided in private homes vs. child care centers. A large proportion of child care in rural areas is provided in private homes. You may also observe the number of parents juggling multiple child care arrangements and providers. For further analysis, you may want to consider:

Look at the answers to Questions 3 and 4. Compare them to marital status and household description (Questions 30 and 31). How many single parents rely on relatives to care for their children? How many single parents need "NIGHT OR WEEKEND CARE" (Question 3, number 4)?

**QUESTION 5:** Total the number of employees indicating each of the three responses. Employees circling responds "2" or "3" may be a key group needing assistance with child care needs.

**QUESTION 6:** Total the number of employees indicating the six responses. You may also want to note some of the explanations. The responds given to this question will be important to remember when planning some form of child care assistance program.

**QUESTION 7:** Tally the number of employee responses for each of the thirteen ranges of hours. Answers to this question will let you know the total number of hours of child care needed by employees' children per week. Remember, responses indicate a total for all of their children receiving care. You may be able to see one or two ranges of child care hours that are used by the majority of employees and their families.

**QUESTION 8:** Tally the number of employee responses for each of the twenty ranges of payments. Look for ranges of child care payments that are used by the majority of employees and their families. For further analysis, you may want to examine this question in the following ways:

Multiply the number of responses to each category by the median amount in the category. Add these totals and divide by the number of respondents to Question 8. This will give the average amount paid per week for child care.

Compare the average weekly payment with the average salary for employees with your company. What percentage of the weekly salary is spent on child care?

Compare the employees indicating "COST OF CARE WAS TOO EXPENSIVE" in Question 6 with actual payments for child care in Question 8.

Compare the respondents to Question 8 with the respondents to Questions 29 and 31. What are the average child care costs for single parents?

**QUESTION 9:** Total the number of employees indicating each of the three responses.

Back-up care is crucial if employees are using child care arrangements in private homes.

**QUESTION 10:** Total the number of employees indicating each of the seven responses. Parents staying home to care for ill children may represent a large proportion of absenteeism in the work force.

**QUESTION 11:** Total the number of employees indicating responds one through five. Answers to Question 11 may suggest policy implications for your business. Consider if employees, especially single parents, can afford to take a day of unpaid leave to care for a sick child. A first step toward assistance with employee child care may be to permit employees to take paid sick leave to care for sick children.

**QUESTIONS 12 and 13:** Total the number of employees indicating responses one through seven for each question. Emergency school closings create very stressful situations for many working parents. Although parents have more time to plan for inservice days and school holidays, they may present difficulty. Many centers and child care providers will not take children on a part-time or occasional basis. A child who is allowed to stay home alone for two to three hours after school may not be mature enough to remain alone for an additional five hours.

**QUESTIONS 14 and 15:** Tally the number of employee responses for each of these questions. You may want to note the number of employees responding they alone are responsible for the child care arrangements and transportation (Question 14: response number 1; Question 15: response number 2). These employees may experience high stress levels before they reach the workplace, especially if alternative child care arrangements have to be made that morning. For further analysis, compare the following:

Question 14, Response Number 1 and Question 15, Response Number 2 with Question 29. Mothers are frequently responsible for both child care arrangements and transportation in families.

Question 14, Response Number 1 and Question 15, Response Number 2 with Questions 30 and 31. What proportion of the employee respondents are single parents, without anyone to assist in child care arrangements or transportation?

**QUESTIONS 16 and 17:** Tally the number of employee responses for each of these questions. You may want to look at the distances indicated by the majority of employee responses. For further analysis, you could consider the following:

Do your employees drive long distances to the worksite? Does this relate to tardiness on the job?

Compare employees noting "CARE WAS TOO FAR AWAY" in Question 6 with the actual distances driven.

Answers to Questions 16 and 17 should be considered if you plan a child care assistance program involving existing facilities or a facility you plan to develop.

Is the existing facility or planned site within the range of distance driven by the majority of your employees?

QUESTIONS 18-22: Record the number of employees responding "YES" to each of these questions. Stress from child care related problems may lead to reduced productivity or loss of good employees at the workplace.

QUESTIONS 23 and 24: Tally employee responses for each of these questions. Answers to Questions 23 and 24 may present implications for future personnel policy decisions.

QUESTION 25: Tally employee responses for the fourteen child care assistance options. Which options were checked by the majority of employee respondents?

QUESTION 26: Record employee responses, listing preferred child care assistance options. Compare the responses to Question 25 with the responses to Question 26. Child care assistance options receiving large response rates should be discussed and explored further by the employee-management committee.

QUESTIONS 27 and 28: Tally employee responses to each of these questions. Implications may be drawn from these questions to calculate the future need for employee child care assistance options with your present work force. Did a large proportion of employees indicate they will need "FULL-DAY CARE" and "BEFORE-AFTER SCHOOL CARE", etc. in the future? Will employees need assistance in arranging this type of care for their children?

The following questions will give valuable information about the employees and their families in your work force.

QUESTION 29: Tally the number of responses to each of the relationships of respondents to the child(ren) in the family.

QUESTION 30: Tally the number of responses to each of the marital status categories.

**QUESTION 31:** Tally the number of responses to each of the household categories. Special consideration should be given to the "SINGLE PARENT" categories. Respondents to category two ("SINGLE EMPLOYED PARENT, CHILDREN LIVING WITH ME") will likely be responsible for all child care needs themselves. Respondents to category three ("SINGLE EMPLOYED PARENT, CHILDREN LIVING ELSEWHERE") should not be ignored. These employees may have custody of their children for varied periods of time, requiring child care arrangements while the parent works.

**QUESTION 32:** Record the responses. You may want to categorize the answers in ranges, such as 1 year or less, 2-5 years, 6-10 years, etc. Businesses invest a large amount of time in training employees. Child care assistance is one strategy for keeping valuable employees.

**QUESTION 33:** Tally the number of responses to each category of working hours. Be aware that employees who work odd hours on a part-time or swing shift basis and employees who work weekends frequently experience more problems in finding child care for their children.

**QUESTION 34:** Record the number of responses to each category. In most cases, a response of number 1 "DOES NOT WORK OUTSIDE THE HOME" will indicate no child care needed. However, do not overlook the growing number of home business operations and people doing volunteer work. These employees may still need child care arrangements.

**QUESTION 35:** Record the comments provided by employees. You may want to categorize them according to problems that the business should address, community problems, etc.

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## **MANUAL 2 – APPENDIX D**



## Helping Hands

Hurricane Andrew dealt South Dade a severe blow, but the child care community has joined hands to start the recovery process. John Farie, acting director, Child Development Services (CDS) states that his agency is committed to assisting Family Day Care homes affected by the hurricane. CDS/Resource Mobile has been visiting and assessing damage and providing emotional support to the providers. Assistance will be available not only to homes contracting with CDS, but also independent providers. Call Ana Colon at 347-4671 for assistance guidelines. The Children's Resource and Referral Center (CRRC) continues to maintain current information on providers and director, Muriel Wong Lundgren, says the CRRC is conducting free training to recruit new providers in the South, Central and North Dade areas. Call 237-1731 for additional information.

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## FDC ASSOCIATION NEWS

Hurricane Andrew came and went and while many of our immediate plans had to be postponed, the Association continues to address the needs of our members. Our last meeting was held on schedule, the fourth Saturday from 10:00 a.m. to noon at the Coconut Grove Neighborhood Center, 3750 South Dixie Highway. However, we rescheduled our final Nutrition class and graduation celebration for December. We hope our members will be able to resume their classes by then.

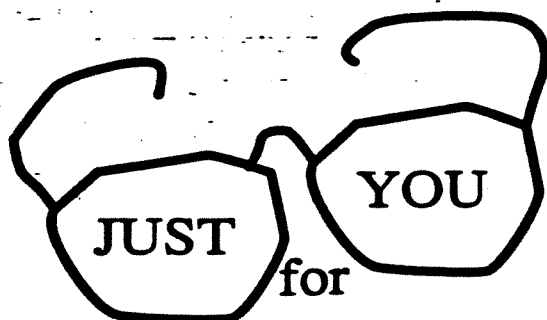
Our September meeting addressed the issue of how we can help each other. Some of our members that were able, have volunteered down south and gave us first hand reports of the tremendous task ahead. Few of our members from the south areas were there and spoke of what they felt we could do as an association. Our efforts are being directed toward helping members restart their businesses. We are seeking ways to acquire the supplies and items necessary for daily functioning and will be looking for a method of distribution. We may not be able to fix a roof or repair a window, but we can support and promote our industry. If you have any suggestions or comments please contact Mazier Lopes at 947-9127, Linda Neal and Anna Thompson at 759-3945, Emma Jackson at 635-2664 or Michele Scott at 681-4380.

Excitement is growing over the development of a state-wide FDC Association. In fact, planning is taking place for a association sponsored conference.

This is an exciting time, we've come so far and the fact that we soon will have a state-wide associaton to represent us is wonderful. For an update on the status, join us in November. - Michele Scott, President

### Thank You!

Resource Mobile, Inc. wishes to thank Nam Rich for her dedicated service as president of the Resource Mobile, Inc. Board of Directors for the past two years!



For you to provide effective support for children, you need to take care of yourself. Coping with stress is easier when you:

- Eat healthy and get plenty of rest.
- Exercise by walking, running or working out.
- When stress builds, take a few deep breaths and close eyes.
- Laugh with your children!

## RESOURCEMOBILE NEWS

The new Resourcemobile Board of Directors for 1992-93 is:

- President - Rachel Blechman
- First Vice President - Lynn Buscaglia
- Second Vice President - Judy Lease
- Secretary - Muriel Wong Lundgren
- Treasurer - Jim Anthony

### CONGRATULATIONS!

The Board will be working hard this coming year to make a second Resourcemobile vehicle a reality. Plans are for this second vehicle to be instrumental in the hurricane relief process for FDC homes. Good luck on this worthwhile project!

The Resourcemobile will be conducting it's third Reading is Fundamental (RIF) Book Drive December 7-18. During this period, volunteers will be on hand to ride with the Resourcemobile and distribute books to the participating homes.

## BOOKS, BOOKS, BOOKS

The National Association for the Education of Young Children has a selection of books that are useful resources for Family Day Care Providers. The following books are just a sample of what NAEYC has to offer.

### #144 - Family Day Care: Out of the Shadows and Into the Limelight.

Author: S. Kontos Cost: \$7.00

Family Day Care is a familiar neighborhood phenomenon whose time has come. The experts are discovering it. This book is a fair, thorough, and readable examination of current research on the subject.

### #302 - A Guide to Discipline

Author: J. G. Stone Cost: \$2.00

So many providers say that discipline is their biggest problem! You help children discipline themselves by your works, manner and avoiding problems in advance. but what can you do when children hit, kick, or bite? Great for parents too.

### #303 - Tips and Tidbits: A Book for Family Day Care Providers

Author: J. Gonzalez-Mena Cost: \$5.00

This book contains lots of good ideas about how to handle important matters. To order books, complete the form below.

BOOK #	TITLE	HOW MANY	PRICE EACH	TOTAL

Ship to:

Name: \_\_\_\_\_ Address: \_\_\_\_\_

Make check payable to: NAEYC

Send to: NAEYC - 1834 Connecticut Avenue, NW  
Washington, DC 2009-5786

# **IT'S COMING!!!**

**The Fall Family Day Care Conference  
has been postponed until the Spring.  
Specific date and time will be announced  
in the next Resourcemobile Connections.**

**DON'T MISS IT!**

## **RESOURCEMOBILE CONNECTIONS COMMITTEE**

**ANA COLON, CHILD DEVELOPMENT SERVICES**

**MICHELE SCOTT, FDCADC**

**EDITOR: BEVERLY TATE**

**CHILDREN'S RESOURCE AND REFERRAL CENTER**

**MIAMI-DADE COMMUNITY COLLEGE, NORTH**

# ◆ At Home with Family Child Care ◆

Volume 1 Issue 1

Circulation Miami-Dade County

January 1998

## Welcome to the Heart and Soul of Providers

**W**elcome to the first edition of *At Home with Family Child Care*. This newsletter is all about being a family child care provider. Whether you are a brand new provider or seasoned veteran, young or not so young- we all share a common bond. We work for and in the best interest of the children in our care

This publication will offer updates on issues relating to our industry as well as helpful hints from our readers. There will probably be an editorial comment, or two and certainly things to do with the kids in our care. However, the content will be based on provider input and promises to reflect the heart and soul of the family child care providers in our community.

In our county there are almost 300 family child care providers? How many do you know? How many are neighbors?

Do you ever think about all the things you do in one day that no one but another provider would ever understand? Did you ever want just to hear another person say, "Me, too!?"

Did you know there are two provider associations locally, one serving the north area and one reaching down into the south?

Did you know you have regional representatives working to present your concerns to the state?

Did you know both local associations are part of the Florida Family Child Care Home Association, Inc. (FFCCHA, Inc.)?

Do you realize FFCCHA, Inc. was a major player in getting the ratio of children changed which resulted in the recent increase across the state?

Did you know the very rules that



*We not only open our doors to the present but we help direct the course and the shape of the future. We make a difference in tomorrow.*

govern your business are about to be rewritten (Chapter 10M-10)?

Did you know one provider can do alot in her own home but almost 1000 providers across the state can change the law!?

Did you know - you didn't know some or most of this?!

Welcome to the Heart and Soul of family child care. We hope you will find interesting and important information about your work in this newsletter.

Your comments, concerns and feedback are always welcome. After all you are *At Home with Family Child Care*. See page 4 on how to submit your own articles, comments or current information.

### *Inside This Issue*

<i>Provider Thoughts</i>	<i>page 2</i>
<i>Things to do</i>	<i>page 3</i>
<i>Coming Events Calendar</i>	<i>page 4</i>
<i>To submit your ideas</i>	<i>page 4</i>

## and did YOU KNOW . . .

**L**ast summer in Florida, there were issues unfolding that will affect each and every family child care provider, licensed or registered, through out our state.

Early in July, the Orlando Sentinel reported effective July 15 of this year, the JUA (Joint Underwriters Association) would no longer write homeowners insurance for persons caring for more than three children in their home, even though the state standards allow for up to ten children. Furthermore, effective in September, 1997, they would no longer renew homeowners insurance for providers caring for more than three children. This, of course, sent chills thorough the family child care field.

On July 10, 1997 the JUA held a meeting in Tampa where the President of the FFCCHA (Florida Family Child Care Home Assoc., Inc.), Mary Tingiris, the Chief of Child Care Services with the Dept. of Children and Families (formerly HRS), Larry Pintacuda and Manager of Hillsborough Child Care Licensing, Linda Stoller spoke on behalf of the industry of family child care. The extremely costly concern of losing their homeowners insurance while operating a perfectly legal child care business within their home was presented.

In light of the recent change in welfare and the increased need for odd-hour and evening child care, which is usually handled in a home not a center, would certainly be hindered by the providers leaving child care in order to keep their homes! The decision not to insure family child care providers threatened not only the providers but the families of the children already in their care. Where would all the children go?? How many people would start caring for children under the table? (con't on page two)

## Upcoming Events for Family Child Care Providers

### Local Association Meetings:

Family Child Care Providers Assoc. of Dade County meets the first Saturday of every month at 3750 South Dixie Hwy. at 10:00 am, call 223-8335 for more info  
South Florida Home Child Care Assoc. meets the second Saturday of every month at 5400 N.W. 22nd Ave at 10:00 am, call 693-8815 for more information

### State Association Meetings:

Florida Family Child Care Home Assoc. next quarterly meeting is Feb 7th, in Leesburg, call 1-800-581-1192 for info

### Special Events in February/March:

Governor's Summit on Early Care & Education Feb 12th in Orlando, for registration info call 1-800-423-6786

Children's Week in Tallahassee runs March 30th thru April 2nd -you gotta see it to believe it! call 1-800-423-6786 for event schedule. For related local events, call Family Central 908-7300 or Child Development Services 375-4670 ask for the FCC coordinator.

# Announcing . . .

# Second Helping

an advanced curriculum for providers taught by certified provider instructors

**Coming in the Spring !!**  
 Two locations- North & South

Limited Scholarships will be offered for qualified applicants

call 243-8624 or 322-6059 for more information

## How to respond to At Home With Family Child Care

Most newsletters are not written to line bird cages! The information written in this publication is for and about you, the family child care provider. What will make this newsletter special is it will come from you about the work you do. Please address your comments, activity ideas or upcoming events to:

Mailman Center for Child Development  
University of Miami School of Medicine  
 1601 N.W. 12th Avenue #4015  
 Miami, Florida 33136  
 Attention Newsletter Editor

All submissions become the property of the publisher and the editor reserves the right to edit or correct the copy received, as necessary. Credit to the author will be given. Keep those cards and letters coming- Your name would look great in print! Write today!!

**MAILMAN CENTER for CHILD DEVELOPMENT**  
 University of Miami School of Medicine  
 1601 N.W. 12th Avenue, #4015  
 Miami, Florida 33136

## **MANUAL 2- APPENDIX E**

# **BABYSITTING COOPERATIVES**

*Dorothy Labensohn  
Family Life Extension Specialist  
Human Development and Family Studies  
Iowa State University*

*National Network for Child Care*

## **WHAT IS A BABYSITTING CO-OP?**

A babysitting cooperative consists of a number of families in a community who decide to share babysitting among themselves without the exchange of money. Members agree to share responsibilities of record keeping and providing and using services. Babysitting co-ops usually are intended for occasional and not regular child care. If regular child care is needed, other arrangements are usually made.

## **ADVANTAGES OF A BABYSITTING CO-OP**

- Children make new friends, develop social skills.
- Children can become close with many families.
- No money is spent for babysitting.
- Families are helped with occasional day, evening, or emergency overnight care.
- Provides free time when parents need it.
- Provides parents with opportunities to see their children interact with others.

## **HOW TO START A BABYSITTING CO-OP**

Co-ops usually begin with a few families with children of similar ages deciding to share babysitting. Depending on the size of the community and the needs of the families, they can be as small as 5 or 6 or as large as 50 or 60 families. Larger co-ops will require more organization, but planning and record keeping can be kept relatively simple. To begin, a planning meeting should be held.

## **DECIDING ON MEMBERSHIP**

If membership is selective, hurt feelings may result among friends. However, if membership is open to anyone who wishes to join, problems may arise, such as members who are not acceptable to other members and, therefore, no one sends their children to them for care or co-ops becoming too large and impersonal with families not knowing each other. It is a good idea at the initial planning meeting to set a maximum number of members. It is also suggested that regular meetings take place to discuss progress, problems, and membership. The number of meetings will depend on members' needs. Possibilities include monthly, every two months, four times a year, three times a year, or yearly.

## **GETTING STARTED**

A co-op group may decide to elect a chairperson and/or a secretary and "pay" them with extra "credits" or "points." Another possibility, particularly in a smaller group, is to have each member take turns as secretary on a rotating basis. The chairperson can arrange for regular meetings, preside at these meetings, deal with problems that arise between meetings, and substitute for the secretary, if necessary.

The secretary keeps records of all points earned and spent for each member. The secretary also totals and balances the books and provides each member at the end of the term, monthly and quarterly, with a summary that includes the points the member has, name, address, phone number of next secretary, and any other information such as updates on the membership list and meeting announcements. This may be done on postcards. No expense is involved if all members take turns at being secretary.

## **HOW IT WORKS**

If a member requires babysitting, the secretary is phoned requesting a sitter for a certain time and date. The secretary calls members and locates a sitter as close to the member's house as possible, attempting to find a sitter who owes points. The secretary calls the member and sets up the sitting arrangement. After the care has been provided, both member and sitter agree on the number of points and these are reported to the secretary who records them.

Points are earned (plus points) by being a sitter and providing care.  
Points are spent (minus points) by using a sitter to care for your children.

## **ASSIGNING POINTS**

This varies from co-op to co-op and should be decided on by members when getting started. Daytime sitting may be provided at the sitter's house; evening or night sitting at either house, depending on circumstances.

A sample point scale might be:

2 points per child, per hour  
1 point per child, per meal  
1 point per child, per hour for overnight care with specified hours, e.g.  
10:00 p.m.-7:00 a.m.

## **GENERAL RULE GUIDELINES**

- Each member has a membership list with parent name(s), address, phone number, and names and ages of children. A monthly or periodic update is provided and new ones prepared annually.
- Each member has the right to refuse the services of a particular sitter and should communicate this to the secretary when requesting a sitter.

- Most co-ops include in their rules that a child who is sick cannot be taken to a sitter's home and that a sitter with sick children should not accept children.

- Rules can be set up regarding picking up and delivering children and transportation, if required, for sitters who come to members' homes to babysit.

- The number of rules should be kept to a minimum when starting up. New rules can be added as needed.

- Arrangements can be made between the two parties in an emergency or if the secretary cannot be reached.

### **THE RECORD BOOK**

A record book should be kept by the secretary. It should have a page for each family with parent name(s), address, phone number, and names and ages of children at the top. Below, columns can be set up for date, other family, credit (plus points for providing babysitting), debit (minus points for using babysitting), and balance. Every time a report is made to the secretary, it is recorded on the sheets of both families.

### **THE CHILDREN**

It is important to keep the needs of the children in mind in all babysitting situations. In a small co-op, children get to know the other families and feel comfortable with the children and adults. Parents should prepare children if they are taking them to a babysitter or if the babysitter is coming to their house. They should talk to the children about the sitter, the situation, and be reassuring about when they will return.

There is more information on babysitting cooperatives in a book you may like to read:  
**\*How to Organize a Babysitting Cooperative and Get Some Free Time Away from the Kids\*** by Carole Terwilliger-Meyers, Carousel Press, P.O. Box 6061, Albany, CA 94706.

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## **MANUAL 2 – APPENDIX F**

## **VOUCHER OR REIMBURSEMENT SYSTEM**

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In a voucher/reimbursement plan, the employee chooses the child care arrangement best suited to his or her needs (child care center, family day care home, after school program) and then receives a reimbursement from the company for some portion of the costs. The employer contribution varies from company to company and can be a percentage of the total cost of child care, a flat amount for all participating employees, or on a sliding scale (usually according to the family's annual income). Vouchers or reimbursements are either added to an employee's paycheck, reimbursed as other "expense account" costs are reimbursed, or paid directly to the provider via a check or paper voucher redeemable by the provider upon presentation. Vouchers or reimbursements give the employee considerable latitude in providing a good fit between his or her child care needs and the available child care services. It gives the employee individualized choice in selecting a child care agency that meets personal criteria for location, hours of operation, and quality of child care. In general, employers favor the voucher or reimbursement option because it offers less direct involvement in the business of child care. In this system, the care of children is placed in the hands of child care professionals and is essentially a bookkeeping function for the employer.

### **ADVANTAGES:**

- Low start up cost.
- Can serve a wide age group of children.
- Offers a wide range of choices and allows parents to make their own arrangements.
- Uses existing resources in the community.
- Employer does not get involved in the child care business.
- Involves relatively little exposure to liability.
- Is useful to the employer with many business locations or with a very small or very large work force.

### **DISADVANTAGES:**

- Child care may not be available at hours that match employees' work schedules.
- Low visibility for the company; not as effective a recruitment tool as a direct service.

- The company may end up supporting a child care program that is not of high quality, which may create exposure to liability.

- Directly impacts only the cost of care. Not a far-reaching solution in a community that has additional child care problems such as low supply, low visibility, or poor quality.

- Vouchers can be costly unless eligibility is limited.

## **STEPS IN DEVELOPING A VOUCHER/REIMBURSEMENT SYSTEM**

### **1. CONDUCT A NEEDS ASSESSMENT**

A needs assessment should be conducted among employees to determine the interest in this type of assistance. A sample needs assessment with suggested questions can be found in this file under "Questionnaire." This questionnaire may be copied and distributed among employees as it is written, or changes may be made to reflect the needs and interests of a business.

### **2. CONSIDER ESTABLISHING A MANAGEMENT-EMPLOYEE COMMITTEE TO HELP PLAN THE PROGRAM OR SERVICE**

A joint management-employee committee may be useful in developing the program. It can foster a sense of program ownership among employees and provide a forum for them to give input into design features of the program or service.

### **3. DETERMINE THE GROUP TO BE SERVED AND ELIGIBILITY CRITERIA**

Although most employers offer a voucher/reimbursement plan to all employees at a certain income level, a reimbursement can be directed to specific employee groups, such as those who are difficult to recruit or are at a specific worksite. Eligibility criteria should be established with the advice of a tax specialist who understands the provisions of Section 129 of the Internal Revenue Code, which applies if the reimbursement is to be a nontaxable benefit.

A company may have a voucher program designed specifically for new parents to reduce the amount of maternity leave taken by female employees. This policy helps new parents afford the high costs of infant care and provides an incentive to return from maternity leave. Decisions must be made about whether part-time employees are eligible and whether to make adjustments for them. Answers to concerns, such as how many hours a week employees must work in order to be eligible, also need to be determined.

In determining the income cutoff for eligible employees, note that the cost of child care presents problems for moderate income employees as well as low income workers.

### **4. DECIDE ON THE AMOUNT OF SUBSIDY AND METHOD OF PAYMENT**

The employer may pay a flat amount to all eligible employees, a consistent percentage of the cost of the care, or an individual rate determined on a sliding scale.

Decisions must be made on whether to pay directly to the parents, directly to the center, or on an annual basis to the program or the center.

### **5. DETERMINE ELIGIBLE CHILD CARE PROVIDERS**

Companies have a number of choices to make about the type of care to be eligible for reimbursement. Section 129 of the Internal Revenue Code specifies and defines a "qualified care plan." Some employers allow use of care that is not required to be licensed (relatives, neighbors). Others allow the use of only licensed day care providers or only providers that meet certain employer requirements for location, quality, or service. The employer must determine the number of choices to be offered in relation to what working parents identify as their needs and what is useful to them.

## 6. DECIDE ON PROGRAM MANAGEMENT

The company needs to decide whether to administer the program in-house or hire an outside firm to do so.

## 7. PLANNING A MARKETING STRATEGY

An employer should make certain that employees understand how the system works. Management in-house may be by a child care coordinator or by the staff in departments such as personnel, employment benefits, public relations, community affairs, strategic planning, or recruitment. Information on the program can be disseminated via seminars or meetings, informational flyers, bulletin board notices, or articles in the company's newsletter.

## 8. DESIGN A RECORD KEEPING SYSTEM

Regular monthly recording of child care expenses should be maintained, depending on the type of program set up. Paperwork is generally minimal. In some programs, coordination between the child care center and the company may be required to keep track of the number of hours used each month.

## 9. MAKE FINANCIAL DECISIONS

Employers with voucher/reimbursement programs typically set a maximum on the amount they will contribute to child care costs - an amount based either on family income or the cost of care. Companies may limit eligibility to certain income groups or ages of children as a way to control program costs.

The simplest approach to vouchers is a flat-rate reimbursement to all employees (or those within a specified income range), regardless of the cost of care or family income. However, many companies base their vouchers on a fixed percentage of total costs, establishing a maximum ceiling on the cost of care for which reimbursement may be received. Any maximum ceiling should be high enough not to discourage the use of better quality programs (which protect the employer's exposure to liability).

Administrative costs are relatively low because existing staff can usually manage the program along with other responsibilities. Almost all of the money spent goes directly into providing child care services. Other than subsidy, there is no real cost to the employer because the child care program start-up fee is usually minimal. The voucher is also a deductible business expense for the company if earmarked for the employee.

The costs will vary depending on the type of programs chosen for purchase and the administration of payment. The income restrictions on eligibility may help to keep the overall costs low but also may prevent higher paid staff from participating in the program.

A cost-benefit analysis should be conducted that compares short-term costs and long-term operating costs with the productivity, absenteeism, and turnover advantages that the voucher or reimbursement assistance provides. A child care benefits specialist can assist in this analysis.

#### **10. DEVELOP AN EVALUATION MECHANISM**

Once the program is in place, a mechanism should be developed so that the employer can evaluate the adequacy and usefulness of the program. The evaluation should include a monthly review of the budget versus costs reports, usage figures, quality control standards and measures, and an annual program review.

#### **TECHNICAL ASSISTANCE NEEDED**

A lawyer may be required to help the employer clarify the nature of the option to the employee, so that the employer does not bear responsibility for injuries that may occur while child care services are being rendered. A management service might be hired to handle the paperwork.

You may want to consult with your local Cooperative Extension Service to help determine child care needs. The Cooperative Extension Service could also present educational programs on child care, parenting, and other work/family-related concerns.

Other people in your community may be consulted in planning a child care assistance option. You should consider: nursery school teachers, director or staff of day care centers, child care Resource and Referral agencies, local Cooperative Extension 4-H agents, retired persons with child development backgrounds, vocational technical schools with child care curriculum, community colleges, and local child care sponsoring agencies (such as a child care council or community action agency).

## SALARY REDUCTION PLAN

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A Salary Reduction Plan is one of the options available to employers to assist employees in meeting the financial aspects of their child care needs.

In salary reduction plans, popularly called Dependent Care Assistance Plans (DCAPs), the employer and employee agree to reduce the employee's income by a certain amount, which will be placed in a dependent care assistance fund for the employee. In such an agreement, the employee is not taxed on the amount set aside for dependent care assistance, and the employer is subject to neither federal nor state taxes. A tax consultant will be able to offer advice on what is applicable.

The child care services allowed under a dependent care assistance program include care at the parent's home, at another person's home, or at a child care center. The child care program must be either licensed or exempt from license. An employer can provide services at an employer-operated child care center, a community child care center, or a family day care home. The employer also can provide funds to cover any eligible services that the parent might choose. Employer programs that do not involve actual care for the child, such as parent seminars or information and referral services, would not qualify as dependent care assistance programs.

Both of these options originally had tax considerations that made them less attractive to both employers and employees since the Internal Revenue Service could have viewed money spent on a child care program as either increased salary to participating employees or a noncompensatory business expense of the employer for the general benefit of employees. However, the IRS Code, in Sections 125 and 129, now clarifies and supports these options as forms of child care support.

The Economic Recovery Tax Act of 1981 (Section 129, IRS Code) established child care services as a fringe benefit that is not included in the employee's taxable income. However, the employer's program must qualify as a Dependent Care Assistance Program as described in Section 129 of the Internal Revenue Code.

A DCAP is a written plan of an employer for the exclusive benefit of employees. The employees' rights under the plan must be legally enforceable, and the employer must intend to maintain the plan indefinitely when it is established. Although nondiscrimination guidelines require that the plan cannot discriminate in favor of highly paid employees, the plan can favor low income employees and provide extra subsidies for those parents who have the hardest time covering their child care costs. Employers can exclude employees covered by a collective bargaining agreement as long as child care benefits were negotiated in good faith by the employer with the union. Length of service is not an issue in determining employee eligibility for a DCAP plan. The Internal Revenue Service will not issue regulations on IRC Section 129 but will provide clarification through notices and Revenue rulings.

There are restrictions to the use of salary set aside in a DCAP. At the beginning of a plan year, the employee must agree to have a specific amount of compensation set aside for that year in a DCAP that can be used for eligible child care expenses. The amount can be deducted through regular payroll deductions, but the total to be withheld cannot be increased or decreased during that year. In addition, the employee cannot change or "revoke elections" of the benefit unless there is a change in family status, such as marriage, divorce, death of a spouse or child, etc. Neither can an employee carry over an unused portion of the DCAP to be used in the following year. If all of the monies are not used during the specified year, the employee must forfeit the unused portion. To avoid forfeiting money, the employee should use conservative estimates for child care costs.

The employer should estimate how many employees with dependent care expenses could save money through a salary reduction agreement. If part of the work population are minimum wage or low-income employees who would not benefit from a salary reduction agreement, the employer might provide a subsidy to assist these parents with their child care expenses, as well as provide a DCAP, through a salary reduction agreement, for higher income employees. For the DCAP in a salary reduction agreement to comply with regulations for cafeteria plans, key employees cannot choose more than 25 percent of the benefit, as described in IRC Section 416 (i).

#### **ADVANTAGES:**

- Allows employer to budget expenses.
- Ensures that funds are available to employees to meet their child care expenses.
- Is a good public relations tool and improves employee relations.
- Provides a potential tax advantage for employer and employee.

#### **DISADVANTAGES:**

- The "use it or lose it" policy could adversely affect employee.

### **STEPS IN DEVELOPING THESE PLANS**

#### **1. CONDUCT A NEEDS ASSESSMENT**

A needs assessment should be conducted among employees to determine the interest in this type of assistance. A sample needs assessment with suggested questions can be found in this file under "Questionnaire." This questionnaire may be copied and distributed among employees as it is written, or changes may be made to reflect the needs and interests of a business.

#### **2. CONSIDER ESTABLISHING A MANAGEMENT-EMPLOYEE COMMITTEE TO HELP PLAN THE PROGRAM OR SERVICE**

A joint employee-management committee may be useful in developing the program/service. It can foster a sense of ownership of the program among employees and provide a forum for employees to give input into the design features of the program/service.

### **3. ENSURE THAT THE SALARY REDUCTION PLAN MEETS LEGAL REQUIREMENTS**

Before a Salary Reduction Plan/DCAP is established, certain legal requirements must be met in order for the plan to conform to IRS guidelines. Employers should confer with their legal counsel or tax consultant.

### **4. DECIDE HOW THE COMPANY WILL FINANCE THE BENEFIT**

The following are examples of options that employers have for financing the DCAP allowance:

- By underwriting the cost of the program as an add-on above and beyond an employee's present salary and benefits.
- Through the salary deduction plan discussed above.
- Through a combination of both.

A corporation's legal, tax, and benefits personnel are invaluable resources to utilize in deciding what alternative is best for the company.

### **5. DECIDE HOW THE COMPANY WILL REIMBURSE BENEFITS**

Under the DCAP the company has three options to choose from in establishing a reimbursement system. They are:

- To provide the child care.
- To contract with a third party(s) for child care service for its employees.
- To reimburse employees for child care expenses based on the submission of receipts or canceled checks. The expertise of legal, tax, and benefits consultants will prove useful in determining the most appropriate option of reimbursement.

### **6. COMMUNICATION TO EMPLOYEES**

The law requires that an employer provide employees with reasonable notice of the terms and eligibility of the program. The notice must include a description of the child care tax credit available to them and a statement of circumstances under which the tax credit is more advantageous to the employee than exclusion from taxes under the DCAP. (This becomes an issue when an employee chooses to reduce salary and place that amount into a DCAP.)

The DCAP must also, by law, meet one of two nondiscrimination tests. Employers should ensure that employees are aware of this provision as well. The expertise and advice of the company's

legal counsel, tax consultant, and benefits personnel should be sought to ensure that any DCAP meets the nondiscrimination requirements.

Employers should ensure that all employees are informed of this program, using various public information sharing tactics including seminars and meetings, flyers, notices on bulletin boards, articles in the company's newsletters, etc. Human resources and/or personnel staff should be trained so that they will be fully capable of explaining the program to employees and can answer any questions that may arise.

## **7. DESIGN AND ESTABLISH A REPORTING MECHANISM**

Employers are required by law to report to both the employee and the IRS on the financial aspects of a DCAP. Therefore, a reporting mechanism should be designed that allows an employer to do so quickly and accurately. Reporting requirements may be obtained through the IRS.

### **TECHNICAL ASSISTANCE NEEDED**

As stated before, legal, tax, and benefits consultants should be involved in the establishment of your company's DCAP.

You may want to consult with your local Cooperative Extension Service to help determine child care needs. The Cooperative Extension Service could also present educational programs on child care, parenting, and other work/family-related concerns.

Other people in your community may be consulted in planning a child care assistance option. You should consider: nursery school teachers, director or staff of day care centers, child care Resource and Referral agencies, local Cooperative Extension 4-H agents, retired persons with child development backgrounds, vocational technical schools with child care curriculum, community colleges, and local child care sponsoring agencies (such as a child care council or community action agency).

Catalyst, a New York-based advisory organization that helps corporations foster career development of women, has published a handbook for smaller employers entitled *\*Flexible Benefits: How to Set Up a Plan When Your Employees Are Complaining, Your Costs Are Rising, and You're Too Busy to Think About It\**. You can contact Catalyst at 250 Park Avenue South, New York NY 10003 or call them at 212-777-8900. You can obtain a booklet on DCAP plans, *\*Summary of Tax Provisions for Employers\**, by writing to the Child Care Law Center at 22 Second Street, Fifth Floor, San Francisco, CA 94105 or calling 415-495-5498. There is a charge for each of these publications.

## **PURCHASE OF SPACE/DISCOUNT PROGRAM**

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Under a purchase of space program, the employer arranges to "own" a specified number of spaces in a child care program. Parent fees may cover most or all of the cost of any spaces used, but the company typically picks up all or a portion of the cost of the unused spaces. Thus, the program can afford to keep the spaces open for the company.

A variation on this approach is when the employer does not hold the space open indefinitely but has first right of refusal to all or a percentage of spaces as they become available. This method is less expensive but usually involves some financial or in-kind service exchange between the employer and the program.

In a discount program, the employer arranges for employees to have a fee lower than that typically charged to parents. An employer can make this arrangement with a single child care program or with various programs. The difference in fees is usually absorbed by the company through a financial contribution to the program. Some programs that would otherwise not be full offer a discount that is greater than the employer's contribution. Discretion should be used in these cases as the program may not be completely full because of its poor quality.

### **ADVANTAGES:**

- No capital investment or start-up costs.
- Can provide child care at an affordable price for employees' children.
- Can serve a wide age group of children.
- Requires minimal management and administrative responsibility.
- Ideal for small companies with relatively few employees or large companies with small numbers of employees at any one worksite.
- Additional spaces can be purchased as more employees apply for the discount.
- Can be reduced or modified according to employees' needs.
- Attracts positive public relations because of the company's support of existing child care programs in the community.

### **DISADVANTAGES:**

- Employees' choices may be limited to certain programs.

- May be viewed as an endorsement of some child care providers (a potential exposure regarding liability).
- Child care programs may not be available, accessible or in ample supply, to make the arrangement effective.
- The company may be supporting a child care program that is not of high quality.
- Discount arrangements are most available from poorer quality programs, unless the employer pays the full cost of the difference.

## **STEPS IN DEVELOPING A PURCHASE OF SPACE/DISCOUNT PROGRAM**

### **1. CONDUCT A NEEDS ASSESSMENT/DETERMINE THE BEST CHILD CARE APPROACH**

A needs assessment should be conducted among employees to determine the need for and interest in this kind of assistance. A sample needs assessment with suggested questions can be found in this file under "Questionnaire." Assessing the needs allows employers to determine the types of slots to purchase.

### **2. CONSIDER ESTABLISHING A MANAGEMENT-EMPLOYEE COMMITTEE TO HELP PLAN THE PROGRAM OR SERVICE**

A joint management-employee committee may be useful in developing the program. It can foster a sense of program ownership among employees and provide a forum for them to give input into design features of the program or service.

### **3. DETERMINE EXISTING PROGRAMS IN THE LOCALITY**

There may be a number of programs near a company's location that are suited to the child care needs of employees. The local child care Resource and Referral service or Extension home economist should be able to assist an employer in locating the existing programs. If there is no Resource and Referral service, an employer may wish to contact the local child care licensing agency to ascertain the programs licensed in the locality.

### **4. NEGOTIATE A CONTRACT ARRANGEMENT WITH THE CHILD CARE PROGRAMS**

By buying a number of spaces, the company has leverage to negotiate for a discount. An employer can decide to negotiate with a number of programs or with only one. The more programs involved, the more choices employees have for child care suitable to their needs. The company may want to establish quality or other criteria for the selection of programs to protect itself from exposure to liability.

### **5. DECIDE HOW TO MANAGE THE PROGRAM**

A company may decide to subsidize part of the child care costs by offering a discount to employees. A sliding fee scale, based on the employee's income and/or family size, could also be developed, or an employer may choose to pay a flat fee per child. An expert in developing child care programs could assist an employer in choosing the appropriate arrangement.

A Dependent Care Assistance Plan (DCAP) should be set up for any ongoing employer contributions to make them nontaxable to the employee. Since DCAPs are regulated through the Internal Revenue Service, a tax consultant or local IRS agent could assist the employer in its establishment.

A company may also decide to pay the child care programs a bulk sum to reserve the spaces for its employees beforehand; employees would then be responsible for paying the weekly/monthly balance directly to the child care program.

#### **6. PUBLICIZE THE PROGRAM**

Employees should be informed about all of the child care programs that are participating in a purchase of space/discount program as well as the fee structure and payment system. They should be encouraged to visit the programs so that they can make the most informed decision. An employer could publicize the program through informational flyers, notices on bulletin boards, seminars and meetings, and articles in the company's newsletter.

#### **7. DEVELOP RECORD KEEPING PROCEDURES AND A PAYMENT SYSTEM**

In order to determine costs, use of the service, and other operating matters, employers should establish financial management and record keeping systems. They should also develop a system of payment to the service provider that is best suited to the company's needs.

#### **8. MAKE FINANCIAL PROJECTIONS**

The costs will vary based on the type of programs chosen for purchase, cost of each slot, number of slots negotiated for, administration of payment, and average costs of services in the locality. The percentages of the discount to the company and employee may also vary according to the factors mentioned above.

#### **TECHNICAL ASSISTANCE NEEDED**

Legal assistance may be required in negotiating contracts with child care programs to ensure limited liability. A tax consultant or local IRS agent can assist in establishing a DCAP for any ongoing contributions. You may want to consult with your local Cooperative Extension Service home economist to help determine child care needs. The Cooperative Extension Service could also present educational programs on child care, parenting, and other work/family-related concerns.

Other people in your community may be consulted in planning a child care assistance option. You should consider: nursery school teachers, director or staff of day care centers, child care Resource and Referral agencies, local Cooperative Extension 4-H agents, retired persons with child development backgrounds, vocational technical schools with child care curriculum, community colleges, and local child care sponsoring agencies (such as a child care council or community action agency).

## ALTERNATIVE WORK SCHEDULES

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Instead of working a traditional 8:30 a.m. to 5:00 p.m. day, or a 5-day week, employees, depending on the option offered by the employer, adjust their arrival and departure times to suit their individual needs. This is called flex-time and requires only that the employee be at the workplace during specified hours or the "core hours." Employees also may work longer hours each day but fewer days a week, thus working what is popularly called a compressed workweek. A third option is for employees to work out of their homes instead of in the office or to participate in flex-place--telecommuting.

### **OPTIONS FOR ALTERNATIVE WORK SCHEDULES ARE:**

**FLEXIBLE LEAVE POLICIES:** systems that allow accrued sick and annual leave to be combined for employees' use as they choose. Policies may include paid or unpaid "personal leave time."

**PARENTAL LEAVE:** sometimes called "family leave," a flexible policy that provides time off for mothers or fathers to care for newborn or very young children.

**FLEX-TIME:** work schedules that allow employees to vary their arrival and/or departure times as long as they work a prescribed number of hours per pay period and are present during a daily "core time" (usually peak business hours).

**JOB SHARING:** two (or more) workers share the duties of one full-time job, each working part-time; or, two or more workers who have unrelated part-time assignments share the same budget line.

**COMPRESSED WORKWEEK:** a work schedule enabling full-time employees to work the equivalent of a full week in less than 5 days or for employees on biweekly pay schedule to work less than 10 full work days.

**PART-TIME EMPLOYMENT:** can refer to portions of days, weeks, months, or years worked by temporary or permanent workers.

**VOLUNTARY REDUCED WORKTIME:** employees can reduce their worktime and salary by a specified amount (usually 5-50 percent) for a specific period (6-12 months) or permanently, while retaining benefits and seniority on a prorated basis.

**FLEX-PLACE-TELECOMMUTING:** employees work at home or at a satellite worksite and are usually connected to their offices by computer and/or telephone.

**PHASED RETIREMENT:** enables employees to transition gradually from full-time work to retirement with an interim period of part-time work, during which the employee may train the replacement worker.

Flex-time is the most commonly known of the alternative work schedule options. The federal government began flex-time on an experimental basis in 1979; the program was permanently authorized by Congress in 1985. The private sector also has increasingly adopted the use of flex-time, not just to help employees balance their work and family lives, but for sound business reasons as well - such as better use of equipment and buildings; decreased traffic congestion; and improved attendance, punctuality, and productivity among employees.

Part-time employment has been used for a number of years by both the public and private sectors. Some of the other options for alternative work schedules discussed above are much newer but, where reports have been prepared, they have proven to be successful.

#### **ADVANTAGES:**

- Alternative work schedules improve morale and reduce stress on parents.
- Contributes to lower absenteeism and higher productivity.
- Overtime costs are reduced.
- Recruitment is enhanced, particularly for those employees who might not be available for a traditional work schedule.
- Business hours can be extended through the flex-time and compressed workweek options.
- Flexible schedules allow for more economical use of office space and equipment.

#### **DISADVANTAGES:**

- Supervisors and employees may not work the same hours, requiring greater planning and control over workflow.
- Administrative problems may arise with timekeeping or with the way benefits are assigned, prorated, or split.
- Administrative costs may be high when an option is first implemented, depending on existing systems and how quickly they can be adjusted.
- Workplace coverage may be a problem with some options.

## **STEPS IN DEVELOPING ALTERNATIVE WORK SCHEDULES**

### **1. CONDUCT A NEEDS ASSESSMENT**

A needs assessment should be conducted among employees to determine the interest in this type of assistance. A sample needs assessment with suggested questions can be found in this file under "Questionnaire." This questionnaire may be copied and distributed among employees as it is written, or changes may be made to reflect the needs and interests of a business.

### **2. CONSIDER ESTABLISHING A MANAGEMENT-EMPLOYEE COMMITTEE TO HELP PLAN THE PROGRAM OR SERVICE**

A joint management-employee committee may be useful in developing the program to be offered. It can foster a sense of program ownership among employees and provide a forum for them to give input into design features of the program or service.

### **3. DECIDE WHICH ALTERNATIVE WORK SCHEDULE OPTION WILL BE IMPLEMENTED**

A decision should be based on results of the needs assessment and input of the management-employee committee. Company goals should also be reflected in the decision. Small companies may find that offering part-time employment is more cost efficient and beneficial to them, as well as more responsive to their employees' needs. Larger companies may find flex-time or flex-place-telecommuting or even a combination of options better suited to both company and work force needs.

### **4. ADVERTISE THE SELECTED ALTERNATIVE WORK SCHEDULE**

Employees should be made aware of the alternative work schedule option being considered and how it will address their specific needs. Managers and supervisors should also be made aware of the option and how it will affect personnel decisions in their respective units. Publicity can be achieved through seminars/meetings, flyers, bulletin board notices, and articles in the company's newsletter. Follow-up should ensure that all employees have been advised of the option available and understand how to make use of it. This can be achieved through supervisor/staff meetings or calls to employees, if in a smaller company.

### **5. IMPLEMENT NECESSARY POLICY AND ADMINISTRATIVE CHANGES**

Employers should ensure that appropriate policy changes are made and disseminated throughout the organization. Changes to administrative systems should be carefully monitored to ensure both a smooth transition and that employees are not penalized by the impending change. For example, when an employer is switching from traditional sick and annual leave systems to a flexible leave approach, careful monitoring is necessary to ensure that employees' accrual rates are accurately recorded and equivalent to what they were earning before. Training should be provided to those employees who will be managing the administrative systems to ensure that they are comfortable with implementing and explaining the changes to other employees.

### **6. DESIGN AND ESTABLISH A REPORTING MECHANISM**

A reporting mechanism should be designed that allows for accurate tracking of hours worked, benefits due, and other administrative provisions that may have been altered by the institution of

an alternative work schedule. Costs can also be tracked to determine cost effectiveness to the employer.

#### **TECHNICAL ASSISTANCE NEEDED**

A company's benefits manager should be involved in setting up any alternative work schedule option. Companies considering options that impact a worker's benefits should consult legal counsel to ensure that there is no negative impact on the employee.

To gain insight into the pros and cons of a specific option, an employer may wish to talk with other employers, either in the same area or in the same industry, who have already implemented alternative work schedules.

You may want to consult with your local Cooperative Extension Service to help determine child care needs. The Cooperative Extension Service could also present educational programs on child care, parenting, and other work/family-related concerns.

Other people in your community may be consulted in planning a child care assistance option. You should consider: nursery school teachers, director or staff of a day care center, child care Resource and Referral agencies, local Cooperative Extension 4-H agents, retired persons with child development backgrounds, vocational technical schools with a child care curriculum, community colleges, and local child care sponsoring agencies (such as a child care council or community action agency).

## **PARENT SEMINARS**

*James G. Beierlein / James E. Van Horn  
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### *National Network for Child Care*

Human resource staff and/or outside consultants can organize forums to inform working parents about available resources and support systems in the community. Workshops on a wide variety of parenting issues are also appropriate to address common concerns facing working parents. A program may have one or several of the following purposes:

- To provide basic information about parenting, child care, and other community resources.
- To assess the family support and child care needs of working parents in the company, in preparation for the development of another child care service.
- To supplement another kind of child care service, such as reimbursement or information and referral, by offering in a more structured way the information parents need.

The type and amount of information offered through this system will vary with the needs of parents. Formats will vary as well. They can range from group discussions or seminars using expert presenters to a fair where employees can get information from brochures or from representatives of local support groups and where employees share their own experiences with each other.

Single workshops or a series may be offered, usually on-site, on topics such as:

- How to Work and Parent Successfully
- How to Select Child Care
- How to Monitor Your Child's Care
- Time Management for Working Parents

### **ADVANTAGES:**

- Relatively inexpensive, requiring only a small amount of staff time, a group leader, space (conference room), and time off for employees. Can be adapted to reflect parent and company concerns. Can supplement other company programs such as employee assistance or employee relations efforts.
- Can provide a visible indication that the company is sensitive to employee needs.
- Can foster collective problem solving and generate a variety of responses and solutions to stressful situations.

- Can be used as an interim step for companies considering other child care services.
- Can reduce employee stress and improve performance and morale.

#### **DISADVANTAGES:**

- Not a direct child care service.
- Participation may not be widespread.

### **STEPS IN DEVELOPING A PARENT SEMINAR**

#### **1. CONDUCT A NEEDS ASSESSMENT**

A needs assessment should be conducted among employees to determine the interest in this type of assistance. A sample needs assessment with suggested questions can be found in this file under "Questionnaire." This questionnaire may be copied and distributed among employees as it is written, or changes may be made to reflect the needs and interests of a business.

#### **2. CONSIDER ESTABLISHING A MANAGEMENT-EMPLOYEE COMMITTEE TO PLAN THE PROGRAM OR SERVICE**

A joint management-employee committee may be useful in developing the program. It can foster a sense of program ownership among employees and provide a forum for them to give input into design features of the program or service.

#### **3. DESIGN THE PROGRAM**

Initial considerations that go into designing educational programs/seminars are:

- Type of format (seminar, fair, workshop).
- Kind of presentation (lecture, written, discussion).
- Scheduling the sessions (consider the desires of employees).
- Size of the group (depends on format).
- Whether to provide handouts and how they will be prepared (reprints of articles, lists of resources, outlines).
- The breadth of topics (may evolve from parent input).
- How to conduct follow-up (individual contact or a form for participants to complete).

#### **4. DECIDE WHO WILL PRESENT THE PROGRAM**

Employers may wish to contact employer-supported child care providers/specialists, local colleges, women's groups, advocate groups for children and teens, and other employers for recommendations. Employers should interview potential program presenters, check their

credentials, discuss the company's goals (particularly as they relate to this program option), and ask how they can contribute to attaining the goals.

#### **5. REVIEW A WRITTEN OUTLINE OF THE SESSIONS WITH THE PRESENTER**

An introductory overview session open to everyone is a good way to begin the educational programs. Organization of subsequent workshops should be in accord with outlined goals.

#### **6. REVIEW THE PRINTED MATERIAL**

The presenter should ensure that any handouts reinforce the company's goals and do not raise expectations for a service that the company has no intention of offering.

#### **7. PUBLICIZE THE SEMINAR/WORKSHOP WELL IN ADVANCE**

Publicity should begin at least 1 month in advance, using regular in-house methods such as bulletin boards, newsletters, and interoffice memos. If employees are not learning about the seminar/workshop - or at least not in sufficient time to arrange to be away from the work station - changes should be made in the publicity methods used. A few days before the event, phone calls can be made or memos sent to remind those who have signed up as well as others.

#### **8. CONDUCT AN EVALUATION**

Immediately following the session, participants should be asked to complete evaluation forms that survey their reactions to the presentations and discussion and ask for their ideas for future sessions, as well as any comments they wish to make. Management may request a report on the results of the survey and on the broad issues discussed. Employees names, however, should not be included or attributed to any issues that were discussed.

#### **9. MAKE LONG-TERM PLANS**

Issues raised or settled during discussions at seminars and workshops can supplement information gained through the needs assessment concerning other options for assisting parents. The nature of employee concerns can be assessed while information and counseling needs are responded to. Employees may wish to take responsibility for continuing formal or informal follow-up sessions.

#### **10. CONSIDER THE FINANCIAL COSTS INVOLVED**

Parent seminars are a relatively inexpensive option for employers. They can be planned as a package to cover a broad range of topics, or each session can be based on discussions from a prior session. The needs assessment also will provide information about the topics employees want addressed.

Presenter fees will vary depending on the number of programs to be presented and the format for each. The level and type of expertise required for the topic will also influence cost. Other expenses may include preparation of handout materials - whether provided by the presenter, the guest expert, or the company. Time off for employees to attend the sessions will also contribute to the overall cost.

## **TECHNICAL ASSISTANCE NEEDED**

Programs are sometimes managed using in-house staff from personnel, human resources, or employee assistance departments. The programs also may be developed or managed under contract with outside experts or a consultant, child care agency, human services agency, or college or other educational institution. The state or local government system also may be able to assist.

You may want to consult with your local Cooperative Extension Service to help determine child care needs. The Cooperative Extension Service also could present educational programs on child care, parenting, and other work/family-related concerns.

Other people in your community may be consulted in planning a child care assistance option. You should consider: nursery school teachers, director or staff of a day care center, child care Resource and Referral agencies, local Cooperative Extension 4-H agents, retired persons with child development backgrounds, vocational technical schools with a child care curriculum, community colleges, and local child care sponsoring agencies (such as a child care council or community action agency).

## **MANUAL 2 – APPENDIX G**

## **GIFTS FOR YOUR PROGRAM: GETTING FREE SUPPLIES & SERVICES**

*Nancy Gaumer*

*Co-Director*

*Child Care Resource & Referral Service*

*University of Illinois Cooperative Extension Service*

### *National Network for Child Care*

"You can't always get what you want, but if you try sometime, you just might find, you'll get what you need." So goes the old song. It's a good one to remember - especially around the holiday season. Child care programs have many needs and wants. A good way to get what you want is to ask for it!

First, develop a "wish list." This will help others know what your program needs. Your wish list might include anything from empty toilet paper rolls to a video camera. You may not get a video camera (although I know of one program that did), but you may get someone to lend you one or who will offer to videotape special events. And you'll always get the toilet paper rolls! Some other items you might want to put on your wish list include:

- dramatic play props (old clothes, hair dryers, typewriters, jewelry)
- garden left-overs (the extra tomato plant in the pack, perennial plants that have taken over the yard, unusual vegetables that most of the children have never tasted)
- used furniture (chairs and couch cushions for a cuddly corner, old mattresses to jump on, shelving)
- outgrown clothing and toys
- holiday decorations (one parent donated an artificial Christmas tree because her child was allergic to real ones)
- dishes and other containers and utensils to use for sand and water play
- film and empty film canisters
- woodworking or leathercraft tools
- yarn, needles, fabric for projects
- computer paper, and much more...

Child care programs also need services. A parent who is mechanically inclined might offer to fix your VCR after one of the children puts her barrettes in it! Examples of services that could be donated to your program are:

- toy and equipment repair
- cutting out items for children's projects or bulletin boards
- making play dough (parents love to get the cheap and easy recipe we use)
- typing up the program newsletter
- planning and organizing parties and field trips
- helping to build or assemble playground equipment
- building shelves and tables (a group of parents did this at a Saturday morning project when their center wanted to open another classroom)
- searching garage sales for needed second-hand items
- preparing special meals or snacks
- providing information on the best sources for needed goods or services
- volunteering or even substituting in the program (if the parent is qualified)
- organizing other parent helpers or donations
- providing support for other families in your program
- sharing a skill or talent with the children.

Next, let others know what you need. If you are a center provider, try posting your wish list on the classroom door. Many family child care providers also have a parent bulletin board or notice area. Be sure to make your list bright and attention-getting. Change the poster and items on it from time to time to keep up interest. Print your wish list in your program newsletter. You might want to highlight most-needed items. You can also print your wish list on the back of other notices you send out.

Don't limit yourself to gifts and donations from parents. Businesses in your community may have discards, overstocks, or out-of-date materials that you could have for free or at a reduced price. Some, but not all of these things may be available to both non-profit or for-profit programs. If gifts to your program are tax deductible, let people know! For tax purposes, give them a receipt listing the

items donated. Send copies of your program newsletter to businesses near you in order to establish a friendly relationship. Some businesses are now forming partnerships with child care programs to improve the quality of care for children in the community. Target and Mervyn stores have begun a new program called "Child Care Aware" to help communities become more aware of child care issues. Encourage parents to share your program newsletter and/or wish list at their places of employment. Community organizations such as Kiwanis, Junior League, and church groups may also be good sources of gifts for your program.

The final step is to show your appreciation to donors. A simple thank you note is always indicated. Notes written or dictated by the children are especially enjoyed and often cherished by donors. A photo of the children using the gift would also be greatly appreciated. Acknowledgements published in program newsletters, posted on classroom doors or on bulletin boards encourage other donations. It also lets the donor know that you truly appreciate the gift. Whenever a gift certificate or cash donation has been made, be sure to let the donor know what was purchased with the gift. The important thing is to ALWAYS acknowledge any donation to your program, no matter what it is.

Telling parents what your program needs helps both the program and the parents. Parents who cannot donate their time often appreciate having other ways to be involved. It also gives other donors an opportunity to contribute to the growth and development of the children in their community. So don't be afraid to ask. Who knows? You might get what you want as well as what you need!

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## **MANUAL 2 – APPENDIX H**

## **DESIGNING AND DEVELOPING A RESOURCE AND REFERRAL SYSTEM**

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Child care resource and referral (R & R) services are beginning to develop in many communities across the Commonwealth. Sponsoring agencies vary widely, from local government agencies to private non-profit community agencies. The populations served by R & R's vary as well, with some serving the general public while others mainly serve corporate clients. As outlined by the Virginia Child Care Resource and Referral Network in its definition of resource and referral in Virginia, most R & R programs include the following basic components:

- The provision of support, education, and assistance for parents in choosing child care and respect for their ability to choose the most appropriate child care setting.
- Ongoing assessment of the need for child care in the community.
- Collection and maintenance of information about child care needs and issues.
- Willingness to work with community agencies serving children and families, and to collaborate in the overall community effort to address child care needs.
- Willingness to work with all child care providers, including for-profit and non-profit centers and family child care providers, in a non-judgmental, professional atmosphere.
- Efforts to improve the quality of child care in the community through the provision of training and support for child care providers.
- Efforts to increase the supply of child care in a community through active recruitment of child care providers and technical assistance for potential providers.
- Assistance with locating funds for the development of new resources for child care.
- Work toward universal access to child care resource and referral services for all families.

R & R agencies serve as advocates for quality child care services, and as catalysts for community action toward the development and support of such services.

## **GETTING STARTED**

Developing a new resource and referral service in a community requires the ability to work with all segments of the community, including parents, family child care providers, public and privately-sponsored centers, and all of the various agencies that serve children and families. The sponsoring agency should be perceived as one which is able to bring together all of these forces in a non-competitive atmosphere with the common goal of increasing the supply and quality of child care, and helping parents find the child care that best suits each family.

There are two options for development of a new resource and referral service:

1. Establish the service as an office within an existing agency.
2. Create a new agency expressly for the purpose of providing the resource and referral service.

The first option is the most commonly chosen one because it is less complicated. The second option involves making decisions about incorporation and tax status, as well as choosing a board of directors, finding funding, office space, and staff, and establishing a reputation in the community. Each option has its advantages and disadvantages.

## **DEVELOPING AN R & R WITHIN AND EXISTING AGENCY**

Setting up an R & R within an existing agency requires a strong commitment from that agency. It is likely that the agency will need to provide financial assistance, as well as office and staff support for the program. It is advisable to consult the agency's attorney concerning the issue of liability. It is essential to identify the agency's liability to parents, children, providers, and the staff of the R & R. Clear, concise policies and careful record keeping can help provide controls which will lessen the liability of the agency.

Even though the agency probably already has a board of directors, it is a good idea to establish a link between the community which will be using the service and the agency. One way to accomplish this would be the development of a child care advisory committee, comprised of members of the board and community representatives, including parents, providers, and representatives of local agencies that serve children. Such a committee can be helpful in maintaining strong links and shaping future programs. This might be the same group organized as the original community child care task force discussed earlier in this manual.

Often, non-profit agencies that wish to begin new programs must seek funds to help offset the cost of the program. Many agencies develop corporate contracts as a way to help pay for the program and provide a service to the local business community. Corporations buy "enhanced " resource and referral services from the agency for their employees. These services may include newsletters, parenting seminars, and individual counseling for parents needing help with child care.

Usually corporate contracts serve only the employees of the company purchasing the service. Other sources of funding often sought by agencies beginning new services include community agencies such as United Way, human services commissions, and local governments.

### **DEVELOPING A NEW AGENCY**

To develop a new agency, careful and lengthy planning is required. This step should not be taken until community resources have been fully explored and it is clear that there is not an existing agency able to sponsor the program. It is important to define the new agency's mission, goals, and objectives, as well as to assess the realistic possibility of obtaining funds, community support, and personal commitment from those involved in the project.

If the planning committee decides to apply for incorporation as a non-profit corporation (most R & R agencies are operated on a not-for-profit basis), an attorney should be consulted. A board of directors must be identified and Articles of Incorporation describing the organization must be prepared to complete the process of incorporation. Once this is completed, it is also advisable to have the attorney assist with the completion of an application to the Internal Revenue Service for tax-exempt status.

The board of directors should reflect a broad spectrum of community interests and should include individuals with a good knowledge of children's services and programs in the community. Possible categories of representatives on the board might include:

- Parents
- Child care providers from all segments of the child care community, including family child care, center-based care, for-profit, non-profit, and church-sponsored child care
- Nanny agencies
- Social services agencies
- Children's health agencies
- Local government
- Business and industry
- Community services agencies
- Local school systems

- Colleges and universities that have child development or early childhood education departments
- Legal services
- Professional organizations serving children's interests, such as the local affiliate of the Virginia Association for Early Childhood Education or the local chapter of the Virginia Education Association
- Mental health and mental retardation services

There may be other categories in some communities that are not included on this list, but which should be represented on the Board of the R & R. It is always helpful to have board members who are adept at fund raising as well.

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# **CHILD CARE: DESIGNING A REPORTING SYSTEM**

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## **PLANNING FOR EVALUATION**

An evaluation plan is nothing more than a reporting system so that progress is documented for funding and so the task force, community, and decision makers can see the immediate impact of actions, what has been accomplished, and what is yet to be accomplished. Through evaluation, plans can be adjusted and various strategies modified to see what works for the target audience. An evaluation plan/reporting system should be developed during the process of determining objectives and developing an action plan.

There are a few simple ways to develop reporting systems. Initially, the task force should have established a central telephone number and address for persons with requests. Staff who answer the phone or the mail should be trained to assist and refer as necessary. A few examples of ways to collect ongoing information which may later be used to compile reports and figures include:

### **A. CALLS, REQUESTS**

Note calls by the date, type of request, and type of person making the request (provider, parent, other) This might be kept in a notebook, a file box, or a journal. Train the person answering the phone to ask where the caller heard about the child care information service. This sort of record will assist when media campaigns are planned.

### **B. LOGS AND NOTEBOOKS**

As an extension of keeping a log of calls and requests, a three-ring binder notebook, an index file, or computer spreadsheet might be maintained. This may be organized to include several sections; one for provider requests and one for parents or corporate inquiries. Note the kinds of information these groups are requesting. This could assist you in program planning and training and will also help as you plot progressive timelines later.

### **C. PLOTTING A PROGRESSIVE TIMELINE**

Using the data collected from calls and requests, plot the number of calls consecutively with the public awareness activities. This will assist you in viewing what strategies appeared to result in more requests, which programs created more interest, and what types of people were interested in the topics which were made available. This can be visually reflected in two columns or with a bar chart.

### **D. BEING OBSERVANT**

Word of mouth is a strong medium. Many people will hear about the child care efforts from other people. Additionally, having a volunteer simply clip and date the classified ads for people needing care and people providing care will begin a list of persons

basis will give the task force the ability to further plan, compare, and measure recruitment impacts. When planning surveys, however, do not survey the same audience too frequently. This will lower your return rates and may create frustration in the very group you are trying to assist.

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potentially interested in child care as a target audience. Watching the wording of ads gives clues about the impact of community awareness. In the pilot county, there was documentation to show the wording change from "babysitter" to "child care provider" to "quality child care" in a matter of months.

#### **E. MAPPING PARENTS, PROVIDERS**

Using a local map, plot the provider homes and parent homes to see where gaps in care exist and where provider recruitment efforts should be increased.

#### **F. CLIENTELE PROFILE**

In assisting providers and parents, it is important to understand them and their needs. Developing a profile of the clientele is important so programs and publicity can focus on these qualities. Several ways to collect this information include:

- **FOCUS GROUP INTERVIEWS:** This is a way to collect information from a group of people having like interests and needs (don't mix parents with providers, for example), who, with a discussion leader, identify issues and provide feedback to the program. If there is no objection, tape the discussion for transcription only and summarize comments for future reference. The leader should have predetermined questions to pose for discussion. Encouragement of participation by each person will make participants feel as if they were given the opportunity to speak.

- **MAILED SURVEYS:** This is a way to collect information to multiple choice questions. Remember to provide incentives for return, deadlines, and careful wording of questions. An important step is piloting the instrument with other community groups, or like groups in neighboring counties, to assure clarity and to avoid offensive questions.

- **PHONE SURVEYS:** This is a good way to collect information while involving volunteers. Providers interviewing providers works extremely well. Begin with multiple choice questions and include some open-ended questions to allow the respondents to give valuable information to be used for planning and recruitment. Be sure to plan the questionnaire effectively and train the phone surveyors in listening skills and in appropriate responses.

Small samples as well as large are helpful. For instance, survey those providers who were unable to complete a training course, providers who have recently ceased caring for children, parents who have used a referral system and their satisfaction, and parents who may need the services of before and after school care. You may wish to note area of community where they live, number of children, current care, difficulties, etc.

Formal and informal evaluation is an ongoing process of documentation in all aspects of the child care program. Collecting information on a regular

# MANUAL 3

**APPENDICES**

**MANUAL 3**

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## Increasing Transportation for Workers: Initiatives for Action

- A. Institute a Wheels to Work Program.**
- B. Institute a Van Pool Program.**
- C. Involve OST Departments in the Grant Application Process.**

### Introduction

Conversations with tribal members revealed that a severe shortage of transportation on the Reservation substantially reduces the employability of many workers. The Reservation is 100 miles wide in some places and there is no form of public transportation. Workers who are otherwise hardworking and reliable often cannot report to work because they are stranded. The lack of transportation also serves as yet another barrier for tribal members who are making the transition from welfare to work. This need is not unique to Pine Ridge. Throughout the country many communities are confronted with this problem more strongly than ever in the wake of recently enacted work requirements in the new welfare laws. Fortunately, *as political leaders realize that a job does no good without a form of transportation, more and more funding sources have become available for transportation.* These resources are available to the Nation and it must take advantage of them to improve the employability prospects of its tribal members.

Several communities have developed "Wheels to Work" and Van Pool programs (both of which will be described below) that have empowered formerly unemployed people to enjoy the pride and satisfaction of paid employment. The Tribe should consider adapting these models to Pine Ridge and do so as soon as possible. Each of these programs will be briefly described below.

#### **Benefits of Wheels to Work and Van Pool Programs**

- ***Reliable form of transportation for workers.***
- ***Teaches people business skills.***
- ***Can provide flexible operation hours.***
- ***Less expensive than traditional transit systems.***

## 1. Institute a Wheels to Work Program.

Wheels to Work programs involve the provision of cars to welfare recipients at little or no cost. The program coordinates the donation and/or low cost purchase of cars from counties and municipal governments, automobile dealers and the general public. In the case of counties and municipal governments, the cars are usually older models scheduled to be discarded as "surplus." The program funds the cost of making the cars "road ready." In certain cases the recipient funds a part of this cost. The program then lends the welfare recipient money for the purchase of the car, requiring little or no down payment. The recipient makes moderate monthly payments (e.g., \$50.00/month) for about one year to eighteen months, after which the car belongs to the recipient. Recipients also have access to low cost repairs and maintenance.<sup>1</sup>

Wheels to Work programs are just catching on. They are an innovation that has arisen in the wake of welfare reform and are often administered in cooperation with welfare offices. Programs now exist in several states, including Georgia, Maryland, New Jersey, North Carolina and Vermont.<sup>2</sup>

Once the program is initiated, the Nation should contract out the management of the program to a qualified non-profit organization. For example, the Anne Arundel County Department of Social Services has subcontracted with the YWCA of Annapolis and Anne Arundel County and the YWCA of the Greater

Baltimore Area, Inc. to provide business training, assistance with incorporation, certification as a passenger carrier, and follow up/networking for the van company owners.<sup>3</sup>

Action steps for replicating the program at Pine Ridge are provided below.<sup>4</sup>

**Wheels to Work programs involve the provision of cars to welfare recipients at little or no cost.**

## **Wheels to Work Program: Action Steps**

- ① OST Department of Transportation should immediately apply for grants from the potential funding sources listed at pp. 8-9, below, and search for additional funding sources as well.
- ② OST Transportation should draw up guidelines for program participants (i.e., percentage of costs to be borne by recipients, eligibility requirements) Outside experts should be consulted as needed.
- ③ OST Transportation should take stock of the vehicles owned by OST that can be used for the program.
- ④ OST Transportation should contact the County and State Transportation Services departments to determine if they have surplus automobiles, and if they do, present the program guidelines to the appropriate officials and request that autos that have been designated as surplus be donated to the Wheels to Work program.
  - If they have no surplus automobiles, the Task Force should contact used car dealers to purchase low-cost automobiles once the program is funded.
- ⑤ The Task Force should obtain legal representation to have an appropriate contract with the recipients prepared.<sup>5</sup>
- ⑥ The Task Force should contact area insurance agencies and automobile

dealers to arrange for low cost insurance coverage and service/maintenance repairs.

- ⑦ OST Transportation should hire staff and launch the program or contract it out to a capable non-profit organization.
- ⑧ Program staff should identify eligible recipients and enter into sell/lease agreements (recipients may be required to bear a portion of the costs of putting the vehicle on the road – i.e., repairs, insurance, title, tags, etc.).

<b>Wheels to Work Program: Action Steps</b>	
✓	<b>Apply for grants immediately.</b>
✓	<b>Draw up guidelines for program participants.</b>
✓	<b>Take stock of vehicles owned by OST.</b>
✓	<b>Contact County and State Transportation departments about "surplus" vehicles.</b>
✓	<b>Obtain legal representation to prepare contract with program recipients.</b>
✓	<b>Contact insurance agencies to arrange for coverage.</b>
✓	<b>Hire staff and launch program.</b>
✓	<b>Identify eligible recipients.</b>
✓	<b>Schedule date for first automobile transfer.</b>
✓	<b>Verify each recipient's employment status with employers.</b>

- At this stage program staff should screen customers for motor vehicle fines and violations.
- ⑨ Program staff should schedule a date for the first automobile transfer. It should contact the local media for coverage to increase awareness of the program and encourage further in-kind donations.
- ⑩ Throughout the repayment period program staff should work with employers to verify each recipient's employment status and ensure that his or her wages are high enough to afford the small payments, maintenance and insurance on the vehicle.

## 2. Institute a Van Pool Program.

Van Pool programs involve the donation and/or low cost purchase of vans from counties and municipal governments, automobile dealers and the general public in the same manner as cars acquired in the Wheels to Work program. However, the Van Pool program also provides training to eligible recipients to become entrepreneurs who buy/lease and drive the vans ("entrepreneur-recipients").<sup>6</sup>

**Van Pools involve providing welfare recipients with vans at low cost and training them as entrepreneurs to provide people with rides to work.**

Program staff carefully screens each potential entrepreneur-recipient's credit history and driving record to determine his or her eligibility to be an owner/driver. Program staff also conduct intensive interviews to gauge if the potential entrepreneur-recipient has the temperament and the willingness to perform the job. If an applicant is successful, his or her purchase/lease of the van will be financed in a manner similar to the financing of the cars in the Wheels to Work program. The insurance issues are more complicated, since the van operator will serve as a chauffeur. Once the administrative matters are taken care of, each successful applicant is assigned a route to pick up rider-participants and other individuals who want to get to work.<sup>7</sup>

### Considerations for Van Pool Program at Pine Ridge

In order to make the program more responsive to the needs of the recipients, it should attempt to utilize more vans at

high-demand times such as shift change times (i.e., 6:00-8:30 a.m., 2:00-4:00 p.m., and 10:00 p.m.-11:30 p.m.). It should strive to meet the needs of those who work on weekends as well, since many businesses operate seven days a week and employees need dependable transportation every day. Finally, employers should be encouraged to allow flexible hours in order to allow employees' work schedules to accommodate transportation capabilities.

Action steps for replicating the program at Pine Ridge are provided below.

### Other Considerations for Van Pool Program

- ✓ *Utilize more vans at peak travel times.*
- ✓ *Accommodate needs of tribal members with non-traditional work hours.*
- ✓ *Encourage employers to institute flexible hours in work schedules.*

## Van Pool Program: Action Steps

- ① OST Transportation should immediately apply for grants from the potential funding sources listed on pp. 8-9, below, and search for additional funding sources as well.
- ② OST Transportation should draw up guidelines for program participants (i.e., percentage of costs to be borne by recipients, eligibility requirements); Outside experts should be consulted as needed.
- ③ OST Transportation should present the program guidelines to County or State officials, as the case may be, and request that vans that have been designated as surplus be donated to the Van Pool program. If they have no surplus vans, the Task Force should contact used car dealers to purchase low-cost vans once the program is funded.
  - OST Transportation should take stock of the vans owned by OST that can be used for the program.
  - OST Transportation should also contact area insurance agencies and automobile dealers for in-kind donations of insurance coverage and service/maintenance repairs.
- ④ OST Transportation should obtain legal representation to prepare an appropriate contract with the recipients.
- ⑤ OST Transportation should hire staff and develop materials for training program.
- ⑥ Program staff should identify eligible recipients and enter into sell/lease agreements (recipients may be required to bear a portion of the costs of putting the vehicle on the road – i.e., repairs, insurance, title, tags, etc.).
  - It is important to extensively screen recipients for credit worthiness. The program should arrange for credit counseling in borderline cases.
- ⑦ Program staff should screen potential entrepreneurs and conduct entrepreneurial and financial management training, as well as training for the responsibilities of the program.

<b>Van Pool Program: Action Steps</b>
✓ <i>Apply for grants immediately.</i>
✓ <i>Draw up guidelines for program participants.</i>
✓ <i>Contact County and State Transportation departments about "surplus" vans.</i>
✓ <i>Obtain legal representation to prepare contract with program recipients.</i>
✓ <i>Hire staff and develop materials for training program.</i>
✓ <i>Identify eligible recipients.</i>
✓ <i>Screen potential entrepreneurs and conduct entrepreneurial and financial management training.</i>
✓ <i>Assign special routes.</i>
✓ <i>Provide post-training support to entrepreneurs.</i>

- Program staff should consider contracting out microenterprise training to the Lakota Fund.

- ⑧ As entrepreneurs are trained, the program should transfer vans to them for specified routes in order of prioritized need. On the date scheduled for the first van transfer, program staff should contact the local media for coverage to increase awareness of the program and encourage further in-kind donations.
- ⑨ During the project year, program staff should continue to work with the entrepreneur-recipients to ensure that their businesses can be self-sufficient.

If the Tribe can manage to implement either the Wheels to Work or the Van Pool programs, it should go a long way to increasing the capacity of its labor force.

### **Funding Sources for the Wheels to Work and Van Pool Programs**

Listed below are some potential funding sources for the Wheels to Work and Van Pool initiatives. Please be aware that there is no guarantee that any of these sources will be able or willing to provide funds. *As with all of the initiatives recommended in this report, obtaining funding for the Wheels to Work and Van Pool initiatives will require persistence and patience.*

- (1) Section 5310 Federal Transit Administration Funds Administered by the South Dakota Department of Transportation: Contact Mr. Willis McLaughlin, SD Dept. of Transportation, Local

**Funding Sources for Wheels to Work and Van Pool Programs**

- ◆ *South Dakota Department of Transportation.*
- ◆ *BIA General Administration Funds (Employment Assistance).*
- ◆ *Federal Highway Administration Funds.*
- ◆ *Native American Housing Block Grant.*
- ◆ *Funds from OST Tribal Budget.*

Government Assistance Division, 700 Broadway Avenue East, Pierre, SD 57501, (605) 773-3137. This Department has donated automobiles to the Reservation in the past!

- (2) BIA General Administration Funds: The BIA currently funds the Employment Assistance (EA) program, pursuant to which the work requirements incorporated in the recent welfare legislation can be satisfied through education or training. EA provides employers of recipients who are transitioning from welfare to work with a partial subsidy for their salary. However, there is no guarantee that the employment relationship will continue after the subsidy expires. Thus even if an employee is otherwise reliable and productive, he or she may be out of work "once the subsidy expires." By funding the administration of the Wheels to Work and Van Pool initiatives instead of providing the subsidy, the BIA can make workers more

employable in the long term by increasing their ability to get to work.

(3) **Federal Highway Administration Funds, administered by the BIA's Area Office in Aberdeen, SD:** The FHA allows 2% of the Area Office's budget to be set aside for Indian Reservation Roads Technical Planning and Development. Some of this money may be available for administration in the early stages of Wheels to Work and Van Pools and perhaps throughout the duration of the programs.<sup>8</sup> This money is currently used to fund the OST Director of Transportation's position, so it is possible that it can be used to fund the administrative time that the Director devotes to these initiatives.<sup>9</sup>

(4) **Native American Housing Block Grant:** Due to the remoteness and limited human resources of many Native American housing authorities, there are funds available pursuant to a Native American Housing Block Grant for "supportive services" targeted to persons living in assisted housing.<sup>10</sup> The Tribal Housing office has recently received such a grant and its one year and five year plan has been approved by HUD. While the plans did not specifically mention transportation, there very well may be room within them for transportation initiatives such as the ones recommended here.<sup>11</sup>

(5) **Funds from OST Tribal Budget:** OST should consider making a critically needed investment in transportation for the Reservation workforce and for the economy in

general by directing some funding to the Wheels to Work and Van Pool initiatives. Even if it is not possible to fully subsidize them (which could run into the hundreds of thousands of dollars), OST should consider leveraging the costs by funding the physical capital if the administrative costs can be funded elsewhere, and vice-versa. This proactive role for OST will be further developed in Manual 4.

### **Technical Assistance for the Wheels to Work and Van Pool Programs**

Technical Assistance for the Wheels to Work and Van Pool Programs, Funding, as well as a wide variety of transportation initiatives for the Reservation, is available from the **Community Transportation Association of America**, 1341 G Street NW, Suite 600, Washington, DC 20005, (800) 527-8279, (202) 628-1480, fax - (202) 737-9197, e-mail - [ctaa@ctaa.org](mailto:ctaa@ctaa.org), web site - <http://www.ctaa.org>.

CTAA operates a transit hotline at the above toll-free number, providing direct access to resource specialists and the vast information collection of CTAA's resource center. Whatever the topic - funding, Van Pools, Wheels-to-Work programs, state welfare transportation plans, etc. - the Resource Center will be able to help. CTAA also has numerous useful publications that are available through either the toll-free hotline or the web site. The Resource Center also includes a peer-to-peer training program through which research specialists connect callers with experts in the field. Peer trainers are certified by the Center and have direct operational experience.

An additional source of technical assistance is the Federal Transit Administration contact for Pine Ridge's region, Mr. Louis Mraz, Jr., Regional Administrator, 216 16<sup>th</sup> Street, Denver, CO 80202, (303) 844-3242.

Finally, the following Welfare-to-Work sites on the World Wide Web are potential sources of valuable technical assistance.

- (1) **Federal Transit Administration (FTA):**  
<http://www.fta.dot.gov/wtw/>.
- (2) **Department of Labor (DOL):**  
<http://wtw.doleta.gov/>.
- (3) **Administration for Children and Families (ACF):**  
<http://www.acf.dhhs.gov/news/welfare> and  
<http://acf.dhhs.gov/news/tables>.
- (4) **Community Transportation of America (CTAA):**  
<http://www.cta.org/welfare>.

### **Case Study 3.1: Zuni Entrepreneurial Enterprises, Inc.**

*The Pueblo of Zuni is located in rural Northwestern New Mexico in McKinley County, 150 miles west of Albuquerque. It is the largest, most remote and traditional of the 19 Indian Pueblos in the state. Half of the population has annual household incomes below the federal poverty level, while the unemployment rate hovers at 67 percent. Nearly one-fifth of the households in the community has no vehicle. Recognizing the high demand for employment and education transportation, the Zuni Entrepreneurial Enterprises, Inc. Public Transportation Program (Z.E.E.) obtained a JOBLINKS grant from the Community Transportation Association of America to develop, implement and maintain a transportation program linking unemployed individuals to job training and meaningful employment. To accomplish this goal, Z.E.E. established the following objectives:*

- *To provide daily transportation services for a minimum of 25 individuals seeking employment or attempting to retain employment; a minimum of 25 students to higher education; and a minimum of ten persons with disabilities to and from local job sites;*
- *To develop memoranda of agreement and service agreements with agencies in the community responsible for vocational training and education;*

*Specifically, Z.E.E. plans to operate employment/education transportation services within the Zuni Reservation and to Gallup, New Mexico (a center for shopping, employment, entertainment, banking and other support services) five days a week, from 7:00 a.m. to 7:00 p.m. Dispatch will be coordinated with all collaborating agencies.*

*In summary, Z.E.E. recognized the need for both employment and education transportation in the entire target area, and has designed services to address these unmet transportation needs. For more information contact: Larry Aflen, Zuni Entrepreneurial Enterprises, Inc., Public Transportation Program, PO Box Drawer 989, Zuni, NM 87327, (505) 782-5798.*

### **3. Involve the Various OST Departments in the Grant Application Process.**

In response to the universal importance of transportation in welfare to work strategies, many federal and state governmental departments have made available a wide array of funding for transportation initiatives. These Departments include the US Departments of Agriculture, Education, Labor, Health and Human Services, Housing and Urban Development, Transportation, and even the Department of Defense. **Attached in Appendix E are over 100 federal funding sources for transportation initiatives.** Some of the requirements and procedures for obtaining these funds are contained in the appendices. However, *the job of further researching and selecting appropriate funding sources for any transportation initiative, including the Wheels to Work and Van Pool programs, is too extensive for any one person or office to handle.*

Thus, tribal departments must get involved in applying for grants. For example, OST Education should apply for transportation grants available from the US Department of Education. The OST Department of Social Services should apply for funding from Health and Human Service, etc. In Manual 4, we propose that OST create a **Workforce Development Director (WDD)** position. One of the functions of the WDD would be to assign OST Departments the responsibility of applying for funding from various sources. For sources which have no analog in tribal government, such as the US Department of Defense, the WDD can either apply for the grant herself, assign the function of applying to another qualified person, or even assign someone who is in regular contact with that particular federal department. (In the case of Defense, perhaps someone who worked on the bomb clearing project with that Department.)

**The tribal departments must get involved in applying for grants.**

The various functions of the WDD, as well as other steps OST can take to enhance workforce development on the Reservation are detailed in Manual 4.

## Time Table for Action Steps: Wheels to Work and Van Pool Initiatives

Now	6 Months	9 Months	12 Months
<ul style="list-style-type: none"> <li>✓ Begin drawing up guidelines for participants of both programs to present to potential funders.</li> <li>✓ Immediately apply for funding for both initiatives.</li> <li>✓ Take stock of vehicles owned by OST that can be used for the programs.</li> <li>✓ Contact State and County officials to determine if they have vehicles designated as surplus that they would be willing to donate to the program.</li> </ul>	<ul style="list-style-type: none"> <li>✓ If necessary, contact used car dealers to purchase low cost vehicles.</li> <li>✓ Obtain legal representation to prepare an appropriate contract with recipients.</li> <li>✓ Contact area insurance agencies and automobile dealers for low cost insurance coverage and service/maintenance/repairs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Hire staff and launch the program or contract it out to a capable non-profit organization.</li> <li>✓ Identify eligible recipients for Wheels to Work Program.</li> <li>✓ Begin identifying and screening potential entrepreneurs for the Van Pool program.</li> <li>✓ Begin screening potential recipients for motor vehicles and fines.</li> <li>✓ Begin verifying recipients' employment status and ensuring that their wages are high enough to afford the small payments, maintenance and insurance on the vehicle.</li> <li>✓ Approach Lakota Fund about contracting out microenterprise training.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Enter into either sell or lease agreements with recipients in both programs.</li> <li>✓ Schedule a date for the first automobile transfer for Wheels to Work Program.</li> <li>✓ Begin entrepreneurial training for van pool program.</li> <li>✓ Schedule a date for the first van transfer once the first entrepreneur/recipient has gone through training.</li> </ul>

## ENDNOTES

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- <sup>1</sup> One program, the Good News Garage in South Burlington, Vermont, is financed entirely through donations of the Lutheran Church. Lutheran Social Services of New England, "Good News Garage" (promotional materials), February 1998. See the materials attached in Appendix A.
- <sup>2</sup> Descriptions of the Maryland, North Carolina, and Georgia programs are attached in Appendices B, C, and D, respectively. The persons designated to launch the program on the Reservation should review these materials and consult the contact persons listed therein.
- <sup>3</sup> Anne Arundel County Department of Social Services Job Center, "Investing in Maryland's Future: Wheels for Work," January 1998.
- <sup>4</sup> The suggested action steps for both the Wheels to Work and Van Pool program are based on materials provided by the Forsythe County Wheels to Work Program. "Wheels to Work Program." 1997. Forsythe County Commissioners, Forsythe County Department of Social Services and Goodwill Industries of Northwest North Carolina.
- <sup>5</sup> A sample contract used by the North Carolina program is attached in Appendix C.
- <sup>6</sup> Existing Van Pool programs in Vermont, Maryland and North Carolina are discussed in Appendices A, B and C, respectively. The Maryland program is the only one that incorporates the entrepreneurship aspect.
- <sup>7</sup> *Id.*
- <sup>8</sup> Zeilinger, Chris. (Interview.)
- <sup>9</sup> Ecoffey, Robert. (Interview.)
- <sup>10</sup> Zeilinger, Chris. (Interview.)
- <sup>11</sup> Hussman, Sherri. (Interview.)
- <sup>12</sup> Information for Case Study obtained from US Department of Transportation, Federal Transit Administration. 1998. *Access to Jobs: A Guide to Innovative Practices in Welfare to Work Transportation*. Washington DC: Community Transportation Association of America, p.29.

**APPENDICES**

**MANUAL 3**

# **MANUAL 3 – APPENDIX A**





TRANSPORTATION EQUITY CENTER

1996 © Jeanne M. Neu



A Community Program  
of Lutheran Social Services of New England

## **WANTED: DEAD OR ALIVE (PREFERABLY ALIVE)**

### **DONATED USED CARS**

When you donate your used car, running condition preferred, to the Good News Garage, you may claim your charitable gift as a tax deduction based on the market retail value of the vehicle. Your gift is refurbished for safety and reliability and is given to qualified, low-income people who lack private transportation. Although this gift may not be a dream car, it does allow those in need to realize their dreams of obtaining and keeping a job, accessing affordable daycare, getting to the grocery store, doctor, etc...

This is how easy it is for you to be a part of this win-win situation:

- \* Call the Good News Garage - 1-802-864-3667
- \* Arrange for a time to have your car dropped off at a LSS program site or your car can be picked up via a tow dolly
- \* Have a signed title available when vehicle is picked up
- \* You receive a letter for tax purposes acknowledging receipt of your gift
- \* The Good News Garage of L.S.S. is recognized by the IRS as a 501 C3 non-profit agency
- \* Your accountant or tax preparer determines the retail value for tax filing
- \* Your donated vehicle is repaired for safety and reliability or recycled
- \* Your gift allows someone to be on the road to self sufficiency

*In Response to Christ's Love, Lutheran Social Services  
of New England Serves and Cares for People in Need*

- A Reporter pictorial of summer at the pool ... pg.3
- Obituaries ... pg.8
- Area Little League Success ... pg. 16

Delivered to 4862 homes this week

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*"This program gives people a chance. Without it, I would be sitting home jobless, frustrated and probably going insane. There's nobody in my life that can help me and this program helped me help myself."*

• Jennifer Hayes



PHOTO BY CASEY ROSS

MIKE BLAIR, A mechanic, works on a vehicle at The Good News Garage.

## Helping people help themselves

### Non-profit group steers cars to the needy

By CASEY ROSS  
Special to the Reporter

When Jennifer Hayes moved to Essex — several miles away from her high school in Colchester — she began to miss school regularly, but it wasn't because she was sick. With no car and no bus that would take her, Hayes had no way of getting there.

Wanting to finish high school and move on to college, Hayes began searching for transportation. Her search led her to the Good News Garage at 23 King St. in Burlington where she was only one name on a long list of people in desperate need of transportation.

Hayes called the garage every week to see if anything had become available, but when it did, she didn't have enough money to pay for it and little chance of getting a loan. The Essex Rotary Club decided to intervene and help Hayes pay for the car.

The garage provided Hayes with a 1983 Mer-

cury Lynx, which allowed her to attend school regularly and find a job.

Hayes said the garage gave her much more than a car.

"This program gives people a chance," she said. "Without it, I would be sitting home jobless, frustrated and probably going insane. There's nobody in my life that can help me and this program helped me help myself."

Hayes is one of 72 people who has been provided transportation by the Good News Garage since it opened its doors last July. However, Essex resident and program director Hal Colston said the garage is struggling and needs to increase its business and fund-raising support to break even.

The Good News Garage is a non-profit organization affiliated with Lutheran Social Services of New England that seeks to award donated automobiles to people who are seeking employ-

Continued on page 7

## EJHS grad realizing

## Good News Garage *continued from page 1*

ment. Working on a sliding-fee scale based on individual income and ability to pay, the garage never turns a person away.

Being the only program of its kind nationwide, the garage has tapped into a need which has always been there but never before acknowledged. With 125 people on its wait list, the garage was forced to temporarily stop accepting applications to catch up with a long back-log of needy applicants. Colston said the ground-breaking program is beginning to catch on as he routinely receives calls from all over the country trying to find out how to make the program work.

For the Good News Garage, the answer is close partnership with the Department of Social Welfare, as it is due to a lack of transportation that many people are forced to rely on welfare for support, which is what Colston said he is trying to change.

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***"Lack of child care and transportation are the two main barriers people must overcome to find work and get off welfare. People want to work and be productive, but if they have no way to get there, it's impossible."***

• Hal Colston

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"Lack of child care and transportation are the two main barriers people must overcome to find work and get off welfare," he said. "People want to work and be productive, but if they have no way to get there, it's impossible. Transportation is no longer a luxury, it's a necessity. If you want people to succeed, you have to get them there."

Starting from scratch last year, the program now has a two-bay garage, three full-time mechanics and one trainee with which to serve the community. In addition to helping people in search of employment, the garage is also a business that offers regular repair services at competitive prices.

The garage is self-sufficient as money earned from sales and service is filtered back into the program to help pay for operating expenses, which garage manager Jon Van Zandt said is not enough to survive.

"Our biggest problem is a shortage of operating capital to pay the rent and keep the shop going," he said. "So far, we have probably been working below the line all along. We need outside funding

to cover our expenses."

### **The Enterprise Community**

When the Good News Garage began, it became a part of Burlington's Enterprise Community, which last year received \$3 million in assistance from the Department of Housing and Urban Development (HUD). However, the garage joined the community after the grant's July 1 expiration date and received assistance that pales in comparison with other enterprise community programs.

After attending the empowerment zone and enterprise community interactive discussion two weeks ago in Boston — which was attended by some of the nation's highest ranking officials, including Vice President Al Gore — Colston said despite his program's current woes, he is optimistic for the future.

HUD is assisting communities around the country in a whole new way, Colston said. Instead of giving enterprise communities assistance and deciding how to administer that assistance, HUD is letting the cities decide for themselves. Out of 72 HUD-assisted communities, 67 are successful.

"There's no better way to help people than letting people help themselves," he said. "The Good News Garage is about helping people realize their dreams and what's encouraging is the volunteer support that has been given. It's a great way to strengthen community and it all starts with a garage."

Hayes said the help of the garage put her on the road to her dreams.

She is set to attend Trinity College in the fall.

# Good News Garage opens its doors

BY RACHEL KLEIN

For almost a year, the Good News Garage — a non profit organization which receives donated cars and gives them to people who can't afford them — has not had their own garage to service the vehicles. But now, things have change.

Recently, the organization leased a 3,200-square-foot space at 23 King Street, and will have a service staff comprised of both full-time mechanics and trainees.

"Chittenden County Transportation System offered us free use of their garage space, and we were able to do limited work there" says program director Hal Colston. "But over time it became apparent that this was interim. We needed our own space."

Its time has come. We're doing something a little different, but it's with the intent of getting people beyond the transportation barriers that exist."

Hal Colston  
Good News Garage

Although the garage will be able to service three cars at a time, it will not have all the equipment necessary to fully service a vehicle and will refer people out to other places of business, thereby not creating competition with other local garages.

"Any controversy that existed in the past over this issue was simply a misunderstanding," says Colston. "We're an agency with a mission to help the people who are left behind; who desperately need access to transportation."

In addition, the garage will not offer walk-in service, only servicing vehicles by appointment. This is a result of the city not wanting excess traffic on King Street.

The organization has cur-

## Group opens service bays on King Street



The Good News Garage is planning a grand opening on May 17 when they'll raffle off a new Toyota Camry provided by Heritage Toyota. Proceeds will support their sliding-fee scale, training program, and direct service. Pictured above (from l to r) are Jennifer Langvin, Hal Colston and John Can Zandt. PHOTO BY HARR BECOVIC

rently provided 35 individuals with cars and has repaired more than 50 at an affordable rate for low-income people. Their major objective is to provide people with cars, but they have not limited their services to this mode of transportation only.

"We're currently working with an organization called Food Not Bombs, and we're dealing with bikes," says Colston. "We're always opened to things of this nature, and we also want to help other programs succeed. The Williston Road Runner's funding runs out June 30. We are collaborating with them to seek a grant to expand or extend the program for a year."

Colston also cites transportation to the future Husky plant in Milton as a problem.

Although the plant will provide numerous jobs for local Vermonters, there is no public transportation system to bring people to their jobs.

"How are they supposed to get there if they don't have a car or some other form of transportation?" asks Colston. "Hopefully, our program will be able to reach some of those individuals, or we'll be able to work with another program which would offer some sort of public transportation."

The Good News Garage is not only involved in the transportation business. They are equally concerned with training individuals in their garage to fix cars, hoping to provide people who receive welfare with a means of getting an

More Garage, page 7

... Garage, from page 3  
entry-level job. Head mechanic  
Jon Van Zandt, hired by the  
organization last October, will  
act as a trainer for the people  
involved in the program.  
"This will allow us to  
increase our staff, although  
we're still looking for another  
full-time mechanic," says Col-  
ston. "The program is designed  
to last for six months and is  
meant to help the people local  
technical schools do not. It was

our ambition to be a larger  
facility able to provide in-depth  
training, but we learned there  
was a need for training at the  
entry level for people who are  
outside the school system. We  
didn't want to duplicate any  
services that are already being  
provided, and it seems that  
we've tapped into a training  
niche that's currently being  
underserved by existing pro-  
grams."

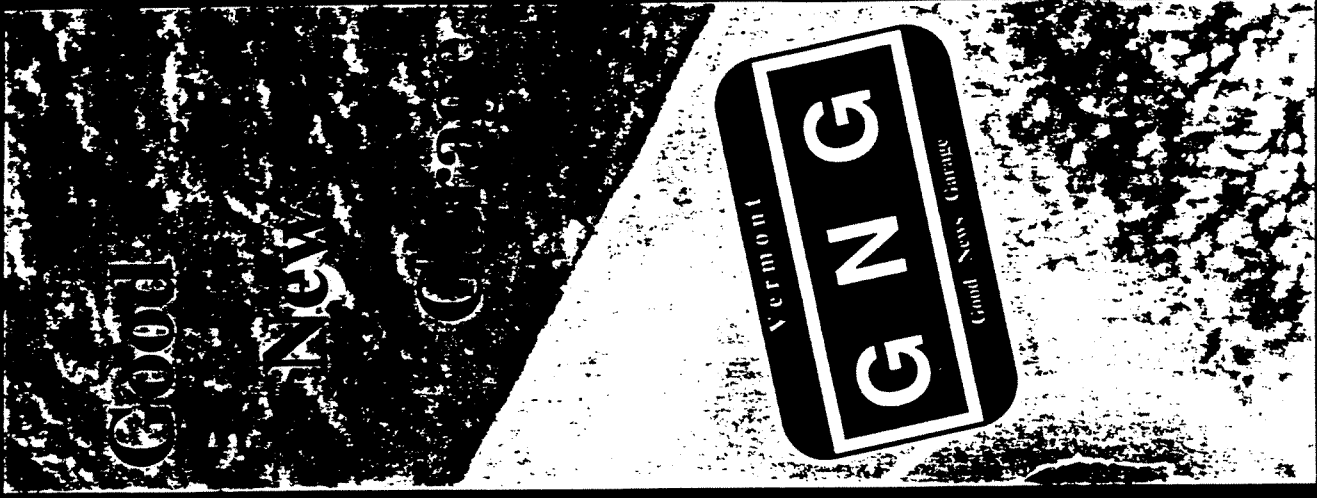
The Good News Garage is

The organization has  
provided 35 individuals  
with cars, and has  
repaired more than 50  
at an affordable rate for  
low-income  
people.

also working with other local  
agencies and businesses to help  
fill the void created by the  
county's small-scale public

transportation system. One of  
these is Vermont Development  
Credit Union.  
"Some vehicles the Good  
News Garage gives away they  
sell for the cost of repair," says  
loan officer Bob Morgan. "If  
people can't afford the cost up  
front, they become members of  
the Vermont Development  
Credit Union, and they can  
obtain finance. Some of these  
people also have poor credit  
history, and we help them work

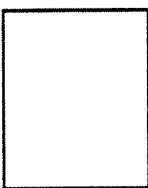
those issues out. Frankly, it's  
not a money maker for us, but  
we feel that the Good News  
Garage provides an excellent  
service to the community."  
"We're really excited" says  
Colston. "This is an issue for a  
lot of people, and we feel we're  
on the right track. Its time has  
come. We're doing something a  
little different, but it's with the  
intent of getting people beyond  
the transportation barrier."  
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Good News Garage  
 95 Allen Road  
 South Burlington, VT 05403  
 (802) 864-3667



For 125 years, Lutheran Social Services of New England has been serving and caring for people in need, in response to Christ's love. It is the third largest church-related provider of human services in New England and part of the nationwide Lutheran network which comprise the largest charity in the United States. Affiliated with the Evangelical Lutheran Church in America and the Lutheran Church Missouri Synod, LSS-NE administers 40 programs and serves 1500 clients daily, throughout New England. LSS-NE serves all people regardless of race, creed, national origin or handicap.



**"Good News Garage"**  
**Lutheran Social Services**  
**95 Allen Road**  
**South Burlington, VT 05403**  
**Tel/Fax: (802) 864-3667**

Additional Support Provided by:  
 All Association for Lutherans  
 Lutheran Brotherhood  
 Wheel Ridge Ministries

## The Realities of Today

Times have changed. The problems facing communities are growing more and more challenging everyday. Difficulties face our youth, our families, and our communities. People work hard trying to make ends meet. Most individuals want a chance - a chance to take control of their lives and ultimately their futures.

People living in rural areas are often forced to travel several miles to find employment. Without means of transportation it can be nearly impossible to hold a job. A harsh reality in their lives is automobiles are no longer a luxury, they are a necessity.

## Who We Are

Good News Garage is a program of Lutheran Social Services, bringing transportation equity to people in need. Our program is the first program of its kind nationwide. We understand the need for transportation in the community and we serve and care for people in need.

Finding employment in today's competitive market is challenging enough; finding reliable transportation can be an unsurmountable challenge.

In only six months of operation, the demand for our services exceeded the limits of our facilities. This is proof of the vital need for our existence in the community.

## The Way We Work

The Good News Garage provides the solution. We award donated automobiles to qualified individuals who want the chance to be employed. Automobiles relieve some of the stresses of balancing a job with family responsibilities. They also make it easier for families to put food on the table, pay the bills, and become contributing members of their communities. Most importantly, we give them the means to take responsibility for their own futures.

The Good News Garage operates on a sliding-fee scale for all customers: fees are dependent upon an individual's income and ability to pay. This program offers our professional, reliable services to all income brackets.

Customers who make use of our services continue coming back to us for their automotive needs.

Some of the benefits of using us are:

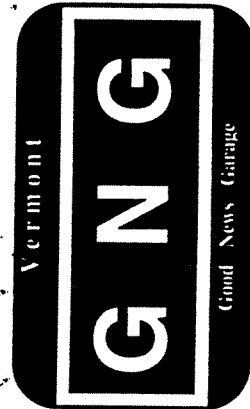
- \* Outstanding quality of services
- \* Friendly, trustworthy staff
- \* Satisfaction of helping those in need
- \* A percentage of our services are considered a charitable donation and are considered tax-deductible

## Working Together

Our program is also designed to offer automotive repair services at the competitive market rate. We depend on the business provided by these customers for the existence of our program. This allows low-income clients to obtain affordable automotive repair services.

The Good News Garage has become a reliable source of affordable automotive services. The necessity of our program has sparked the interest of other communities throughout Vermont. They, too, understand the value of our program's mission.

Program Director Hal Colston and the Good News Garage invite you to call for an appointment. Services are offered Monday through Friday, 9 a.m. to 5 p.m., at our new three-bay facility at 23 King Street, Burlington, VT.



**Lutheran Social Services of New England**

**Good News Garage**

**June 15, 1996**

## Summary

- † The project began as a Lutheran Social Services program funded by the Wheat Ridge Foundation and the Lutheran Church - Missouri Synod to expand ministries in New England.
- † The cluster began meeting in June of 1994 with representatives from Ascension Lutheran Church, South Burlington, Community Lutheran Church, South Burlington, Good Shepherd Lutheran Church, Jericho, Shepherd of the Hills Lutheran Church, Montpelier and the Lutheran Church of the Redeemer, Plattsburgh.
- † The process started with Bible study to provide us with the biblical foundations for our outreach in social ministry.
- † We identified many needs in our communities through interviews with area social service agencies and decided to concentrate on families in need. We were initially interested in providing a holistic, residential program for young parents and their children. However, several agencies informed us that this need was being adequately met in the area and encouraged us to look in another direction.
- † The group was presented with the idea of a "Community Garage" which would address the need for transportation equity in our communities. Most of the social service agencies we interviewed agreed that this was an pressing need. This program could also address certain family issues that originally interested the group by interfacing with other area service agencies. Additionally, this program is designed to help families in need maintain good paying jobs through job training, career counseling, and transportation to and from work.
- † The garage will open in two phases. Phase 1 includes automobile repair on a sliding scale to accommodate low income individuals who would not otherwise be able to repair their cars. Phase 1 would also include an automotive repair training program, which would train people in the most up-to-date methods of auto repair, a skill that is in need at this time. Phase 2 will include a reverse commute program to help people without automobiles get to work. Additionally, Phase 2 will include bicycle repair/self-repair services, and an affordable driver education program.
- † Lutheran Social Services of New England will own and operate the garage. A local advisory committee will be formed to advise Lutheran Social Services of local issues and concerns.
- † The Burlington Community Land Trust is excited about the garage and interested in developing the building where the program will be housed. A tentative sight has been chosen in Burlington's Old North End.
- † Many other community groups have expressed interest in lending their technical experience. In order for this project to move forward, the participating congregations need to affirm support for this ministry. Additionally, several other conditions need to be met following

congregational affirmation: 1. a favorable feasibility study, 2. Lutheran Social Services Board approval, and 3. consistent and adequate funding sources must be secured before the garage can open its doors.

## **Part 1: Background and Exploration**

How did this come into being? Bible Study, prayer, research and inspiration led us to this "creation out of nothing" (Gen. 1:1). What follows is our story.

### **I. Bible Study: Who is My Neighbor?**

Since June of 1994, representatives from five Lutheran churches in northern Vermont and northern New York state (Ascension, South Burlington, Good Shepherd, Jericho, Shepherd of the Hills, Montpelier, and The Lutheran Church of the Redeemer, Plattsburgh) have been meeting biweekly on Sunday afternoons for two hours. These meetings were prompted by a grant from the Wheat Ridge Foundation and the Lutheran Church - Missouri Synod given to Lutheran Social Services to facilitate the development of a Lutheran Social Services ministry in this geographical area. Our meetings have been held at Community Lutheran Church in South Burlington.

At the heart of this program is the mission statement of Lutheran Social Services:

"In response to Christ's love, Lutheran Social Services of New England serves and cares for people in need."

Joining in common Bible study was the main agenda item of our meetings for several weeks. It provided the biblical foundations for our outreach in social ministry and also bonded and shaped us as a Christian community. We began with a study of the creation story in Genesis 2 and 3 where we reflected on the goodness and blessing in which God created and fashioned us to be stewards of this magnificent creation. The study showed how God, out of nothing, "loved us into being" for this special task. The group examined how the creation events changed, not because God changed, but because we, as human beings, decided to make our own decisions about our work in the world apart from God and God's loving intention.

From there we moved to the story of the Exodus: the account of God's compassion for his people who were in bondage under the Egyptians. We reflected on how God participated in the liberation of his people. God, through the calling of Moses and lifting up leadership from among the people, made them ready to receive the gift of a covenant, in spite of themselves. God's gracious gift of a covenant was a simple code of 10 commandments for living, beginning with "Thou shalt love the Lord your God and your neighbor as yourself."

From there we took up the question of "Who is my neighbor?" and turned to the parable of the Good Samaritan in Luke's Gospel. The surprise ending of this parable lies in the fact that it was

not those who were closest in race, religion or kin, who helped the man who was robbed and left for dead on the roadside. It was a foreigner and an outcast who "was moved to pity" and who mended the robbed man's wounds, saw that he was taken to a place where he could be healed and checked up on him later to see that he was all right.

## **II. Who is my Neighbor Now in Northern Vermont?**

From this sharing in our biblical faith, we were led to ask the question, "Who is our neighbor in need here and now?" "Whom are we walking by?" "Whom do we need to assist so that they may be restored to health again?" We asked these questions not because we felt we were the givers and they, "by the wayside," were the receivers, but because we are all linked in a network of relationships where our call is the living out of God's mercy in this concrete place.

We are "wounded healers" ourselves, called by God through Christ to "go and do likewise." (Luke 10:37). With this realization, we began to share among ourselves what we thought were the most pressing, unmet needs in our own areas. We discovered that we had pages and pages of needs: teenagers without direction, addicted to drugs, alcohol, sex or violence; parents lacking parenting skills; older people living in isolation without family or community support to meet their basic needs; divorced and single parent families with children struggling for self-esteem and a livelihood, etc. In looking at all of these and more, we agreed that we wanted to focus our attention on some aspect of the "needs of families." We wanted to find some way to approach this multifaceted issue in a way that was needed and was not now being done by anyone else. We were looking for someone on the roadside, not yet found by a Samaritan.

This led us to the task of finding out what was now being done and what people in the "caring community" considered unmet needs. This began a period where group members set up interviews with "care giving" agencies in our communities. In New York state, people visited the United Way, the Boys and Girl Scouts of America, the YMCA, Division of Youth, the C-F-E Hot Line, the Interfaith Council, local school nurse and guidance counselors, among others. In Vermont, group members interviewed staff members at Day One, Head Start, Howard Center for Human Services, The Lund Family Center, Vermont Department of Human Services, New England Family Life Services, the Roman Catholic Family Life Center, United Way of Chittenden County, the Chittenden Community Action, Central Vermont Community Action, along with others. For several weeks, our meetings focused on reporting back from our interviews.

## **III. Finding our Neighbor: A Gift of the Holy Spirit.**

When all of this was completed, it seemed we were more confused than ever. At the same time it was clear that we needed a physical base for this "go and do likewise" action. We liked the idea of the Florence House in Worcester, an LSS project for single parents and children in transition. It is a place where people who find themselves "left at the side of the road" would have an inn to go to while they recovered spiritually and psychologically and equipped themselves to function--

independently, financially and socially, outside of this temporary refuge and shelter.

At this point the cluster realized that geographical and state boundaries were such that two different and separate projects were needed. While the New York group pursued the idea of helping existing agencies in their area through coordination and recruitment of volunteer help from their congregation, the Vermont group explored a "Florence House-type" project. However, area social service agencies encouraged a different route as they suggested that the needs that would be addressed by such a facility are already being addressed adequately in the state.

A member of the Vermont group, Hal Colston, from Good Shepherd Lutheran Church (Jericho), associate director of Chittenden Community Action, presented the idea of another style of refuge and shelter, namely a garage that would be a location, a place, where people in need could come and have their cars repaired on sliding scale fee so that they could get to their work places and improve their quality of life. Hal had been working on the project for some time as part of his job, and wondered if this might be something the group would get excited about. The group immediately resonated with the idea since transportation equity was a need expressed by almost all of the social service agency representatives we interviewed.

Our vision was that the garage would be a ministry that could spiritually re-charge all people involved as well as mechanically re-charge the cars. This ministry will combine a direct service to people in need along with a mentoring program for auto mechanics. As it develops, the program will help people in their decision-making and nurture responsibility. The entire group found themselves immediately drawn to this program for many reasons.

- \* There are possibilities for congregational involvement in many ways.
- \* It met a real need that is not currently being met.
- \* It is an original approach to a dimension of family life that can complement and not compete with other programs now in existence.
- \* Its entry point would be through an avenue traditionally considered the domain of men, as compared to many social services that intervene with women and children.
- \* It would use the "metaphor" of auto mechanics as both serving immediate material need, and meeting spiritual needs of youth and adults looking for direction and meaning in their lives. People would be encouraged in their vocational development and self-esteem. This would be a place where they would be welcomed with the respect and dignity of the children of God's creation, teaching both students and trained mentors to be better stewards of God's creation.
- \* The project site would will be located in an area of great need, such as Burlington's Old North End.

- \* A social work component could develop around family issues such as: teens, family abuse, single parents, communication skills, work ethics, etc. For this reason the waiting room would be clean, warm, attractive and conducive to learning and sharing.

After the Vermont group decided to pursue this idea, a sub-group was formed including Hal Colston, Pastor Neu and Bill Valliere from Ascension, and Pastor Ward from Community Lutheran. Its task was to find a suitable location for the garage, begin laying the groundwork for grant proposals, and complete a feasibility study.

Actions to date include meetings with the Burlington Community Land Trust regarding a space, applying for an office computer through the United Way, (which the project has already received) and making contact with Burlington's Community Economic Development Office who will help with the feasibility study. The sub-group has also contacted Aspire, a company in Pennsylvania dedicated to training automotive technicians in the most current automotive repair techniques. The sub-group has contacted numerous other individuals and organizations who have connections with the proposed program.

On Sunday, May 7, the whole cluster had a prayer service at which we commended this project to the above churches for their prayerful discernment and spiritual support, and lifted up the work of the New York group as they select their unique response to Christ's love by serving people "left by the roadside" in their specific context. We will continue to celebrate, support and affirm each others actions and continue to pray for each other.

#### **IV. Next Steps.**

Now the time has come to present this idea to the Vermont congregations and ask for their affirmation and support of this program as our ministry with Lutheran Social Services. We feel led to this place by the movement of the Holy Spirit in our midst. There are many dead cars left on the roadside, which is a way of saying that many people cannot get to their place of employment or improve their lives unless they have reliable transportation.

The Good News Garage would work much like a community health program with a sliding scale. It would combine paid staff with volunteer mechanic/mentors. It would be a "green" garage, emphasizing environmentally sound repair practices and recycling of toxic wastes. It would build relationships of neighbors meeting neighbors needs with everyone benefiting from the outcome. The parable of the Good Samaritan directs us to not only care for the person who falls on bad luck or hard times, but also to see that the person is empowered to continue his or her life journey in confidence and trust.

At the time of this writing, the New York group is continuing its decision-making process.

In the next several weeks the congregation of the Lutheran Church of the Redeemer will meet to affirm the ministry proposed by the New York group.

Now is the chance for the churches in Vermont to affirm our ministry proposal. Over the next several weeks, each of the northern Vermont congregations will have the opportunity to affirm this ministry that we hope to share with Lutheran Social Services. The Vermont group recommends to the churches listed below, that they affirm this plan for a new ministry:

Ascension Lutheran Church,  
Community Lutheran Church,  
Good Shepherd Lutheran Church,  
Shepherd of the Hills Lutheran Church.

## **Part 2: The Good News Garage**

### **I. Purpose: Why a garage?**

The Good News Garage is being proposed to address the transportation needs of people who are otherwise unable to access traditional transportation services. As long as transportation equity is denied to our neighbors, there cannot be true social justice. A center that bridges the gap of transportation equity by offering auto repair based on a sliding fee scale, reverse commuting, donated wheels program and transportation advocacy services will fulfill the Lutheran Social Services mission of serving and caring for people in need.

The Old North End in Burlington, Vermont, is a community that could best be served by the Good News Garage. The Old North End has nearly one of the highest rates of poverty per capita in all of Vermont according to Chittenden Community Action. Chittenden Community Action, which has assisted Lutheran Social Services in the development of this project, serves over 3,000 families who survive at 75% or less of the poverty level. Currently, the poverty level for a family of four is approximately \$15,000. Chittenden Community Action has served the Old North End for 25 years and its recent statistics show that over 2,000 families receive food stamps while 40% and 50% of its 4,000 client families don't have telephones and don't have automobiles, respectively. Over 3,600 families rent their homes in a very expensive housing market thereby consuming over half of their income.

### **II. Operation: Phases I and II**

#### **A. Phase I: Getting Started.**

The following services will be implemented during the first year of operation. The facility will

be open for service Monday through Friday from 9:00 a.m. until 5:00 p.m. A program director will be responsible for managing the operations, financial controls and securing grants. An Americorps VISTA Member will be on staff for the first year to assist in the development of systems and outreach for the project. An intern will be placed for the project from the Evangelical Lutheran Church of America's New England Synod Associate in Ministry Program. The intern will help create a strategic development plan for the permanent location of the project. Offices will be located at Ascension Lutheran Church in South Burlington, VT.

***Donated Wheels Program*** - Automobiles and bicycles donated by private citizens are reconditioned in order that they are safe and reliable. Qualified residents receive gratis a car and a bike as part of their transportation package. All donations are 100% tax-deductible at fair market value.

***Automobile Repair*** - The Good News Garage shall operate competitively with other professional repair garages in the market in spite of its non-profit status. Because of sustained financial support by public and private sources as well as regular paying customers, full service will be available to low-income citizens based on a sliding fee scale.

The Good News Garage will enhance the local economy. First and foremost, low-income citizens will be brought into the repairs market whereas, otherwise, they choose not to because of lack of funds. Ancillary repair services such as auto body shops, machine shops, transmission shops and part stores will experience increased business due to the Good News Garage. Therefore, with the proper mix of regular paying customers and subsidy supports, the community garage will allow low-income citizens to maintain safe and reliable vehicles.

***Job Training*** - Another important benefit the Good News Garage will provide to the community is automotive job training. The National Automotive Technician Foundation will be called on for grant support as there is a critical shortage of trained automotive technicians. A specific target of our program will be women who are generally under represented in the automotive field. This training program would also work in concert with local vocational technical schools by supporting its graduates in an apprentice-style training curriculum. These candidates would have the opportunity to work intimately with volunteer technicians who could come from the community as well as area automobile dealerships. This program would be attractive to dealerships since their participation would be tax-deductible.

***Advocacy/Educational Services*** - Clients requesting services at the Good News Garage will be screened through an intake process. Any applicants with needs that we can't directly address will be referred to the appropriate agency in the community. All clients with cars will be offered an opportunity to enroll in a free seminar which would cover all of the basic aspects preventive maintenance auto care. The goal of this course would be to teach clients the responsibility they can have in controlling their car care costs.

Clients interested in purchasing a new or used car could take advantage of personalized,

hands-on support from direct service providers. Upon assessing the needs and resources of the client, Good News Garage advocates will assist in the development of a purchase plan whereby clients could make the appropriate decisions.

Grant funding would make available financial resources that could provide those served with bus passes, bus tokens and gasoline vouchers. Funding could also cover stipend support for such costs as automobile insurance.

## **B. Phase II: Services Expand.**

After full implementation of the first phase, the following services could be added to the Good News Garage's operation:

- \* Low risk self-service bay rental
- \* Bicycle repair/self-repair service
- \* Affordable driver education instruction

*Reverse Commute Program* - Reverse commute is a concept that connects unemployed low-income city dwellers to the job opportunities in the suburbs via van transit service. Essentially, the main purpose of this transportation service will be to provide round-trip transportation via connections from the fixed route arterial transit service to employment but could also be used for people who cannot access services because of our limited public transportation system. This service would alleviate the strain of local non-profit agencies that struggle with limited resources to satisfy the transportation needs of those without automobiles.

The Environmental Defense Fund of Oakland, CA performed a recent study of transportation equity in the Santa Monica, CA area. It was discovered that low-income citizens on the average traveled from their homes within a nine mile radius. Middle-income citizens traveled within a 45 mile radius. Hence, the Good News Garage will allow low-income citizens to reach additional opportunities for employment as well as commerce.

*Environmental Benefits* - The Good News Garage will benefit the environment in several ways. The garage will be a "green garage" by recycling all fluids, batteries, tires and oil filters. Recycling used parts would directly support local companies that retrieve junked cars. Vehicles that are repaired for leaking fluids could operate without contaminating the drain water system.

Air quality would be improved due to faulty emission systems that would be brought into specifications. As federal pressure mounts from the EPA, Vermont must soon come into compliance with air quality standards as have other states in New England. When emissions inspection becomes mandatory for all vehicle owners, compliance will be a financial hardship for low-income citizens. The Good News Garage would seek federal funding through the Congestion Mitigation for Air

Quality program. Congestion Mitigation for Air Quality could offer the resources which would allow qualified clients to have defrayed the \$200 - \$400 costs involved in bringing vehicles into emission specifications. This program could also give the State of Vermont an incentive to provide subsidies to the Good News Garage as Vermont's liability to maintain cleaner air would be lessened by the Good News Garage's emission control program.

### **III. Development: Finding Funding and Space.**

The Good News Garage will be owned and operated by Lutheran Social Services of New England and controlled by the Lutheran Social Services Board of Directors. Chittenden Community Action proposes to consult to Lutheran Social Services in order to assist in the initial development phase. Chittenden Community Action would help to develop the feasibility study and initiate some grant writing. Once a program director is hired, Chittenden Community Action's only interest would be to serve on an advisory board for the project.

The Burlington Community Land Trust has expressed interest in Good News Garage by seeking a location in the Old North End. A potential space developed by the Land Trust would be ideal since it would be newly constructed and leased long-term to Lutheran Social Services. Lutheran Social Services has made a provisory commitment to the location with a letter of intent.

### **IV. Organization: How it will work.**

Lutheran Social Services and the congregations of Ascension, Community, Good Shepherd and Shepherd of the Hills Lutheran Churches in consultation with Chittenden Community Action propose to create a business plan for the project and assist in the acquisition of seed funds and operating grants. A program committee will be established by Lutheran Social Services to define and advise the operation of Good News Garage. Members of the committee will come from local Lutheran Congregations, Chittenden Community Action, clients and professionals in local transportation services as well as businesses related to transportation.

Chittenden Community Action will consult with Lutheran Social Services to move the project from its concept through its construction. The Burlington Community Land Trust has expressed serious interest in the project by participating as developer for Good News Garage. Burlington Community Land Trust is very active in Chittenden County in residential and business projects. The thought thus far is that Burlington Community Land Trust would turnkey the project and Lutheran Social Services would enter into a long-term lease for a facility.

Lutheran Social Services staff in consultation with the program committee will embark on an executive search to hire a future director for Good News Garage. Such a person should be on staff prior to the construction phase of the project. The Good News Garage director will report to the Vice-President for Community Services of Lutheran Social Services. The main responsibilities of the director will be to manage the operations, hire and train the staff, secure private and public funding

and develop relationships with congregations and local and state officials who would be supportive of Good News Garage.

### **Part 3: Provisos: What needs to be in place before we can open the doors?**

1. Participating congregations affirm this ministry
2. A favorable feasibility study
3. Lutheran Social Services Board of Directors approval
4. Consistent and adequate funding sources must be secured

As we ask the participating congregations to affirm and support this ministry, a word about what that affirmation and support means is necessary. In affirming and supporting this ministry, you are being asked to: pray for its development, send volunteers to form the advisory committee and potentially to support the program with your business when it is operational. There will be a variety of volunteer projects as the ministry develops, we ask that you be open to the nudging of the Spirit when these opportunities arise. Not commitment of money is being asked as part of congregational affirmation and support.

The Community Garage will be the first of many ways that we, through Lutheran Social Services of New England, will provide needed ministries to the people of our state. After the garage is operational, the administrative staff will begin the process of investigating other avenues of ministry throughout Vermont.

It is hoped that the Good News Garage will be operational in the next two years. This is an exciting opportunity for us to be involved in this innovative approach to serve those in need and to reach out in Christ's love.

### **Technical support for this project has been offered by:**

- \* Community Economic Development Office - assist in development of feasibility study
- \* Public/Private Ventures - provide information from nation-wide reverse commute pilot project
- \* Aspire - space layout; furnishings, fixtures & equipment budgeting; demographics; facilitate industry partnership
- \* Burlington Department of Public Works - assist in establishing local and state transportation contacts
- \* Burlington's Office of the Mayor - letter of support and probable funding source
- \* Senator Patrick Leahy's Office - revolving loan program and congressional search service for identifying transportation funding sources
- \* Vermont Department of Transportation - application support for ISETEA funding

## GOOD NEWS GARAGE UPDATE

The Good News Garage, a program of Lutheran Social Services of New England, is a non-profit garage serving people in need. The Good News Garage provides affordable transportation and automotive repair service to low income residents of Chittenden County as well as competitive automotive repair services for the whole community with a labor rate of \$35/hour. Its mission is two-fold: self-sufficiency through mobilization and job training for economic opportunity. Since its inception in July 1996, the non-profit garage has provided donated vehicles to over 100 individuals and serviced many vehicles at affordable rates. The garage offers a six month training program for people who are unemployed or receiving public assistance. The Good News Garage provides bicycles to qualified individuals and has developed the Williston "Road Runner", a public transportation project, to expand the existing transit service in Williston. The Good News Garage is the first program in the country to bring transportation equity to people in need.

The Good News Garage is located at 23 King Street, Burlington, VT. The garage is the hub of the entire program. The three bay facility houses the donated wheels program, the community auto repair services and the mechanic-in-training project. Two full-time mechanics and two current trainees are responsible for: scheduling, diagnostic evaluation, repair work, pick-up and evaluation of donated vehicles, service writing and community outreach. The Good News Garage has several volunteer opportunities which will help the program to grow. Collaboration has taken place with several local high schools giving students community service opportunities on Saturday mornings. A monthly hands-on preventative maintenance seminar is being planned to be offered free to the public utilizing volunteer mechanics. Good News Garage Gift Certificates are available at the garage or by calling (802) 864-3667. To find out about how to donate a vehicle (tax-deductible) or receive more information about the program, you can e-mail us at [gnewsg@together.net](mailto:gnewsg@together.net) or visit our webpage at [goodnewsgarage@together.com](http://goodnewsgarage@together.com).

## **Proposed Funding Request for Good News Garage Extended Operation in the NEK**

The North East Kingdom Community Action(NEKCA) Transportation Task Force has been studying the many options to consider the development of a program to bring about transportation equity for many low income residents in the NEK. Lack of reliable, affordable private transportation prevents many people to access jobs and services. The Good News Garage, a program of Lutheran Social Services of New England, is a non-profit garage in Burlington, VT which has been the model for study to address the issue of transportation equity. Because the NEK region encompasses many communities where residents lack vital, private transportation, it was decided that the best demonstration model should be an extended operation of the Good News Garage which would have the flexibility of serving any of the NEK communities creating demand for the program. The Good News Garage Extended Operation model is the least costly demonstration involving the least risk. This approach would allow the NEKCA Transportation Task Force to concurrently conduct the research and planning necessary for creating the transportation program best suited for the NEK. Such planning would include developing a business plan, conducting a comprehensive survey, location study and exploring start up funding options.

### **Funding Request for the Senate Institutions Committee**

The start up capital needs for a Good News Garage Extended Operation in the NEK is \$7,000. The expenses are detailed in Exhibit B and would be expended for a year of demonstration operation. It is assumed that the Good News Garage will be successful in acquiring a donated van from the State of Vermont. Such a vehicle would be used for shuttling repaired vehicles from the garage to recipients in the NEK. Also, the van would be used for picking up donated vehicles and rendering non-usable donations to salvage yards.

### **Funding Request for the Senate Appropriations Committee**

The start up operation capital for a Good News Garage Extended Operation in the NEK is \$54,680. These expenses are detailed in Exhibit B and include salary and wages, fringe benefits, travel expense and allocation costs and would be expended during the year of demonstration operation. These expenses are direct start up expenses necessary for executing an extended operation in the NEK. It is assumed that local operation of the demonstration will be conducted through the NEKCA offices in the region giving support for outreach and application intakes.

### **First Year Goals**

The proposed extended operation model will deliver a minimum of 50 vehicles to qualified households in the NEK. Of the 50 vehicles it is anticipated that 40 will be cars and 10 will be vans. The plan is to encourage the owners of the vans to participate in a rideshare program in order to help other NEK residents access jobs. The task force plans to identify start up funding and a potential location for a Good News Garage based in the NEK should the demand warrant such. Also, a business plan will be created to support a permanent NEK location.

## **Program Description**

The Good News Garage provides affordable, reliable transportation and automotive repair service to low income residents of the Champlain Valley as well as competitive automotive repair services for the whole community with a labor rate of \$35/hour. Its mission is two-fold: self-sufficiency through mobilization and job training for economic opportunity. Since its inception in July 1996, the non-profit garage has provided donated vehicles to over 100 households and serviced more than 120 vehicles on a sliding fee scale. The garage offers a six month training program for people who are unemployed or receiving public assistance. The Good News Garage provides bicycles to qualified individuals and has developed the Williston "Road Runner", a public transportation project, to expand the existing transit service in Williston. The Good News Garage is the first program in the country to bring transportation equity to people in need.

The Good News Garage is located at 23 King Street, Burlington, VT. The garage is the hub of the entire program. The three bay facility houses the donated wheels program, the community auto repair services and the mechanic-in-training program. Two full-time mechanics and two trainees are responsible for: scheduling, diagnostic evaluation, repair work, pick-up and evaluation of donated vehicles, service writing and community outreach. The Good News Garage has several volunteer opportunities which will help the program to grow. Collaboration has taken place with several local high schools giving students community service opportunities on Saturday mornings. Partnerships exist with the Vermont Department of Social Welfare's Reach Up Program and the Vermont Development Credit Union.

## **Conclusion**

The Transportation Task Force organized by (NEKCA) has recommended extending the operation of the Good News Garage as a demonstration for one year targeting the NEK. This approach would require far less risk and resources than developing a second garage location in the NEK (see budget projections for new location as per Exhibit A). Therefore, demonstration funding support from the Vermont Senate Institutions and Appropriations Committees is being sought to operate for one year extended service of the Good News Garage tailored to the needs of the NEK. The attached Exhibit B shows the costs involved with operating the subject demonstration model.

**PROPOSED OPER. BUDGET FOR GOOD NEWS GARAGE NEK SITE****EXHIBIT A**

<b>REVENUES</b>	<b>AMOUNT \$</b>
Sale of Vehicles	12000
Parts Reimbursement	44000
Fees for Service(4 hr/day@ \$35/hr.	37000
Start-up Grant	30000
State of Vermont	12500
Other Fees	2500
<b>TOTAL REVENUES</b>	<b>138000</b>

<b>EXPENSES</b>	
Salary and Wages	54000
Fringe Benefits	12000
Travel Expense	2500
Legal/Audit	500
Office Supplies	1000
Printing	750
Postage	250
Computer Expense	250
Telephone	1000
Equipment Rental	200
Repair Parts	35000
Laundry	600
Rent	12000
Utilities	1500
Rubbish Removal	600
Insurance	2500
Allocation Cost	8000
Misc.	2350
<b>TOTAL EXPENSE</b>	<b>135000</b>

**PROPOSED START UP CAPITAL FOR GOOD NEWS GARAGE NEK SITE**

Property Lease	3000
Property Preparation	2000
Equipment Rental(Alarm System)	1000
Equipment-Lifts, Ventilation	15000
Tools/Equipment	10000
Signage	500
Furnishings	1000
Electrical	2500
Plumbing	6000
Carpentry	4000
Painting	2500
Misc.	2500
Start Up Operating Capital	11750
<b>TOTAL START UP COSTS</b>	<b>61750</b>

**PROPOSED OPER. BUDGET FOR GOOD NEWS GARAGE  
EXTENDED OPERATION IN THE NEK**

**EXHIBIT B**

<b>REVENUES</b>	<b>AMOUNT \$</b>
Sales of Vehicles	12000
Reimbursement of Parts	44000
Fees for Service(4 hr/day@\$35/hr.)	37000
Other Fees	2500
<b>TOTAL REVENUES</b>	<b>95500</b>

<b>EXPENSES</b>	
Salary and Wages	38480
Fringe Benefits	7700
Travel Expense	2500
Office Supplies	400
Printing	250
Postage	170
Repair Parts	35000
Allocation Costs	6000
Laundry	600
Telephone	1000
Misc.	2000
Insurance	500
Legal/Audit	400
<b>TOTAL EXPENSE</b>	<b>95000</b>

**PROPOSED START UP CAPITAL FOR GOOD NEWS GARAGE  
EXTENDED OPERATION IN THE NEK**

Tow Dolly	1500
Tire Changing Station	4000
Misc. Equipment	1500
<b>TOTAL START UP CAPITAL</b>	<b>7000</b>



370 - Good News Garage

Expense Category	Total Expense	Month												
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Days in the Mo.	365	31	28	31	30	31	30	31	31	30	31	31	30	31
Hours Worked	2080	176	160	176	176	168	176	176	168	176	176	168	176	184
Days per Month	261	22	20	22	22	21	22	23	21	22	22	22	21	23
Telephone	\$3,420.00	\$285.00	\$285.00	\$285.00	\$285.00	\$285.00	\$285.00	\$285.00	\$285.00	\$285.00	\$285.00	\$285.00	\$285.00	\$285.00
Equipment Rental	\$175.00	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00	\$15.00	\$15.00	\$15.00	\$15.00	\$15.00	\$15.00	\$15.00	\$15.00
Food	\$120.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Supplies	\$89,500.00	\$5,791.68	\$5,791.68	\$5,791.68	\$5,791.68	\$5,791.68	\$5,791.68	\$5,791.68	\$5,791.68	\$5,791.68	\$5,791.68	\$5,791.68	\$5,791.68	\$5,791.68
Outside Laundry Service	\$1,187.00	\$98.99	\$98.91	\$98.91	\$98.91	\$98.91	\$98.91	\$98.91	\$98.91	\$98.91	\$98.91	\$98.91	\$98.91	\$98.91
Misc. Operating Expenses	\$984.00	\$82.00	\$82.00	\$82.00	\$82.00	\$82.00	\$82.00	\$82.00	\$82.00	\$82.00	\$82.00	\$82.00	\$82.00	\$82.00
Total Operating Supplies	\$79,746.00	\$6,636.67	\$6,636.57	\$6,636.59	\$6,636.57	\$6,636.58	\$6,637.57	\$6,637.58	\$6,737.57	\$6,637.58	\$6,637.57	\$6,637.58	\$6,637.57	\$6,637.57
Program Supplies & Expenses														
Program costs - Misc	\$1,320.00	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00
Program Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Trailing Materials	\$2,500.00	\$208.33	\$208.33	\$208.34	\$208.33	\$208.34	\$208.33	\$208.34	\$208.33	\$208.34	\$208.33	\$208.34	\$208.33	\$208.33
Publicly Advertising	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Program Supplies & Expe	\$3,820.00	\$318.33	\$318.33	\$318.34	\$318.33	\$318.34	\$318.33	\$318.34	\$318.33	\$318.34	\$318.33	\$318.34	\$318.33	\$318.33
Occupancy Costs														
Rent	\$16,200.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00
Fuel	\$840.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00
Electricity	\$780.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Grounds Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rubbish Removal	\$600.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00
Repair of Property	\$204.00	\$17.00	\$17.00	\$17.00	\$17.00	\$17.00	\$17.00	\$17.00	\$17.00	\$17.00	\$17.00	\$17.00	\$17.00	\$17.00
Insurance on Property	\$1,980.00	\$165.00	\$165.00	\$165.00	\$165.00	\$165.00	\$165.00	\$165.00	\$165.00	\$165.00	\$165.00	\$165.00	\$165.00	\$165.00
Total occupancy cost	\$20,604.00	\$1,717.00	\$1,717.00	\$1,717.00	\$1,717.00	\$1,717.00	\$1,717.00	\$1,717.00	\$1,717.00	\$1,717.00	\$1,717.00	\$1,717.00	\$1,717.00	\$1,717.00
Depreciation														
Depreciation - Furniture	\$288.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00
Supervision	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$288.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00
Allocations - LSS														
LSS - Admin and Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
LSS - Accounting & Finance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
LCS - Admin & Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Allocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Operating Expenses	\$217,083.41	\$18,169.50	\$17,838.44	\$18,169.43	\$18,166.96	\$17,975.16	\$18,137.96	\$18,140.42	\$18,073.70	\$18,102.98	\$18,102.98	\$18,102.98	\$17,938.71	\$18,267.22
Net Operating Income (Loss)	(\$0.01)	(\$1,470.05)	\$1,821.01	(\$789.98)	(\$1,467.51)	\$2,254.29	(\$1,438.51)	(\$1,170.97)	(\$1,644.25)	\$5,096.47	(\$1,403.51)	\$1,490.74	(\$1,297.77)	

# **MANUAL 3 – APPENDIX B**



# JOB CENTER

"INVESTING IN MARYLAND'S FUTURE"



## WHEELS FOR WORK

"Wheels for Work" is a public-private partnership that makes used cars available at a reasonable cost to welfare applicants and recipients whose only impediment to holding meaningful employment, at a living wage, is transportation. It is being operated as a pilot program by the Job Center at the Anne Arundel County Department of Social Services, the Anne Arundel County Department of Central Services, and several non-profit charitable organizations in Anne Arundel County.

To date, several welfare recipients have obtained "Wheels for Work" vehicles, have left the welfare rolls, and are working full-time. In one woman's case, local church volunteers had driven her back and forth to work for months because public transportation was not available and private, for-hire transportation was too costly.

"Wheels for Work" is not intended to solve the transportation needs of all welfare applicants and recipients. However, County leaders recognize that if welfare reform is to be effected at the local level, the unique needs of families in Anne Arundel County must be addressed through locally appropriate strategies.

Because public transportation is not widely available, and in fact is being scaled back in Anne Arundel County as State funds dwindle, "Wheels for Work" and other innovative initiatives, must be developed to help adults who find jobs keep those jobs and not come back to welfare.

A complete cost-benefit analysis is being conducted of "Wheels for Work," particularly to determine whether the up-front investment in transportation generates sufficient savings in welfare funds to justify the administrative and program costs of the program. As of August 1997, about 24 cars had been distributed through Wheels for Work.

Participants in "Wheels for Work" are selected by the Job Center on an individual basis and must have secured employment and be unable to accept the employment solely because of a lack of transportation.

For privately donated vehicles, non-profit, tax-exempt organizations that are working with the Job Center will:

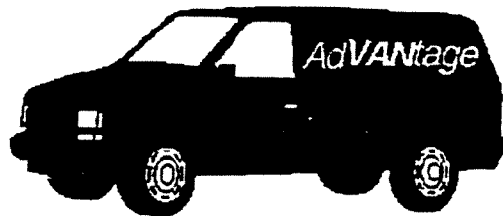
- \* Accept donated cars from the private sector;
- \* Issue charitable donation receipts (for donor's income tax deduction); and,
- \* Work with the Job Center to transfer the vehicle to a selected "Wheels for Work" participant.

**For County fleet vehicles:**

- \* Vehicles will be standard (no frills-no electric windows/locks, etc...) four-door sedans, with more than 80,000 miles, which are ready to be surplused from the County's inventory.
- \* Participants will pay a portion of the costs of putting the vehicle on the road, including repairs, insurance, title, tags, etc.
- \* During the first year of the pilot program, the County expects to distribute about 30 cars from its inventory through "Wheels for Work."

**"Wheels for Work" is administered by the Job Center at 80 West Street in Annapolis, and the Anne Arundel County Department of Central Services.**

**In addition to the "Wheels for Work" program, the Department has begun a new project called "AdVANTage," in which 12 public assistance applicants and recipients are capitalized and trained to own individual van service companies, which the Department will then hire as its vendors to provide low-cost transportation for job search and commuting for low-income County residents.**



## **AdVANTage Van Service Entrepreneurs**

### **PROJECT DESCRIPTION**

The **Community Transportation Association of America**, through funding provided by the **U.S. Department of Transportation**, has contracted with the **Anne Arundel County Department of Social Services** to operate the *AdVANTage* Van Service Entrepreneurs project.

The goal of the project is to capitalize and incorporate cash assistance applicants or recipients as van company owners in Anne Arundel County, and to replicate the strategy in Baltimore City to capitalize and incorporate four cash assistance applicants or recipients there to serve residents of the Empowerment Zones. The cost of the project in Anne Arundel County is \$90,000 (about \$10,500 per entrepreneur); and in Baltimore, \$50,000 (\$12,500 per entrepreneur – higher because of the City's higher insurance costs).

The Anne Arundel County Department of Social Services has subcontracted with the **YWCA of Annapolis and Anne Arundel County** and the **YWCA of the Greater Baltimore Area, Inc.** to provide business training, assistance with incorporation, certification as a passenger carrier, and follow-up/networking for the van company owners. The YWCA of the Greater Baltimore Area is also working with the **Baltimore City Department of Social Services** to operate the Baltimore City project.

The first *AdVANTage* vans "hit the streets" in December 1997.

During the project year, the YWCAs will continue to work with the entrepreneurs to ensure that their businesses can be self-sufficient. Customers in the two Job Centers operated by the Anne Arundel County Department of Social Services are using the *AdVANTage* vans for their job search and commuting needs. A sliding scale fee schedule will be developed for low-income County residents who lack transportation and want to use the *AdVANTage* vans.

# The AdvANTage Project

1

Job Centers' Job Counselors publicize the AdvANTage micro-enterprise program to recruit entrepreneurs



2

Interested customers are referred for an interview, screening, and enrollment if eligible (based on insurance and credit history rules)



3

YWCA's conduct business training, help negotiate lease-purchase agreements and insurance policies, develop rate schedules and routes/areas, assist entrepreneurs in obtaining Public Service Commission approval

5

Job Counselors distribute farecards free to customers enrolled in Job Search, and at low cost to employed customers



4

The entrepreneurs are incorporated as MBEs and are authorized as passenger carriers, and bid on DSS contracts for transportation services



7

At the end of each month, the AdvANTage owners download their fare card readers at the Department of Social Services and the Invoice Processing Unit approves the expenditures and then forwards them to Finance for payment.

6

AdvANTage customers call to arrange for job search or commuting rides, and give the driver/owner the DSS fare cards.



JOBLINKS Program Presentation  
By Vesta Kimble, Deputy Director, Anne Arundel County Dept. of Social Services

***"AdVANtage: It's not just a job; it's an adVANture"***

My name is Vesta Kimble and I am the Deputy Director of the Anne Arundel County Department of Social Services, which is located in Maryland.

I am here to tell you about the AdVANtage Van Service Entrepreneur program.

Let me begin by telling you a little bit about why we needed the program. Anne Arundel County has a limited public transportation system and a vast transportation need among its 460,000 residents. Although the median household income for County residents is higher than the national average, there are very poor and isolated populations around our County. And, our County has the second largest public housing population in the state – second only to Baltimore City.

The need for reliable and affordable transportation is greatest for low-income families. Nearly 40 percent of our customers cite transportation as the major barrier to employment. According to the Census, only 2 percent of employed residents use public transportation in our County, and only 7 percent carpool or walk to work. We have no reason to believe our customers are any different.

The Department of Social Services has tried to contract with existing transportation providers, such as taxicabs, but they refuse to accept our vouchers because we must pay them monthly based on invoices.

Although a few bus lines and railway lines exist in our County, they serve only residents who can drive from their homes to staging areas. Recently, these routes were, unbelievably, scaled back due to mass transit budget cuts.

Even the Unemployment Office and the Department of Labor office are not on a bus line. The Court's child support office is four miles away from our office, but, fortunately, the Court has stationed paralegals in each of our two offices.

To get a handle on transportation needs and services, we recently began a special geo-coding project. We received a data file of addresses from the County's 911 system to help us plot the locations of our customers, our child care providers, our foster care homes, local employers and other services, including existing transportation routes. We are in the process of geo-coding all of these in order to analyze areas of need relative to areas of service.

We do not want to duplicate transportation services that already exist. Our goal is to complement them, hooking into their routes when possible.

We operate one-stop-shop Job Centers in both of our district offices. All applicants for any benefit programs must come to the Job Centers for Assessment. They might or might not end up applying for benefit programs (such as cash assistance, Medicaid, Food Stamps or child care subsidies).

We offer walk-in service, Monday through Friday, from 8 AM until 5 PM. No appointment is necessary, and no follow-up visit is necessary. Assessment usually takes two to three hours.

Children up to age 8 who accompany their parents are cared for by trained child care staff in our on-site child care facility, as long as their parents are anywhere in the building.

At the Job Center, a customer sees a Child Support worker first if there are children present in the home. Notice I didn't say "if the customer is there to apply for cash assistance." We believe every family is entitled to every penny of child support, so that interview is a requirement for all parents.

Next, the customer is interviewed and assessed for employment by a Job Counselor. This includes screening for Domestic Violence and for Substance Abuse. If the customer is unemployed or under-employed, the Job Counselor will enroll the customer into Job Search. It is at this point that the Job Center offers: child care subsidies, transportation assistance, career clothing, help with resumes and job leads. Notice that there still is no discussion about cash assistance.

Only those customers who still express a need for cash are interviewed for cash assistance by a Caseworker in the Job Center. It's not that many. For example, last month, more than 1900 customers came to the Job Center, and fewer than 200 of them applied for cash assistance.

Up-front Job Search is quite demanding. Once enrolled, a customer must make 10 in-person job contacts per week for four weeks. The Job Center can provide bus tokens for those individuals who live on the bus line, or cash stipends for those who can pay others for transportation (for example, gas money for a relative or friend who can drive the customer to and from interviews). Still, those customers who live in the rural areas of our County, and in isolated communities, have difficulty complying with job search.

Here's where the AdVANTage program helps. We will fully subsidize the cost of transportation for any customer who is enrolled in Job Search, whether they have applied for cash assistance or not. Once they find a job, we will provide a co-payment, based on their income, to any working parent who meets the income guidelines for

## Food Stamps.

We expect to serve more than 3,000 Job Center customers each year through the AdVANtage program.

Notice I am talking about "customers," not "welfare recipients." That's not just a change of vocabulary; it's a change of mission. Our Job Centers are open to the public, and more and more, those who use the Job Centers and their associated services are not applying for cash assistance because we have helped them in other ways.

In fact, nearly one-half of our cash assistance recipients have left the caseload during the last two years. Most of those who have left are still very much at risk, and we are likely to see them come back into the caseload when the next recession comes. NOW is the time to support them in any way we can to help them get better jobs – jobs that might help them survive the next recession without cash assistance. This is why we say the AdVANtage program is a community-wide strategy.

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The AdVANtage project is a program with two purposes. First, it is a program to train and capitalize our customers to be van company owners. So, it is a micro-enterprise development program. Second, it is also one of three principal strategies that we use to help solve the transportation problems of our customers.

That's why we like to say: "AdVANtage – it's not just a job, it's an adVANture!"

In April of last year, we received a grant from the Community Transportation Association of America to implement the AdVANtage program. The cost of the program is \$90,000. Our project is one of six sponsored by CTAA under a demonstration grant from the U.S. Department of Transportation. The project is part of a larger project called JOBLINKS, which is in its second generation of projects, but none to date have involved a micro-enterprise development strategy like AdVANtage.

I cannot over-stress the contribution that the Community Transportation Association of America has made toward this project – not just in terms of funding, but more importantly, their technical assistance, and their membership services for the entrepreneurs.

To run the program, we subcontracted with the YWCA of Annapolis and Anne Arundel County and the YWCA of the Greater Baltimore Area, which both serve our area. The Ys provided our entrepreneurs with business training, assistance with capitalization, certification as a passenger carrier, and assistance with becoming certified as minority business enterprises (MBEs). In addition, the Ys provided the very important follow-up assistance to the entrepreneurs, and assisted them with marketing strategies.

About one-third of the \$90,000 was spent on the training; the other two-thirds was used for capitalization costs, principally for underwriting the cost of van lease-purchase agreements and insurance for the first seven months.

We recruited the entrepreneurs from among our Job Center customers, and screened them for credit history, criminal background check, health and general interest in starting their own business. Geographic location was also taken into consideration, and we are pleased that all areas of our County have at least one AdVANTage business to provide service to County residents.

Although we've just begun, already there are some important "lessons learned" — things we wished we had done differently. These are important to mention because I believe we all learn more from our failures than we do from our successes.

First, we needed to do better screening. Our credit checks were insufficient.

Second, we needed to do more pricing of vendors in the area before we began — for example, local van dealers who would offer lease-purchase agreements to the entrepreneurs, banks that were interested in offering SBA loans, and insurance companies.

Third, we committed one of the sins of welfare reform: the one-size-fits-all sin. We thought all entrepreneurs would use the same lease-purchase company and insurance company in order to take advantage of volume discounts. Wrong. Each entrepreneur went his or her own way.

For example, one opted to pay the entire first year's van lease-purchase upfront for a discount, using a bank loan, in order to reduce her monthly business expenses. At the end of the first year, she will finance the van just like we finance a car purchase.

Another decided to rent a van for three months until her Small Business Administration loan comes through, and then she will execute a van lease-purchase agreement.

The fourth lesson learned is that we under-estimated several things — among them: the costs of marketing, and the length of training. We are about to begin another AdVANTage class, and we have decided to run it part-time, not full-time, so that the entrepreneurs will be able to work part-time. Because the training took six weeks, and the capitalization added another eight weeks on to that, we have had to pay some of the household expenses of the entrepreneurs financially just to keep them in the program. Unfortunately, this financial help counts toward their lifetime limit.

We have finished the first training class, and capitalized four of the six participants. The other two have been offered the opportunity to obtain a Commercial Driver's License since they have already completed the classroom training. We had expected some

attrition but we thought it would be during the classroom training, not during the capitalization phase.

So, another lesson learned was that it is easier to sit in class learning about running your own company than it is to follow through on assignments to form your own company.

We are now beginning the transportation service delivery phase of the project. We put out a public Invitation to Bid for any company to provide services for job search customers and commuters. As we expected, only our four entrepreneurs submitted bids. We awarded the contracts, and have developed a rather innovative farecard system that we expect will simplify the entire process.

We contracted with a firm from British Columbia that produces intelligent farecards and farecard readers. This means that our Job Counselors need only hand a customer a farecard and record the farecard number in our database. The customer calls the van company, inserts the farecard in the van's reader when entering and leaving the van, and automatically, we have information such as: who traveled, on which day, at what time, and the length of the trip. That information is then downloaded into a Personal Computer at our agency at the end of the month, and out pops an invoice for the vendor.

This saves labor costs not only at our agency, but also for the entrepreneurs, who do not need to handle multiple copies of vouchers or other forms.

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Another Job Center program that I'd like to touch on is our Wheels for Work program. This program started in 1994 as a way to match low-cost, used vehicles with low-income parents whose only barrier to accepting a good job or keeping a good job is the lack of reliable and affordable transportation. To date, 25 vehicles have been purchased by cash assistance applicants and recipients.

The vehicles are donated by the County government to charitable organizations, which our County charter allows. Job Center staff screen customers for motor vehicle fines and violations, and verify their employment and ensure that their wages are high enough to afford the upkeep and insurance on the vehicle.

The purchase price is based on the repair costs and the title and transfer fees. We deduct the price from the customers' 60-month lifetime limit of cash assistance. As a result, they don't have to pay out of pocket. We also provide some money to get them started with insurance. Usually, altogether, the costs total about two months' worth of cash assistance.

We offer two friendly pieces of advice for any other agency that is thinking about starting a Wheels for Work program.

First, consider very carefully if you want to have leases or payment plans. When you get into the loan business, you get into the "repo" business. And you probably don't want anything to do with that!

Second, if you can run the program through a non-profit or other organization, you should do it because if your agency or staff ever have possession of a vehicle, then you are automatically in the "spark plug" business. And, again, you probably don't want that either!

*For more information on AdVANTage and Wheels for Work, please call Vesta Kimble, at (410) 269-4603, or write her at: The Anne Arundel County Department of Social Services, 80 West Street, Annapolis, MD 21401.*

# **MANUAL 3 – APPENDIX C**

The materials in this Appendix come from North Carolina's Work First Transportation Services Program. Contact information for this program is as follows:

North Carolina — Department of Social Services  
Work Division  
220 Swinburn Road  
Raleigh, NC 27610  
Attn: Ms. Kathy McGehee  
(919) 733-6250

Forsyth County  
Department of Social Services  
Purchase Agreement

Purchaser

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Seller

Goodwill Industries of NW NC Inc.  
2701 University Parkway  
Winston-Salem, NC 27105

This is an agreement to purchase the vehicle described below. You do not own the vehicle until the final payment is rendered. "You" refers to the Purchaser. "We", "Us", and "Our" refer to the Seller named above. "Agreement" refers to this Purchase Agreement.

By signing this Agreement, you agree to all terms and conditions of the Agreement. Be sure to read the entire Agreement before you sign.

VEHICLE DESCRIPTION

Year                      Make & Model                      Body Type                      Vehicle ID #                      Mileage

Optional Equipment included:

\_\_\_ Air Conditioning    \_\_\_ Automatic Trans    \_\_\_ Radio    \_\_\_ Cruise    \_\_\_ Power Windows

\_\_\_\_\_ Other Equipment

1. CAPITALIZED COST OF VEHICLE \_\_\_\_\_

2. PAYMENT DUE AT SIGNING \_\_\_\_\_

These amounts make up the payment due at agreement signing:

A. First monthly payment due on \_\_\_\_\_

3. NUMBER OF MONTHLY PAYMENTS: \_\_\_\_\_

4. MONTHLY PAYMENT \_\_\_\_\_

5. PAYMENT SCHEDULE

Your first monthly payment is due at the date above. Your other \_\_\_\_\_ monthly payments are due on the \_\_\_\_\_ day of each month, beginning \_\_\_\_\_ (month), \_\_\_\_\_ (year).

This agreement is scheduled to end \_\_\_\_\_ (month), \_\_\_\_\_ (day), and \_\_\_\_\_ (year).

**6. OFFICIAL FEES:**

You agree to pay all fees & charges for licensing, testing, and inspecting the vehicle as required by any government authority during the term of this agreement.

**7. PRICE IF YOU PURCHASE:**

The cost to complete the purchase at the end of the agreement is outlined in Item 15.

**8. INSURANCE:**

You must buy and maintain Liability insurance. The policy must be acceptable to us. The policy must not exclude or restrict coverage when you are the driver. The policy must only include coverage for you as the driver. No one else will be allowed to drive the vehicle during the term of this agreement.

You may purchase the required insurance from any insurance company acceptable to us and must present a certificate of insurance binder prior to signing this agreement.

**9. WARRANTY:**

WE MAKE NO EXPRESS OR IMPLIED WARRANTY OF MERCHANTABILITY WITH RESPECT TO THIS VEHICLE. THERE IS NO WARRANTY THAT THE VEHICLE IS FIT FOR A PARTICULAR PURPOSE.

**10. USE:**

You agree that you will not:

- A. Allow unlicensed drivers to drive the vehicle.
- B. Use or allow the vehicle to be used illegally or contrary to the provisions of any applicable insurance policy (specifically, you may not transport, or allow to be transported, any alcoholic beverages or illegal drugs in this vehicle)
- C. Use or allow the vehicle to be used improperly, for hire, or as a public conveyance.
- D. Use the vehicle to pull trailers that exceed the manufacturer's trailer towing recommendations.
- E. Remove the vehicle from the United States.
- F. Alter, mark, or install equipment in the vehicle without our written consent.
- G. Expose the vehicle to seizure, confiscation, forfeiture, or other involuntary transfer, regardless of whether the vehicle was the subject of formal judicial or administrative proceedings.

**11. MAINTENANCE, REPAIRS, AND OPERATING EXPENSES:**

You agree to maintain and repair the vehicle and keep it in good working order and condition. You agree to pay for or cover ALL maintenance, repair, and operating expenses. At a minimum, the oil & oil filter shall be changed every 4,000 miles, oil & fluid levels checked monthly, and oil & fluids added as needed. You agree to submit a monthly checklist confirming that you have checked and maintained the vehicle. If, because of lack of maintenance on your part, the vehicle is damaged, you may be charged for the cost to repair the vehicle, even if we reposses it.

## WHEN THIS AGREEMENT CAN END

### 12. SCHEDULED TERMINATION:

This agreement is scheduled to end on the scheduled end date disclosed in Item 5.

### 13. EARLY TERMINATION:

You may terminate this agreement at any time before its scheduled end. If you are in default, or if the vehicle is stolen (and not recovered) or destroyed, we may terminate this agreement. Early termination may require you to pay a substantial charge. (See item 16).

### 14. DEFAULT:

A. You will be in default if any of the following occurs:

1. You do not make a payment when it is due
2. You do not keep in force the insurance coverage the agreement requires.
3. A person who is an excluded or restricted driver under the insurance policy drives the vehicle.
4. You do not repair or maintain the vehicle as the agreement requires.
5. You have made a material misrepresentation on your agreement statement.
6. You violate the section (Item 21) of the agreement prohibiting the transfer of your interest.
7. You break any of your other agreements and such breach significantly impairs the prospect of payment performance, or realization of our interest in the vehicle.
8. You do any other act that is a default under a legal agreement under applicable law.

B. If you are in default, we may terminate this agreement. The amount you owe upon termination will be determined under Item 16.

C. If you are in default, we will have the remedies in this agreement. We will also have any other remedies applicable law gives us except as we otherwise agree to in this agreement. Our rights include the right to sue you for damages and to recover the vehicle and the right to take the vehicle from you upon demand. We will exercise our rights and remedies without breach of the peace, at reasonable times and places, in a reasonable manner, and in accordance with applicable law. If you are in default and if the law permits, you agree that we or our agents may enter your property or the property where the vehicle is stored to take the vehicle if we or they do not breach the peace or break the law. If any personal property is in the vehicle when taken, it will be stored for you. Any property attached to the vehicle will stay with the vehicle. You agree to pay the reasonable expenses of taking and storing the vehicle. You also agree to pay our reasonable attorney's fees to the extent permitted by law.

If you do not meet the obligations in this agreement, you may lose use of the vehicle and forfeit your investment in the vehicle.

## WHAT YOU OWE AT THE END OF THIS AGREEMENT

### 15. WHAT YOU OWE AT SCHEDULED TERMINATION:

If you have paid the scheduled monthly payments and you have kept all of your agreements, you will owe us nothing more.

### 16. WHAT YOU OWE AT EARLY TERMINATION:

A. In general, if this agreement terminates early, you will owe us the total of the amounts due us on any unpaid scheduled monthly payments (Item 4) times the number of payments not yet due, minus any surplus maintenance fees held by us and the security deposit (if obtained).

B. You will owe us any unpaid fees and amounts due because you have broken this agreement. These amounts may include:

1. Any past due monthly payment.
2. Any maintenance, repair or operating expenses we have paid and
3. Any repossession & attorney's fees described in Item 14.

### 17. SECURITY DEPOSIT:

A refundable security deposit may be part of the payment you make when you sign this agreement. We will deduct from the security deposit any amounts you owe under this agreement and do not pay. After the end of this agreement, we will refund to you any part of the security deposit that is left.

### 18. RISK OF LOSS:

You will have the risk of loss of the vehicle once you take possession of it.

### 19. PAYMENTS FOR VEHICLE DAMAGE:

If the vehicle is damaged, stolen, or destroyed and funds become available from insurance, a payment of a judgement, a settlement, or the like, we will treat the funds as insurance proceeds.

### 20. INSPECTION:

You agree to allow us to inspect the vehicle at any reasonable time and place. If we ask to inspect the vehicle, you will tell us the location of the vehicle.

### 21. PROHIBITION OF TRANSFER OF PURCHASER'S INTEREST:

You will not rent, assign, grant a security interest in or otherwise transfer your interest under this agreement in a way that affects your possession or use of the vehicle or any other right in the vehicle. If you ask, we may, but do not have to, give prior written consent to a transfer.

### 22. INDEMNITY:

You will protect us from all losses, damages, injuries, claims demands, and expenses arising out of the condition, maintenance, use, or operation of the vehicle. You agree to indemnify and hold us harmless from all such losses, damages, injuries, claims, demands, expenses, including attorney's fees arising out of the use of the operation of this vehicle.

**Delivery Receipt:**

By signing this agreement, you agree that:

1. You have received and examined the vehicle described in this agreement.
2. The vehicle is as described in this agreement.
3. The vehicle is in good working order and condition, though this provision is expressly subject to the warranty provision noted in Item #9.

This is the entire agreement:

This agreement contains the entire agreement between you and us relating to the purchase of this vehicle. Any change in the terms of this agreement must be made in writing and signed by you and us. No verbal changes are binding. We may delay or refrain from enforcing any of our rights under this agreement without losing them.

**NOTICE TO PURCHASER:**

1. Do not sign this agreement before you read it.
2. You are entitled to a copy of this agreement.

**YOU RECEIVED THIS AGREEMENT AND RECEIVED A COPY AT:**

\_\_\_\_\_ on \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Year

Purchaser: \_\_\_\_\_

Witness: \_\_\_\_\_

Seller: Goodwill Industries of Northwest North Carolina, Inc.

By: \_\_\_\_\_

WFES CAR LEASE PROGRAM APPLICATION

Date \_\_\_\_\_

**PERSONAL INFORMATION**

Name \_\_\_\_\_  
Last First MI

Address \_\_\_\_\_  
Street Apt #  
\_\_\_\_\_  
City Zip Code

Social Security # \_\_\_\_\_

Birthdate \_\_\_\_\_

Valid Drivers License? \_\_\_\_\_

Prior traffic convictions?

yes \_\_\_\_\_ no \_\_\_\_\_

If yes , please explain in full.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Length of time and activities in WFES Program \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**EMPLOYMENT**

Are you presently employed? yes \_\_\_\_\_ no \_\_\_\_\_

If yes please answer following:

Place of Employment. \_\_\_\_\_

Temporary or permanent employment? \_\_\_\_\_

Length of time employed. \_\_\_\_\_

Salary/wage \_\_\_\_\_

## Legal Issues to Address Before Implementing a Wheels-to-Work Program

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**1. Determine who will hold title on the vehicle.**

Under the program guidelines, Goodwill Industries of Northwest North Carolina, Inc. retains a lien on the title of the vehicle for the period of one year (or until the obligations of the participant are met). Following one year of reimbursements to Goodwill Industries the lien is released. Participants must maintain employment to remain in the Wheels-to-Work program. If an individual loses his/her job, each individual situation will be reviewed by the Department of Social Services and recommendations made to Goodwill. (See attached agreement)

**2. Draw up legal documentation identifying and holding Goodwill harmless in the event of accident or injury.**

Under the Wheels-to-Work program guidelines, Goodwill Industries of Northwest North Carolina, Inc. cannot be held legally responsible for any accident or injury that occurs which involves program participants or automobiles. Although Goodwill Industries retains a lien on the title for a one-year time period, program participants are responsible for all financial obligations which may occur as the result of accident or injury.

**3. Verify/obtain insurance coverage.**

Goodwill Industries of Northwest North Carolina, Inc. is notified by the insurance agency of the participant's insurance coverage before releasing the vehicle to the individual.

**4. Establish program guideline and review with participants.**

In the Wheels-to-Work program, potential participants review the program guidelines with representatives from the Department of Social Services and Goodwill Industries. An agreement is then signed which outlines the participants responsibility.

## GENERAL RECOMMENDATIONS FOR TRANSPORTATION SYSTEMS

1. Insert general public passengers on existing subscription routes on a space-available basis to increase system productivity at minimal expense.
2. Investigate provision of/addition of demand-responsive transportation at employment shift change times (6:00 a.m. to 8:30 a.m., 2:00 p.m. to 4:00 p.m., and 10:00 p.m. to 11:30 p.m.).
3. Investigate provision of extended hours of service, particularly on evenings and weekends. Most rural transportation systems operate only from 6:00 a.m. to 6:00 p.m. Monday through Friday. Many urban systems operate only Monday through Saturday and operate reduced service on Saturday. Many businesses operate seven days per week, particularly service industries, and employees need dependable transportation every day.
4. Better respond to transportation needs of passengers that work non-traditional hours, particularly on second and third shifts. The typical hours of operation of most rural systems preclude their providing employment transportation for second and third shift employees and during weekends.
5. Encourage employers to adopt flex hours to better allow employees' work schedules to accommodate transportation capabilities.
6. All systems should investigate use of volunteers for transportation, especially during hours when the public system is not operating.
7. Systems in areas where there are capable private transportation providers should investigate the feasibility of contracting with one or more other transportation providers, such as churches, human service agencies, Head Start, etc., for use of one or more vehicles:
  - During times of peak demand, when additional system vehicles are not available.
  - For transportation in circumstances when use of a system van would not be efficient, i.e., when transporting one or two persons or when transporting individuals to/from areas distant from system routes.
  - In any other circumstances when such an alternative would be the most efficient use of resources.
8. Investigate the feasibility of basing additional vehicles at remote sites near the beginning of routes to reduce deadhead miles.
9. Target vanpools to employment sites with three regular shifts which can use one van successively throughout the day.
10. Use under-utilized vehicles to provide additional demand-responsive services (this will require additional operating assistance in some instances).
11. Provide flexibility of service, i.e., parent able to drop off a child at a day care facility on the way to work. In many cases, employment trips also involve transportation to day care facilities.

12. Consistent on-time performance of the public transportation system is necessary so that it can be a dependable source for daily employment transportation. This means that routes providing employment transportation may be constrained in their ability to deviate from the established route due to the necessity to adhere to fairly tight schedules.
13. All systems should investigate the feasibility of shifting the time of operation of one or more vehicles to better accommodate local employment transportation demands.
14. Better coordinate inter-county/regional trips. While North Carolina rural transportation systems have achieved an enviable record for providing coordinated services within each county, many residents must commute to employment sites in other counties or even other states. This need is currently poorly served. Greater regional service coordination is necessary to effectively address this transportation need.
15. Develop, at the local level, policies and procedures for effective service coordination between urban and rural transportation systems. Coordinated service between urban and rural/human service providers will better enable employees to access employment sites in both urban and rural locations.
16. Same day acceptance of service requests. Most systems providing demand-responsive service require a 24-hour advance request.
17. All public transportation systems should incorporate at least basic mobility management functions into their operations.
18. Inform Work First participants that are employed at public elementary and secondary schools of the possibility of traveling to work on a school bus if they serve as bus monitors.

## **MANUAL 3 – APPENDIX D**

# New Leaf Services, Inc.

A driving force for economic freedom

## Solving a welfare problem

**H**ow can you work when you can't get there? New Leaf Services, Inc., a 501(c)(3) non-profit organization helps welfare clients get affordable cars to go to work.

◆ The cars are bought by or donated to NLS which "sells" them to welfare clients at below market value.

◆ Payments are based on the client's ability to pay and include all safety-related repairs and maintenance. Things like air-conditioners, radios, and hubcaps are not covered.

◆ After eighteen months, the car is *hers* for one dollar!

A New Leaf Services car because

When mom has a job and a car

◆ not all counties are on MARTA

◆ entry level jobs in out-lying counties pay more

◆ children can ride to and from day care instead of walking in the dark very early and very late

◆ there are no buses for third shift

◆ welfare clients have trouble getting fair financing on reliable cars

◆ children can participate in before-school and after-school programs

◆ when there is no money, even minor repairs can render a car useless

◆ children can ride to the grocery store instead of having to help with groceries by riding the bus

◆ high-paying construction jobs are hard to get to without a car

◆ children who are sick can ride to the doctor

◆ no down payment is required

◆ no interest is charged

# How you can help

*Donate money.* Everything New Leaf Services does costs money. NLS does not pay salaries or "overhead" (office space, telephone service, and fax are all donated). Money buys cars, repairs cars, and purchases emergency road service plans to save lots of money in towing, dead battery service, keys locked in cars and such. Sometimes a car needs an extra seat belt or a new windshield.

*Ask adults to donate cars.* New Leaf Services has many more people who need cars than cars available. A donation of a vehicle from an individual or company is usually tax-deductible. New Leaf Services will provide the federal form 8283 for non-monetary charitable donations.

*Tell others about New Leaf Services, Inc.* NLS may be able to help businesses, agencies, and government put welfare clients into cars so they can go to work.

For more information, call:  
Ann Maize 404/687-3441  
Louise Elghmie Turner 404/289-9293

*"..Imagine yourself as a welfare recipient and you want to find work. And you know that in fast growing places such as Cobb or Gwinnett, even fast-food restaurants are paying up to \$7 an hour for inexperienced help. Unfortunately, buying a car to drive to Cobb or Gwinnett isn't practical, not until you are on your feet financially. Mass transportation isn't an option either..."*

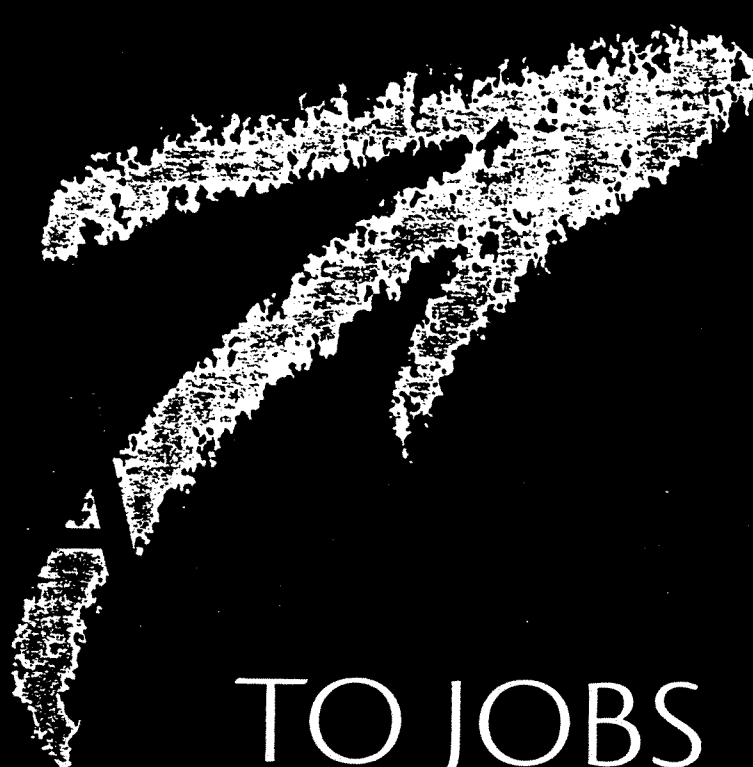
Atlanta Constitution  
March 3, 1997



# **MANUAL 3 – APPENDIX E**



U.S. Department  
of Transportation



# TO JOBS

A Guide to Innovative  
Practices in Welfare-to-Work  
Transportation

## Department of Agriculture (USDA) Intermediary Relending Program (IRP)

IRP is a program of revolving loans that finance businesses and community development projects in rural communities and towns with less than 25,000 population.

Nonprofits, public bodies, Indian tribes, and cooperatives are eligible. Transportation is among the eligible uses of borrowed funds.

*Funding Level: \$3715 million*

*Contact: Wayne Stansbee (202) 720-1400*

## Community Transportation Development Fund (CTDF)

CTDF can assist rural communities in improving or expanding local transit services, purchasing vehicles, building facilities and promoting economic development. Funded by the Rural Business and Cooperative Services Division.

*Available Fund: \$2.1 million*

*Contact: Patrick Kellogg (202) 661-0210*

## Business and Industrial Guaranteed Loan Program (B &I)

The Business and Industrial Loan program of direct and guaranteed loans is designed to create and save rural jobs and to improve the economic and environmental climates of rural communities under 50,000 population. This may include financing for transportation-related facilities, vehicle acquisition or other infrastructure investments. Any legally organized entity is eligible.

*Funding Level: \$738.2 million*

*Contact: Dwight Carmon (202) 690-4100*

## Rural Business Enterprise Grants (RBEG)

RBEG supports rural economic and community development projects, including transportation facilities, infrastructure improvements, and the capital costs of transportation services.

*Funding Level: \$41 million*

*Contact: Carole Boyko (202) 720-1400*

## Rural Economic Development Loans and Grants

Grants are targeted to certain purposes such as community development, medical care, educational technology, job training, business incubators and technical assistance, and can be used for transportation activities that fit with those purposes.

*Funding Level: \$32.3 million*

*Contact: Joseph Binder (202) 720-1400*

## Rural Empowerment Zones/Enterprise Communities

The Rural EZ/EC program is an initiative that is designed to help distressed areas improve themselves through a comprehensive, coordinated approach integrating local initiatives with federal support.

*Contact: Victor Vasquez (202) 619-7980*

## Department of Education (DoEd)

### Vocational Rehabilitation Grants

Funds are provided to state rehabilitation agencies on a formula basis to provide a full range of rehabilitative services to eligible individuals with disabilities.

*Funding Level: \$2.2 billion*

*Contact: Roseann Ashby (202)205-8719*

### Centers for Independent Living

This program provides support to local nonprofit centers for independent living, enabling them to provide training, counseling, advocacy and supportive services to individuals with significant disabilities. Transportation services are provided through this program.

*Funding Level: \$42.8 million*

*Contact: John Nelson (202)205-9362*

### Even Start

Transportation services may be included if necessary to ensure participation in the adult literacy component of this program.

*Funding Level: \$102 million*

*Contact: Patricia McKee (202) 260-0991*

### Education for Homeless Children and Youth

Funds from this program are used to overcome all identified barriers to homeless children's participation in public education, and may be used to provide transportation to homeless children not otherwise able to participate in appropriate public education programs.

*Funding Level: \$23 million*

*Contact: Linda Mouns (202)260-0960*

## Department of Health and Human Services (HHS)

### *Administration for Children and Families*

#### *Temporary Assistance for Needy Families (TANF)*

This eliminates the AFDC program, JOBS, and Emergency Assistance and creates a block grant to states. States may use the funding in any manner "reasonably calculated to accomplish the purposes of TANF." These purposes include moving welfare recipients to work opportunities.

*Funding Level: \$164 billion*

*Contact: Paul Maiers (202) 401-5438*

#### **Community Services Block Grant**

Under this program, states and Indian tribes receive funding to provide a broad range of social services for low income persons. Transportation services commonly are provided by many of these local programs.

*Funding Level: \$490.6 million*

*Contact: Margaret Washnitzer (202) 401-2333*

#### **Social Services Block Grants**

Funds may be used for transportation projects that improve the delivery and effectiveness of human services programs.

*Funding Level: \$2.3 billion*

*Contact: Margaret Washnitzer (202) 401-2333*

### *Substance Abuse and Mental Health Services Administration*

#### **Substance Abuse Treatment for Rural and Remote Persons**

The program supports six project sites, each of which uses a coordinated approach integrating substance abuse treatment, health and social service and related services including transportation.

*Funding Level: \$1.8 million*

*Contact: Tom Edward' (202) 443-8802*

## Department of Housing and Urban Development (HUD)

### *Office of Community Planning and Development*

#### **Community Development Block Grants**

Some communities have used CDBG funds to assist in the construction of transportation facilities, operating expenses and vehicle acquisition for community transportation services.

*Funding Level: \$4.6 billion*

*Contact: Richard Kennedy (202) 708-3587*

#### **Bridges to Work**

Demonstration program to connect inner-city residents with suburban employment opportunities by providing job placement, transportation services, and other support services. Program is on-going in five cities.

*Funding Level: No new finding*

*Contact: James Hoben (202) 708-3700*

#### **Supportive Housing (Homeless) Demonstration Program**

Transportation to link supportive housing residents with other necessary services may be funded.

*Funding Level: \$82.3 million*

*Contact: Jean Whaley (202) 708-2140*

#### **Urban Empowerment Zones Enterprise Communities**

To be designated an EZ/EC, an area had to submit a strategic plan for revitalization, which could incorporate strategies for addressing transportation needs and services.

*Contact: Dennis Kane (202) 708-0614*

#### **Tenant Opportunities Program**

Funding is allowed for transportation if public and Indian housing resident organizations are involved in job training.

*Funding Level: \$5 million*

*Contact: Michael Levine (202) 708-3611*

#### **Welfare to Work/EDSS**

Eighty percent of the funding in the welfare to work grants

will fund supportive services and economic development efforts that will enable residents of public housing developments to become self-sufficient, including employment training, counseling, transportation and child care. Public housing authorities are eligible applicants.

*Funding Level: \$31 million*  
*Contact: Patricia Aranado (202) 619-8201*

## Department of Labor (DOL)

### Welfare to Work Grants

This new formula and competitive grant program provides funding for those who are the most difficult to move from welfare to work. The States are recipients of the grants while the local Private Industry Councils administer the grants.

*Funding Level: \$3 billion*  
*Contact: Dennis Lieberman (202) 219-0181*

### Trade Adjustment Assistance

Primarily, this is a program of temporary benefits to workers whose employment has been adversely affected by increased imports. It also provides benefits for job training and necessary related services, specifically including transportation to training programs.

*Funding Level: \$8.5 million*  
*Contact: Anthony Meyer (202) 482-2127*

### Employment Training Research and Demonstration Programs

Transportation services that are part of these projects will be supported.

*Funding Level: \$10.2 million*  
*Contact: Steven Wandner (202) 219-5677*

## Department of Transportation (DOT)

### Federal Highway Administration (FHWA)

#### Highway Planning and Construction

The program of federal aid for highways has many components, most of which can only be used for highway construction

and rehabilitation projects. However, funding is available to Metropolitan Planning Organizations and States for planning activities including those addressing welfare to work. Funding for other related activities such as ridesharing programs are also available through these organizations.

*Funding Level: \$19.7 billion*  
*Contact: Thomas Prak (202) 366-0371*

### Federal Transit Administration (FTA)

#### Capital Program

Formerly known as "Section 3," this program provides capital assistance for new rail systems, modernization of existing rail systems, and for new and replacement buses and facilities.

*Funding Level: \$2.0 billion*  
*Contact: Joyce Larkins (202) 366-0371*

#### Metropolitan Planning Grants

Formerly known as "Section 8" this program provides formula funding for transportation planning activities in metropolitan areas.

*Funding Level: 39.5 million*  
*Contact: Sean Libberton (202) 366-0055*

#### Urbanized Area Formula Program

Formerly known as "Section 9," this program provides funding to areas of 50,000 or greater population. Funds may be used to support either transit capital, planning, or operating expenses, although there is a statutory maximum of available operating assistance.

*Funding Level: \$1.9 billion, up to \$400 million in operating assistance*  
*Contact: Melton Baxter (202) 366-2053*

#### Nonurbanized Area Formula Program and the Rural Transit Assistance Program (RTAP)

Formerly known as "Section 18," this program provides formula funding to states for the purpose of supporting public transportation in areas of less than 50,000 population. The Rural Transit Assistance Program (RTAP) provides formula funding to states for rural transit training and technical assistance.

*Funding Level: \$115.1 million, \$4.5 million for RTAP*  
*Contact: Mary Martha Churchman (202) 366-2053*

## Capital Assistance for Elderly and Disabilities Transportation

Formerly known as "Section 16," this program provides formula funding to states for the purpose of assisting private non-profit groups in meeting the transportation needs of elders and persons with disabilities.

*Funding Level: \$56 million*

*Contact: Sue Masselink (202) 366-2053*

## National Planning and Research Program

Formerly known as "Section 26(b)," this program provides support for public transit research, demonstrations and special projects that are in the national interest, such as advanced technology, transit finance initiatives, transit accessibility, human resource training and development and information initiatives including the RTAP National Resource Center.

*Funding Level: \$22 million*

*Contact: Edward Thomas (202) 366-4052*

## State Planning and Research Program

Formerly known as "Section 26(2)," this program provides formula funding to states to carry out public transportation planning, research, demonstration and technical assistance activities.

*Funding Level: \$8.25 million*

*Contact: Sean Libberton (202) 366-0055*

## Joblinks

Since 1995, the Federal Transit Administration has funded this demonstration program. CTAA administers the program, funding projects that demonstrate innovative employment transportation solutions.

*Available Funding: \$1.0 million*

*Contact: Charles Dickson (202) 661-0208*



U.S. Department of Health  
and Human Services.

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# CTAP



## Coordinating Transportation Resources: States and American Indian Tribes on the Cutting Edge

# U.S. Department of Agriculture

## Rural Housing Service

### Community Facilities Loans

(CFDA Number: 10.766)

**Total FY 1995 Funding: \$300.0 million**

The Community Facilities (CF) loans program provides direct and guaranteed loans for the development of community facilities in rural areas and towns under 20,000 population. This may include funding for transportation-related projects such as transit passenger and maintenance facilities, plus pedestrian, parking and road projects. Public bodies, private nonprofits and Indian tribes are eligible borrowers. For more information, contact John Bowles, Deputy Administrator, Community Programs Division, Rural Housing Service, USDA, 14th and Independence Ave. S.W., Washington, DC 20250; phone (202) 720-1490. Applications are accepted continuously.

## Rural Business - Cooperative Service

### Intermediary Relending Program

(CFDA Number: 10.767)

**Total FY 1995 Funding: \$88.0 million**

The Intermediary Relending Program (IRP) is a program of revolving loans that finance business activities in rural communities and towns of less than 25,000 population. Transportation facilities and other community development projects are among the eligible uses of borrowed funds. Federal funds are awarded to numerous national and local nonprofit "intermediaries." These intermediaries then make and service loans to individual borrowers. For more information on the overall IRP, contact Wayne Stansbery, Specialty Lenders Division, Rural Business - Cooperative Service, USDA, 14th and Independence Ave. S.W., Room 2245-S, Washington, DC 20250; phone (202) 720-1400.

The Community Transportation Association of America (CTAA) manages two IRP funds. The Rural Transit Investment Program can assist rural communities in improving or expanding local transit services, building facilities and promoting economic development. The Rural Development Loan Fund can help local organizations finance land acquisition and other development costs associated with low- and moderate-income rural housing projects and other business development activities. Public bodies, private for-profit and nonprofit organizations and Indian tribes are eligible borrowers. For information on CTAA's revolving loan programs, contact Patrick Kellogg, Community Transportation Association of America, 1440 New York Ave. N.W., Suite 440, Washington, DC 20005; phone (202) 628-1480. Applications are accepted continuously.

### Business and Industrial Loans

(CFDA Number: 10.768)

**Total FY 1995 Funding: \$500.0 million**

The Business and Industrial Loan program is a program of direct and guaranteed loans designed to create and save rural jobs and improve the economic and environmental climates of rural communities under 50,000 population. This may include financing for transportation-related facilities, vehicle acquisition or other infrastructure investments. Eligible borrowers include private for-profit and nonprofit organizations, public bodies and Indian tribes, but excludes nonprofit "charitable/educational organizations." For more information contact

Dwight Carmon, Director, Business Programs Processing Division, Rural Business - Cooperative Service, USDA, 14th and Independence Ave. S.W., Room 6321-S, Washington, DC 20250; phone (202) 690-4100. Applications are accepted continuously.

**Rural Business Enterprise Grants**

**(CFDA Number: 10.769)**

**Total FY 1995 Funding: \$47.5 million**

The Rural Business Enterprise Grant (RBEG) program supports rural economic and community development projects, including transportation facilities, infrastructure improvements and the capital costs of transportation services. Public bodies and private nonprofit organizations serving areas under 50,000 population are eligible grantees for RBEGs. For more information on RBEGs, contact Carole Boyko, Specialty Lenders Division, Rural Business - Cooperative Service, USDA, 14th and Independence Ave. S.W., Room 2245-S, Washington, DC 20250; phone (202) 720-1400.

The Community Transportation Association of America's (CTAA) Rural Passenger Transportation Technical Assistance Project is an ongoing RBEG project of short- and long-term technical assistance to improve passenger transportation in rural areas. For more information on CTAA's technical assistance project, contact Charles Rurkowski, Community Transportation Association of America, 1440 New York Ave. N.W., Suite 440, Washington, DC 20005; phone (202) 628-1480. Applications are accepted continuously.

**Rural Economic Development Loans and Grants**

**Total FY 1996 Funding: \$33.0 million**

The Rural Economic Development Loan and Grant Program finances rural economic development and rural job creation projects. Loans and grants are made to Rural Utilities Service (RUS) electric and telephone borrowers who use the funds to provide financing for business or community development projects. Grants are targeted to certain purposes such as community development, medical care, educational technology, job training, business incubators and technical assistance, and can be used for transportation activities that fit with those purposes. RUS borrowers may finance grant purposes with either a grant to establish a revolving loan fund or a combination loan and grant. For more information on this program, contact Joseph Binder, Specialty Lenders Division, Rural Business - Cooperative Service, USDA, 14th and Independence Ave. S.W., Room 2245-S, Washington, DC 20250; telephone (202) 720-1400. Applications are accepted continuously.

**Rural Empowerment Zones and Enterprise Communities**

**(CFDA Number: 10.772)**

**Total FY 1995 Funding: \$210.0 million**

The Empowerment Zone and Enterprise Communities (EZ/EC) program is an initiative that is designed to help distressed areas improve themselves through a comprehensive, coordinated approach integrating local initiative with federal support. USDA has designated three rural Empowerment Zones and thirty rural Enterprise Communities. To be designated an EZ/EC, an area had to submit a strategic plan for revitalization, which could incorporate strategies for addressing transportation needs and services. States received a one-time infusion of \$40 million for each rural Empowerment Zone and \$3 million for each rural Enterprise Community to help them begin implementation of their strategic plans. For more information, contact Victor Vasquez, Rural Empowerment Zones and Enterprise Communities, Office of Rural Economic and Community Development, USDA, 300 Seventh St. S.W., Room 701, Washington, DC 20224; phone (202) 619-7980. Applications for EZ/EC designation were due June 30, 1994. No additional funding for this initiative is expected. See the guide's appendix for a list of EZ/EC's.

# U.S. Department Of Commerce

## Economic Development Administration

### Public Works and Development Facilities Assistance

(CFDA Numbers: 11.300, 11.304)

Total FY 1995 Funding: \$195.0 million

The Public Works and Development Facilities Assistance program provides funding for capital facilities in economically distressed areas. This can include transportation facilities and infrastructure improvements. Public bodies, private nonprofit organizations and Indian tribes are eligible applicants. For more information, contact David McIlwain, Director, Public Works Division, Economic Development Administration, Dept. of Commerce, 14th and Constitution Ave. N.W., Room 7326, Washington, DC 20230; phone (202) 482-5265. Applications are accepted continuously.

### Economic Development Technical Assistance

(CFDA Number: 11.303)

Total FY 1995 Funding: \$3.4 million

Through its Local and National Technical Assistance Programs, the Economic Development Administration provides technical assistance for the purpose of alleviating economic distress. This program can be used to help identify opportunities for transportation facilities and services to improve an area's economic vitality. Public bodies, private nonprofit organizations, Indian tribes and educational institutions are eligible applicants. For more information, contact Lewis Podolske, Office of Technical Assistance, Economic Development Administration, Dept. of Commerce, 14th and Constitution Ave. N.W., Room 7315, Washington, DC 20230; phone (202) 482-3373. Applications are accepted continuously.

### Economic Adjustment Assistance

(CFDA Number: 11.307)

Total FY 1995 Funding: \$36.1 million

The Economic Development Administration's "Title IX" Economic Adjustment Assistance program provides construction grants, seed money for revolving loan funds and planning assistance to communities experiencing severe economic deterioration. Planning and capital assistance for transportation services can be supported by this program. Public bodies and Indian tribes are eligible applicants. For more information, contact David Witschi, Director, Economic Adjustment Division, Economic Development Administration, Dept. of Commerce, 14th and Constitution Ave. N.W., Room 7327, Washington, DC 20230; phone (202) 482-2659. Applications are accepted continuously.

# U.S. Department Of Defense

## Office of Economic Adjustment

### Community Economic Adjustment Planning Assistance

(CFDA Number: 12.607)

Total FY 1995 Funding: \$20.0 million

The Dept. of Defense provides planning assistance to help state and local governments plan for the reuse of closing military bases. The scope of these plans is supposed to address transportation needs as well as other community economic issues. Public bodies and Indian tribes adversely affected by military base closures are

eligible applicants. For more information, contact David MacKinnon, Office of Economic Adjustment, Dept. of Defense, 400 Army Navy Dr., Suite 200, Arlington, VA 22202; phone (703) 604-4726. Applications are accepted continuously.

**Joint Land Use Studies**

**(CFDA Number: I2.610)**

**Total FY 1995 Funding: \$20.0 million**

The Dept. of Defense assists communities in planning to ensure that community development does not impair military base activities. This program can assist with transportation planning in areas adjacent to military installations. Public bodies and Indian tribes are eligible applicants. For more information, contact David MacKinnon, Office of Economic Adjustment, Dept. of Defense, 400 Army Navy Dr., Suite 200, Arlington, VA 22202; phone (703) 604-4726. Applications are accepted continuously.

**Community Base Reuse Plans**

**(CFDA Number: I2.612)**

**Total FY 1995 Funding: \$300,000**

Communities affected by military base closures or realignments can receive one-time grants to help plan for the reuse of the closing or realigning facility, with a particular emphasis on addressing homelessness and community development needs. This assistance can be used to plan for transportation-related needs or uses of the facility. Public bodies and Indian tribes adversely affected by military base closures are eligible applicants. For more information, contact David MacKinnon, Office of Economic Adjustment, Dept. of Defense, 400 Army Navy Dr., Suite 200, Arlington, VA 22202; phone (703) 604-4726. Applications are accepted continuously.

## **U.S. Department Of Education**

### **Office of Special Education and Rehabilitative Services**

**Vocational Rehabilitation Grants**

**(CFDA Number 84.126)**

**Total FY 1995 Funding: \$2.0 billion**

Vocational rehabilitation funds are provided to state rehabilitation agencies on a formula basis to provide a full range of rehabilitative services. Funds are used to provide transportation to these services. For more information, contact Mark Shoob, Associate Commissioner for Program Operations, Rehabilitation Services Administration, Dept. of Education, 330 C Street S.W., Room 3036, Washington, DC 20202; phone (202) 205-9406.

**Centers for Independent Living**

**(CFDA Number 84.132)**

**Total FY 1995 Funding: \$40.5 million**

This program provides support to local nonprofit centers for independent living, enabling them to provide training, counseling, advocacy and supportive services to individuals with significant disabilities. Transportation services are provided through this program. These funds are only awarded to local nonprofit centers. For more information, contact Don Thayer, Office of Developmental Programs, Rehabilitation Services Administration, Dept. of Education, 330 C Street S.W., Room 3038, Washington, DC 20202; phone (202) 205-9315.

**Independent Living State Grants  
(CFDA Number 84.169)**

**Total FY 1995 Funding: \$21.9 million**

This program provides funds to state agencies to provide independent living services to individuals with significant disabilities and to provide technical assistance to help public and nonprofit organizations provide independent living services. Transportation is considered a key element in providing independent living for persons with disabilities. For more information, contact John Nelson, Office of Program Operations, Rehabilitation Services Administration, Dept. of Education, 350 C Street S.W., Room 3211, Washington, DC 20202; phone (202) 205-9362.

**National Institute for Disability and Rehabilitation Research  
(CFDA Number: 84.133)**

**Total FY 1995 Funding: \$70.0 million**

The National Institute for Disability and Rehabilitation Research (NIDRR) sponsors research and demonstration projects to improve the lives of people with disabilities. Its funds may be used to support transportation demonstrations or applied research in transportation accessibility. Only projects whose goals are consistent with NIDRR's annually updated long-range research plan will be supported. For more information, contact Katherine Seelman, Director, National Institute for Disability and Rehabilitation Research, Dept. of Education, 330 C St. S.W., Room 3060, Washington, DC 20202; phone (202) 205-8134.

**Vocational Rehabilitation Special Projects  
(CFDA Number: 84.235)**

**Total FY 1995 Funding: \$19.9 million**

This program funds special projects to expand and improve vocational rehabilitation services, especially to persons with severe disabilities or who are not adequately served by existing vocational rehabilitation programs. Transportation services can be supported provided through this program. Funds are awarded on a discretionary basis to state and local public agencies and private nonprofit organizations. For more information, contact Tom Finch, Special Projects Division Director, Rehabilitation Services Administration, Dept. of Education, 330 C St. S.W., Room 3326, Washington, DC 20202; phone (202) 205-9796.

## **Office of Educational Research and Improvement**

**Libraries for Tribes and Hawaiian Natives  
(CFDA Number: 84.163)**

**Total FY 1995 Funding: \$2.5 million**

The primary purpose of this program is to support library services for Native American communities. Among the specific services it supports is transportation that provides Native Americans access to library services. Only Native American entities are eligible applicants. For more information, contact Christina Dunn, Discretionary Library Programs Division Director, Office of Library Programs, Dept. of Education, 555 New Jersey Ave. N.W., Room 300-E, Washington, DC 20208; phone (202)219-1315.

## **Office of Vocational and Adult Education**

**Workplace Literacy Projects  
(CFDA Number: 84.198)**

**Total FY 1995 Funding: \$18.7 million**

The goal of this program is to improve the literacy skills of adult working persons. While the bulk of its resources go toward the direct provision of literacy programs, funds may be used to provide transportation.

child care and other support services to enable persons to participate in literacy programs. Funds are awarded on a discretionary basis to local partnerships of private industry and public education or nonprofit groups. For more information, contact Ronald Pugsley, Program Services Branch Chief, Office of Vocational and Adult Education, Dept. of Education, 330 C St. S.W., Room 4425, Washington, DC 20202; phone (202) 205-9872.

## **Office of Elementary and Secondary Education**

### **Even Start**

**(CFDA Number: 84.213, 84.214, 84.258)**

**Total FY 1995 Funding: \$106.4 million**

The Even Start Family Literacy Program attempts to break cycles of poverty and illiteracy by integrating early childhood education, adult literacy and parenting education into a unified family literacy program. Transportation services may be included if necessary to ensure participation in the adult literacy component of this program. Cooperative partnerships that include local public or tribal education agencies are eligible applicants. For more information, contact Patricia McKee, Grants Administration Branch, Office of Compensatory Education Programs, Dept. of Education, 600 Independence Ave. S.W., Room 4400, Washington, DC 20202; phone (202) 260-0991. Funds are distributed to state education agencies on a formula basis.

### **Education for Homeless Children and Youth**

**(CFDA Number: 84.196)**

**Total FY 1995 Funding: \$28.8 million**

The Education for Homeless Children and Youth program provides formula grants to state education agencies and the Bureau of Indian Affairs to ensure that homeless children have access to public education equal to that provided to all other children and youth. Funds from this program are used to overcome all identified barriers to homeless children's participation in public education; and may be used to provide transportation to homeless children not otherwise able to participate in appropriate public education programs. Funds are distributed on a formula basis to state education agencies, who then allocate funds among local education agencies. For more information, contact Patricia McKee, Grants Administration Branch, Office of Compensatory Education Programs, Dept. of Education, 600 Independence Ave. S.W., Room 4400, Washington, DC 20202; phone (202) 260-0991.

# **U.S. Department Of Health and Human Services**

## **Administration for Children and Families**

### **Job Opportunities and Basic Skills Training**

**(CFDA Number 93.561)**

**Total FY 1995 Funding: \$980.0 million**

Under this program, known by its acronym as "JOBS," state welfare agencies provide education, training and employment services that avert long-term welfare dependency for needy families. States are required to provide necessary transportation and child care services to program participants. Only state welfare agencies are eligible applicants. For more information, contact Max Storrs, JOBS Program Director, Office of Family Assistance, Administration for Children and Families, DHHS, 370 L'Enfant Promenade S.W., 5th Fl., Washington, DC 20447; phone (202) 401-9294.

**Refugee Assistance - State Programs  
(CFDA Number 93.566)**

**Total FY 1995 Funding: \$215.4 million**

This program distributes funds on both reimbursement and formula bases for cash, medical assistance and social services to refugees. Transportation is supported when provided as a component of these services. Only state refugee agencies are eligible applicants. For more information, contact Allan Gall, Senior Policy Analyst, Office of Refugee Resettlement, Administration for Children and Families, DHHS, 370 L'Enfant Promenade S.W., 6th Fl., Washington, DC 20447; phone (202) 401-9246.

**Community Services Block Grants  
(CFDA Number 93.569)**

**Total FY 1995 Funding: \$391.5 million**

Under this program, states and Indian tribes receive funding to provide a broad range of social services for low-income persons. Community Services Block Grant funds are awarded on a formula basis to states, which pass the majority of these funds on to local nonprofit community action programs. Transportation services commonly are provided by many of these local programs. For more information, contact Margaret Washnitzer, State Assistance Division Director, Office of Community Services, Administration for Children and Families, DHHS, 370 L'Enfant Promenade S.W., 5th Fl., Washington, DC 20447; phone (202) 401-9342.

**Head Start  
(CFDA Number 93.600)**

**Total FY 1995 Funding: \$3.5 billion**

Head Start is a program of comprehensive services for economically disadvantaged preschool children. Funds are distributed to tribes and local public and nonprofit agencies to provide child development and education services, as well as supportive services such as transportation. Head Start funds are used to provide transportation services, acquire vehicles and provide technical assistance to local Head Start centers. For more information, contact Helen Taylor, Associate Commissioner, Head Start Bureau, Administration for Children and Families, DHHS, 330 C Street S.W., Room 2050, Washington, DC 20201; phone (202) 205-8573.

**Native American Programs  
(CFDA Number 93.612)**

**Total FY 1995 Funding: \$35.0 million**

Through this set of programs, funds are provided to promote the social and economic development of Native American communities. Funds are provided for some capital costs, operating costs, planning and development costs and technical assistance. Transportation services may be funded if they are part of a tribal social or economic development program. Tribal entities and public and nonprofit organizations serving Native American populations are eligible applicants. For more information, contact Pat Rogers, Intra-Departmental Council on Native Americans, Administration for Children and Families, DHHS, 200 Independence Ave. S.W., Room 339-D, Washington, DC 20201; phone (202) 690-5790.

**Developmental Disabilities Basic Support and Advocacy Grants  
(CFDA Number 93.630)**

**Total FY 1995 Funding: \$97.2 million**

This program provides formula grants to state agencies serving the developmentally disabled for the purpose of enabling persons with developmental disabilities to become fully integrated into their communities. Funds are used for a variety of support services, including transportation. For more information, contact Raymond Sanchez, Program Operations Division Director, Administration on Developmental Disabilities, Administration for Children and Families, DHHS, 200 Independence Ave. S.W., Room 337-D, Washington, DC 20201; phone (202) 690-5962.

**Developmental Disabilities Projects of National Significance  
(CFDA Number 93.631)**

**Total FY 1995 Funding: \$5.7 million**

This program provides funding for demonstrations and special projects that address the needs of persons with developmental disabilities. Funds can be used to support innovative transportation services. For more information, contact Raymond Sanchez, Program Operations Division Director, Administration on Developmental Disabilities, Administration for Children and Families, DHHS, 200 Independence Ave. S.W., Room 337-D, Washington, DC 20201; phone (202) 690-5962.

**Social Services Research and Demonstration Grants  
(CFDA Number 93.647)**

**Total FY 1995 Funding: \$15.0 million**

This program's grants support a wide variety of projects to solve human services problems and identify effective human services policy. Transportation projects that improve the delivery and effectiveness of human services programs are eligible for this funding. Public entities, private nonprofits and for-profit organizations all are eligible applicants. For more information, contact Jim Dolson, Division of Child and Family Development, Office of Planning, Research and Evaluation, Administration for Children and Families, DHHS, 370 L'Enfant Promenade S.W., 7th Fl., Washington, DC 20447; phone (202) 205-6165.

**Social Services Block Grants  
(CFDA Number 93.667)**

**Total FY 1995 Funding: \$2.8 billion**

Also known as "Title XX," this program provides formula funds to state welfare agencies to provide needed social services, including transportation services, that help individuals reduce welfare dependency, achieve self-sufficiency or forestall unnecessary use of institutional care. For more information, contact Margaret Washnitzer, State Assistance Division Director, Office of Community Services, Administration for Children and Families, DHHS, 370 L'Enfant Promenade S.W., 5th Fl., Washington, DC 20447; phone (202) 401-9342.

## **Administration on Aging**

**Supportive Services and Senior Centers  
(CFDA Number: 93.044)**

**Total FY 1995 Funding: \$306.7 million**

Through this program, funds are awarded on a formula basis to state units on aging for the purpose of providing supportive services for older persons, including the operation of multi-purpose senior centers. State units award funds to area agencies on aging, most of whom use a portion of these funds to help meet the transportation needs of older persons. Public bodies, private nonprofit and for-profit organizations ultimately receive these funds and directly provide transportation services. For more information, contact Carol Crecy, Director, Office for State and Community Programs, Administration on Aging, DHHS, 330 Independence Ave. S.W., Room 4735, Washington, DC 20201; phone (202) 619-2617.

**Programs for Native American Elders  
(CFDA Number: 93.047)**

**Total FY 1995 Funding: \$16.9 million**

This program supports nutrition, information and referral, multi-purpose senior centers and other supportive services for Native American elders. Transportation is among the supportive services receiving this assistance. Federally recognized tribes and Native Hawaiian organizations are the only eligible applicants. For more

information, contact Yvonne Jackson, Office of American Indian, Alaskan Native and Native Hawaiian Programs, Administration on Aging, DHHS, 330 Independence Ave. S.W., Room 4257, Washington, DC 20201; phone (202) 619-2957.

**Training, Research and Discretionary Projects and Programs for the Elderly  
(CFDA Number: 93.048)**

**Total FY 1995 Funding: \$25.7 million**

This program supports research and demonstration programs for better addressing the circumstances of older people. Many of these grants have been used to demonstrate innovative programs of transportation for the elderly. Public bodies and private nonprofit organizations are eligible applicants. For more information, contact Al Duncker, Office for Program Development, Administration on Aging, DHHS, 330 Independence Ave. S.W., Room 4274, Washington, DC 20201; phone (202) 619-1269.

## **Health Care Financing Administration**

**Medicaid**

**(CFDA Number: 93.778)**

**Total FY 1995 Funding: \$88.4 billion**

Medicaid is a program of medical assistance for qualified low-income persons and persons with disabilities. Under Medicaid, states are required to arrange for transportation of beneficiaries to and from medical care. Individual states determine how transportation costs are to be paid and which transportation providers are eligible program participants. For more information, contact Sally Richardson, Director, Medicaid Bureau, Health Care Financing Administration, DHHS, 6325 Security Blvd., Room 200, Baltimore, MD 21207; phone (410) 966-3870.

## **Health Resources and Services Administration**

**Pediatric AIDS Health Care Demonstration Program  
(CFDA Number 93.153)**

**Total FY 1995 Funding: \$26.0 million**

The Health Resources and Services Administration provides funds to demonstrate methods of improving care services for children with AIDS or HIV disease. Funds can be used to support transportation that is part of these care services. Private for-profit and nonprofit organizations, public bodies and Indian tribes are eligible applicants. For more information, including application deadlines, contact Beth Roy, Division of Services for Children with Special Health Needs, Maternal and Child Health Bureau, Health Resources and Services Administration, DHHS, 5600 Fishers Lane, Room 18A-27, Rockville, MD 20857; phone (301) 443-9051.

**Community Health Centers  
(CFDA Number 93.224)**

**Total FY 1995 Funding: \$616.5 million**

This program supports primary health care centers in medically underserved areas. Funds may be used to provide transportation services as necessary to provide health care services. Private nonprofit and public health agencies are eligible applicants. For more information, contact Richard Bohrer, Director of Community and Migrant Health, Bureau of Primary Health Care, Health Resources and Services Administration, DHHS, 4350 East-West Hwy., 7th Fl., Bethesda, MD 20814; phone (301) 594-4300.

**Migrant Health Centers  
(CFDA Number 93.246)**

**Total FY 1995 Funding: \$65.0 million**

This program supports centers providing primary, supplemental and environmental health services to migrant farm workers and their families. Funds may be used to provide transportation as necessary to provide primary health care services. Private nonprofit and public health agencies are eligible applicants. For more information, contact Antonio Duran, Migrant Health Branch Chief, Bureau of Primary Health Care, Health Resources and Services Administration, DHHS, 4350 East-West Hwy., 7th Fl., Bethesda, MD 20814; phone (301) 594-4303.

**Health Care for the Homeless Program**

**Total FY 1995 Funding: \$65.4 million**

The Health Care for the Homeless (HCH) program seeks to improve access by homeless individuals to primary health care and substance abuse treatment. Through the HCH program, private nonprofit organizations and public entities are eligible to provide or arrange for the delivery of health services to homeless individuals. Funds may be used to provide transportation services as necessary to provide health care services. For more information, contact Jean Hochron, Chief, Health Care for the Homeless Branch, Bureau of Primary Health Care, Health Resources and Services Administration, DHHS, 4350 East-West Hwy., 9th Fl., Bethesda, MD 20814; phone (301) 594-4430.

**Public Housing Primary Care Program  
(CFDA Number: 93.927)**

**Total FY 1995 Funding: \$9.5 million**

The Public Housing Primary Care Program was created to minimize barriers experienced by residents of public housing in accessing health services. The program seeks to improve the health status of residents in public housing developments by providing primary care on-site or at immediately accessible locations. Funds may be used to provide transportation services as necessary to provide health care services. For more information, contact Charles Woodson, Program Director, Public Housing Primary Care Program, Bureau of Primary Health Care, Health Resources and Services Administration, DHHS, 4350 East-West Hwy., 9th Fl., Bethesda, MD 20814; phone (301) 594-4430.

**Rural Health Services Outreach Grants  
(CFDA Number 93.912)**

**Total FY 1995 Funding: \$27.0 million**

This is a program of demonstration grants to expand or enhance the availability of health services in rural areas. Transportation services that improve the availability of rural health care have been funded through this program. Public agencies and private nonprofits are eligible applicants. For more information, contact Jeffrey Human, Director, Office of Rural Health Policy, Health Resources and Services Administration, Public Health Service, DHHS, 5600 Fisher Lane, Room 9-05, Rockville, MD 20857; phone (301) 443-0835.

**HIV Emergency Relief Project Grants  
(CFDA Number 93.914)**

**Total FY 1995 Funding: \$174.7 million**

The Health Resources and Services Administration makes supplemental "emergency" grants to communities disproportionately affected by HIV disease to provide HIV care services. Funds can be used to support transportation that is a part of these care services. Private for-profit and nonprofit organizations, public bodies and Indian tribes are eligible applicants. For more information, including application deadlines, contact Anita Eichler, Director, Division of HIV Services, Bureau of Health Resources Development, Health Resources and Services Administration, DHHS, 5600 Fishers Lane, Room 7A-55, Rockville, MD 20857; phone (301) 443-6745.

**HIV Emergency Relief Formula Grants****(CFDA Number: 93.915)****Total FY 1995 Funding: \$174.7 million**

The Health Resources and Services Administration provides formula assistance to communities disproportionately affected by HIV disease to provide HIV care services. Funds can be used to support transportation that is a part of these care services. Public health agencies are eligible applicants. For more information, contact Anita Eichler, Director, Division of HIV Services, Bureau of Health Resources Development, Health Resources and Services Administration, DHHS, 5600 Fishers Lane, Room 7A-55, Rockville, MD 20857; phone (301) 443-6745.

**HIV Care Formula Grants****(CFDA Number: 93.917)****Total FY 1995 Funding: \$174.8 million**

The Health Resources and Services Administration provides formula assistance to states for the purpose of providing HIV care services. Funds can be used to support transportation that is a part of these care services. Private for-profit and nonprofit organizations, public bodies and Indian tribes are eligible to receive this funding from state health agencies. For more information, contact Anita Eichler, Director, Division of HIV Services, Bureau of Health Resources Development, Health Resources and Services Administration, DHHS, 5600 Fishers Lane, Room 7A-55, Rockville, MD 20857; phone (301) 443-6745.

**HIV Early Intervention Services****(CFDA Number: 93.918)****Total FY 1995 Funding: \$52.3 million**

The Health Resources and Services Administration provides funding to public and private health care organizations for comprehensive primary health care services to reduce the incidence of HIV infection. Funds can be used to support transportation that is a part of these care services. Public and private nonprofit health organizations are eligible applicants. For more information, including application deadlines, contact the Division of Programs for Special Populations, Bureau of Primary Health Care, Health Resources and Services Administration, DHHS, 4350 East-West Hwy., 9th Floor, Bethesda, MD 20814; phone (301) 594-4420.

**Healthy Start****(CFDA Number: 93.926)****Total FY 1995 Funding: \$101.0 million**

This initiative seeks to build a community-oriented approach to reducing infant mortality. A total of 22 "Healthy Start" communities have been designated to implement this program. Transportation services that help link pregnant women and new mothers to necessary health care and related services may be provided. Grants are awarded to consortia of local public agencies and private nonprofits in the designated communities; no new communities are expected to be designated, nor are applications for new grants expected to be accepted. For more information, contact Thurma McCann, Healthy Start Division Director, Maternal and Child Health Bureau, Health Resources and Services Administration, DHHS, 5600 Fishers Lane, Room 11A-05, Rockville, MD 20857; phone (301) 443-0509. See Appendix for a list of Healthy Start communities.

**Maternal and Child Health Services Grants  
(CFDA Number: 93.994)**

**Total FY 1995 Funding: \$572.3 million**

The Health Resources and Services Administration provides formula funding to states for the purpose of providing health services to mothers, infants and children, with particular emphasis on caring for children with special health care needs and children in low-income families. Funds can be used to support transportation that is a part of these services. State health agencies receive these funds on an annual basis, and use them to provide direct services, administration, planning and technical assistance. For more information, contact Samuel Kessel, Systems, Education and Science Division Director, Maternal and Child Health Bureau, Health Resources and Services Administration, DHHS, 5600 Fishers Lane, Room 18A-55, Rockville, MD 20857; phone (301) 443-2340.

**Substance Abuse and Mental Health Services Administration**

**Community-Based Care Linkages  
(CFDA Number: 93.109)**

**Total FY 1995 Funding: \$7.3 million**

This initiative links community-based service providers to integrate substance abuse treatment, primary health care and related support services. Otherwise unavailable transportation services needed to meet local program objectives may be funded. This initiative currently supports projects carried out by public agencies and private nonprofits in 18 communities; no new grant applications are expected to be accepted. For more information, contact Wendell McConnell, HIV/Linkage Branch Chief, Center for Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration, DHHS, 5515 Security Lane, Room 740, Rockville, MD 20852; phone (301) 443-8461.

**Substance Abuse Treatment for Rural and Remote Persons  
(CFDA Number 93.122)**

**Total FY 1995 Funding: \$4.5 million**

This is a five-year program demonstrating strategies for reducing substance abuse among Native Americans and isolated rural residents. The program supports six project sites, each of which uses a coordinated approach integrating substance abuse treatment, health and social services and related services including transportation. The program is continuing, but is not expected to expand beyond the current six projects. For more information, contact Cliff Mitchell, Special Projects Branch Chief, Center for Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration, DHHS, 5515 Security Lane, Room 740, Rockville, MD 20852; phone (301) 443-8803.

**U.S Department Of Housing  
and Urban Development**

**Office of Elderly and Assisted Housing**

**Congregate Housing Services Program  
(CFDA Number 14.170)**

**Total FY 1995 Funding: \$7.7 million**

This program has prevented the premature institutionalization of elders through a combination of supported living arrangements and supportive services.

Transportation is among the services this program has provided. Tribal, state and local governments and private nonprofit agencies are eligible applicants. The program is expected to terminate in FY 1996. For more information, contact Nicolas Retsinas, Assistant Secretary for Housing, Dept. of Housing and Urban Development, 451 Seventh St. S.W., Room 9100, Washington, DC 20410; phone (202) 708-3600.

## **Office of Community Planning and Development**

### **Community Development Block Grants (CFDA Number 14.218, 14.219, 14.228)**

**Total FY 1995 Funding: \$4.5 billion**

The Community Development Block Grant (CDBG) program supports a wide variety of community and economic development activities, with priorities determined at the local level. Some communities have used CDBG funds to assist in the construction of transportation facilities, operating expenses and vehicle acquisition for community transportation services. CDBG funds are distributed on a formula basis to entitled cities, states and urban counties. For more information, contact Richard Kennedy, Deputy Director, Office of Block Grant Assistance, Office of Community Planning and Development, HUD, 451 Seventh St. S.W., Room 7286, Washington, DC 20410; phone (202) 708-3587.

### **Supportive Housing Program (CFDA Number: 14.235)**

**Total FY 1995 Funding: \$602.0 million**

The Supportive Housing Program provides a broad range of assistance for supportive housing and related services for homeless persons. Transportation to link supportive housing residents with other necessary services may be funded. State, tribal, local governments, private non-profit agencies and community mental health associations are eligible to apply. For more information, contact Maggie Taylor, Director, Office of Special Needs Assistance Programs, HUD, 451 Seventh St. S.W., Room 7262, Washington, DC 20410; phone (202) 708-4300.

### **Housing Opportunities for Persons with AIDS (CFDA Number: 14.241)**

**Total FY 1995 Funding: \$171.0 million**

The Housing Opportunities for Persons with AIDS program provides grants to provide housing and supportive services to low-income persons with AIDS. Grants may be used to provide transportation services. Most of this program's funding is awarded on a formula basis to state and city governments. For more information, contact Fred Karnas, Director, Office of HIV/AIDS Housing, HUD, 451 Seventh St. S.W., Room 7154, Washington, DC 20410; phone (202) 708-1934.

### **Urban Empowerment Zones/Enterprise Communities (CFDA Number: 14.244)**

**Total FY 1995 Funding: 0**

The Empowerment Zone and Enterprise Communities (EZ/EC) program is an initiative that is designed to help distressed areas improve themselves through a comprehensive, coordinated approach integrating local initiative with federal support. HUD has designated six urban Empowerment Zones and 65 urban Enterprise Communities. To be designated an EZ/EC, an area had to submit a strategic plan for revitalization, which could incorporate strategies for addressing transportation needs and services. States received a one-time infusion of \$100 million for each urban Empowerment Zone and \$3 million for each urban Enterprise Community to help them begin implementation of their strategic plans. For more information, contact Mike Savage, Deputy Director, Office of Economic Development, HUD, 451 Seventh St. S.W., Room 7136, Washington, DC 20410; phone (202) 708-2290. Applications for EZ/EC designation were due June 30, 1994. No additional funding for this initiative is expected. See this guide's appendix for a list of EZ/EC's.

## Office of Public and Indian Housing

### **Service Coordinators for the Elderly and Disabled in Public Housing (CFDA Number: \$14.157)**

**Total FY 1995 Funding: \$30.0 million**

In prior years, this program has provided funding advances for supportive housing projects for older persons. Where needed, these projects are to provide supportive services such as transportation for their residents. Only private nonprofits are eligible applicants for remaining funds, although they may purchase transportation from any provider. For more information, contact Ron Ashford, Office of Supportive Services, Office of Community Relations and Involvement, HUD, 451 Seventh St. S.W., Room 4112, Washington, DC 20410; phone (202) 708-4214.

### **Tenant Opportunities Program (CFDA Number 14.853)**

**Total FY 1995 Funding: \$25.0 million**

The Tenant Opportunities Program provides grants to housing resident organizations to fund training and other tenant opportunities, such as business development, education, job training, social services and other self-help initiatives. Technical assistance for transportation purposes can be provided. Only nonprofit resident organizations are eligible to apply. For more information, contact Dorothy Walker, Tenant Opportunity Division, Office of Community Relations and Involvement, HUD, 451 Seventh St. S.W., Room 4112, Washington, DC 20410; phone (202) 708-3611.

### **Public Housing Drug Elimination Program (CFDA Number 14.854)**

**Total FY 1995 Funding: \$250.4 million**

The Public Housing Drug Elimination Program provides grants to reduce drug-related crime and criminal activities in and around public housing developments. Funds may be used to support transportation activities or services to reduce the incidence of drug-related crime and other criminal activities. Public and Indian housing authorities are eligible applicants. For more information, contact Sonia Burgos, Office of Crime Prevention and Security, Office of Community Relations and Involvement, HUD, 451 Seventh St. S.W., Room 4118, Washington, DC 20410; phone (202) 708-1197.

### **HOPE for Public and Indian Housing Homeownership (CFDA Number 14.858)**

**Total FY 1995 Funding: 0**

This program, known as HOPE 1, was a three-year initiative to develop and implement local homeownership programs for low-income families. Transportation-related planning and technical assistance can be supported if it is linked to economic development benefiting low-income prospective homeowners. There is no further funding for this initiative. For more information, contact Gary Van Buskirk, Homeownership Division Director, Office of Community Relations and Involvement, HUD, 451 Seventh St. S.W., Room 4112, Washington, DC 20410; phone (202) 708-4233.

### **Family Investment Centers (CFDA Number 14.861)**

**Total FY 1995 Funding: 0**

The Family Investment Centers program helped provide training and supportive services near public housing projects that otherwise would not be available to public housing residents. Funds may be used to lease vehicles or furnish transportation services to provide public housing residents with access to these services. There is no further funding for this program. For more information, contact Ron Ashford, Office of Supportive Services, Office of Community Relations and Involvement, HUD, 451 Seventh St. S.W., Room 4102, Washington, DC 20410; phone (202) 708-4214.

# U.S. Department Of Interior

## Bureau of Indian Affairs

### **Indian Employment Assistance (CFDA Number 15.108)**

**Total FY 1995 Funding: \$20.1 million**

The Indian Employment Assistance program provides direct cash benefits to Native Americans needing financial assistance in order to obtain vocational training or permanent employment. Funds can be provided to assist beneficiaries with transportation to training or employment sites. Funds are provided only to individual beneficiaries through their local Bureau of Indian Affairs office. For more information, contact Dean Poleahla, Office of Economic Development, Bureau of Indian Affairs, 18-49 C St. N.W., Mail Stop 1458 MIB, Washington, DC 20240; phone (202) 208-2570.

### **Indian Credit Program (CFDA Number 15.124)**

**Total FY 1995 Funding: \$46.9 million**

The Indian Credit Program provides loan guarantees for business and economic development projects on or near reservations. Loans may be made for transportation-related business or economic development projects. Native American organizations or tribal members are the only eligible applicants. For more information, contact Nancy Jemison, Director, Office of Economic Development, Bureau of Indian Affairs, 18-49 C St. N.W., Room 2528, Washington, DC 20240; phone (202) 208-5324.

### **Indian Child Welfare Grants (CFDA Number 15.144)**

**Total FY 1995 Funding: \$24.6 million**

Indian Child Welfare Grants are used for a variety of child care, child protection and family assistance services. Funds may be used to support the transportation of children in Indian child care programs and for the transportation of persons receiving children welfare education and training. Only Native American organizations may apply for funding. For more information, contact Betty Tippeconnie, Social Services Division, Office of Tribal Services, Bureau of Indian Affairs, 1849 C St. N.W., Mail Stop 310-SIB, Washington, DC 20240; phone (202) 208-2721.

# U.S. Department Of Justice

### **Weed and Seed Program (CFDA Number 16.725)**

**Total FY 1995 Funding: \$23.5 million**

This program seeks to combat violent crime through a multi-faceted approach of crime prevention and community improvement strategies, including the improvement of facilities and services (such as those related to transportation) in high-crime areas. Much of Weed and Seed's activity is the provision of training and technical assistance to areas seeking to implement these strategies. In addition, the program funds local efforts being carried out by coalitions of community groups, local government and U.S. Attorneys' offices. To date, 21 cities are carrying out funded Weed and Seed activities. For more information, contact: Executive Office for Weed and Seed, 1001 G St. N.W., Suite 810, Washington, DC 20001; phone (202) 616-1152.

# U.S. Department Of Labor

## Employment and Training Administration

### Senior Community Service Employment

(CFDA Number 17.235)

**Total FY 1995 Funding: \$410.5 million**

This program, authorized by the Older Americans Act, provides formula grants to states and national non-profit organizations for subsidized employment and related services for low-income elders. Transportation is among the services provided through this program. For more information, contact Paul Mayrand, Office of Special Targeted Programs, Employment and Training Administration, Dept. of Labor, 200 Constitution Ave. N.W., Room N-4641, Washington, DC 20210; phone (202) 219-5500.

### Trade Adjustment Assistance

(CFDA Number 17.245)

**Total FY 1995 Funding: \$276.8 million**

Primarily, this is a program of temporary benefits to workers whose employment has been adversely affected by increased imports. Unlike other federal unemployment benefits programs, however, Trade Adjustment Assistance also provides benefits for job training and necessary related services, specifically including transportation to training programs. This is a state-managed program of direct benefits to individuals. For more information, contact Victor Trunzo, Program Manager, Office of Trade Adjustment Assistance, Employment and Training Administration, Dept. of Labor, 200 Constitution Ave. N.W., Room C-4318, Washington, DC 20210; phone (202) 219-5555.

### Job Training Pilot and Demonstration Programs

(CFDA Number 17.249)

**Total FY 1995 Funding: \$35.5 million**

This is a program of demonstrations and innovations in providing job training services. Particular emphases are to initiate pilot projects operating in more than one state and to serve groups with particular labor market disadvantages. Transportation services that are part of these projects will be supported. For more information, contact Lafayette Grigsby, Research and Demonstration Division, Office of Policy and Research, Employment and Training Administration, Dept. of Labor, 200 Constitution Ave. N.W., Room N-5637, Washington, DC 20210; phone (202) 219-5677.

### Job Training Partnership Act

(CFDA Number 17.250)

**Total FY 1995 Funding: \$2.5 billion**

The Job Training Partnership Act (JTPA) provides formula funding to states for a variety of youth and adult job training services. States may use JTPA funds to help provide transportation to training programs for program participants. Only state agencies are eligible applicants. For more information, contact Josephine Nieves, Associate Assistant Secretary, Office of Job Training Programs, Employment and Training Administration, Dept. of Labor, 200 Constitution Ave. N.W., Room N-4459, Washington, DC 20210; phone (202) 219-6236.

**Native American Employment and Training  
(CFDA Number 17.251)**

**Total FY 1995 Funding: \$59.8 million**

This is a separate program under the Job Training Partnership Act which provides formula funding to Native American entities for a variety of job training services. Transportation to and from job training activities is among the eligible uses of these funds. For more information, contact Thomas Dowd, Indian and Native American Programs Division Chief, Office of Special Targeted Programs, Employment and Training Administration, Dept. of Labor, 200 Constitution Ave. N.W., Room N-4641, Washington, DC 20210; phone (202) 219-8502.

## **U.S. Department Of Transportation**

### **Federal Highway Administration**

**Highway Planning and Construction  
(CFDA Number 20.205)**

**Total FY 1995 Funding: \$19.6 billion**

The program of federal aid for highways has many components, most of which can only be used for highway construction and rehabilitation projects. Two highway programs, the Surface Transportation Program and the Congestion Mitigation and Air Quality Program, may be used either for highway or public transit capital projects, as determined by state-approved transportation planning processes. These funds are awarded to state transportation departments on a formula basis. For more information, contact Thomas Ptak, Associate Administrator for Program Development, Federal Highway Administration, DOT, 400 Seventh St. S.W., HPD-1, Washington, DC 20590; phone (202) 366-0371.

### **Federal Transit Administration**

**Transit Capital Improvement Grants  
(CFDA Number 20.500)**

**Total FY 1995 Funding: \$1.9 billion**

Formerly known as "Section 3," this program provides capital assistance for new rail systems, modernization of existing rail systems and for new and replacement buses and facilities. Only public bodies are eligible applicants. For more information, contact Joyce Larkins, Office of Programs Management, Federal Transit Administration, DOT, 400 Seventh St. S.W., TPM-10, Washington, DC 20590; phone (202) 366-2053.

**Metropolitan Transit Planning Grants  
(CFDA Number 20.505)**

**Total FY 1995 Funding: \$43.5 million**

Formerly known as "Section 26," this program provides formula funding for the transportation planning activities of state and metropolitan planning organizations. Only states may receive these funds, the majority of which are distributed to metropolitan planning organizations. Funding allocations are determined annually. For more information, contact Sam Zimmerman, Director, Office of Planning and Operations, Federal Transit Administration, DOT, 400 Seventh St. S.W., TPL-10, Washington, DC 20590; phone (202) 366-1628

**Transit Capital and Operating Grants for Urbanized Areas  
(CFDA Number 20.507)**

**Total FY 1995 Funding: \$2.9 billion**

Formerly known as "Section 9," this program provides formula funding to areas of 50,000 or greater population. Funds may be used to support either transit capital or operating expenses, although there is a statutory maximum of available operating assistance. Only public bodies are eligible recipients. Funding allocations are determined annually, with funds designated for areas less than 200,000 population passed to state transit agencies for redistribution. For more information, contact Melton Baxter, Office of Programs Management, Federal Transit Administration, DOT, 400 Seventh St. S.W., TPM-10, Washington, DC 20590; phone (202) 366-2053.

**Public Transportation for Nonurbanized Areas  
(CFDA Number 20.509)**

**Total FY 1995 Funding: \$137.4 million**

Formerly known as "Section 18," this program provides formula funding to states for the purpose of supporting public transportation in areas of less than 50,000 population. Funds may be used to support administrative, capital or operating costs of local transportation providers. The Rural Transit Assistance Program (RTAP) provides formula funding to states for rural transit training and technical assistance. States may distribute funding to public, private nonprofit, for-profit or tribal organizations. For more information, contact Mary Martha Churchman, Office of Programs Management, Federal Transit Administration, DOT, 400 Seventh St. S.W., TPM-10, Washington, DC 20590; phone (202) 366-2053.

**Capital Assistance for Elderly and Disabilities Transportation  
(CFDA Number 20.513)**

**Total FY 1995 Funding: \$59.2 million**

Formerly known as "Section 16," this program provides formula funding to states for the purpose of assisting private nonprofit groups in meeting the transportation needs of elders and persons with disabilities. Funds may be used only for capital expenses. Public bodies are eligible recipients only if no private nonprofits are available to provide services. For more information, contact Sue Masselink, Office of Programs Management, Federal Transit Administration, DOT, 400 Seventh St. S.W., TPM-10, Washington, DC 20590; phone (202) 366-2053.

**National Transit Planning and Research  
(CFDA Number 20.514)**

**Total FY 1995 Funding: \$39.2 million**

Formerly known as "Section 26(b)," this program provides support for public transit research, demonstrations and special projects that are in the national interest, such as advanced technology, Clean Air Act compliance, transit finance initiatives, transit accessibility, human resource training and development and information initiatives including the RTAP National Resource Center. Public bodies and private nonprofit organizations are eligible applicants. For more information, contact Lawrence Shulman, Associate Administrator for Research, Demonstration and Innovation, Federal Transit Administration, DOT, 400 Seventh St. S.W., TRI-1, Washington, DC 20590; phone (202) 366-4052.

**State Transit Planning and Research  
(CFDA Number 20.515)**

**Total FY 1995 Funding: \$8.9 million**

Formerly known as "Section 26(a)," this program provides formula funding to states to carry out their own public transportation planning, research, demonstration and technical assistance activities. For more information, contact Paul Verchinski, Metropolitan and Environmental Planning Division, Office of Planning, Federal Transit Administration, DOT, 400 Seventh St. S.W., TPL-12, Washington, DC 20590; phone (202) 366-1626.

## **National Highway Traffic Safety Administration**

### **State and Community Highway Safety Grants (CFDA Number 20.600)**

**Total FY 1995 Funding: \$123.0 million**

This is a program of formula funds to states for the design and implementation of highway safety programs. Emphasis is in areas such as alcohol and drug countermeasures, vehicle occupant safety, emergency services and pedestrian safety. Funds may be used for transit projects that directly improve highway safety. For more information, contact Adele Derby, Associate Administrator for State and Community Services, National Highway Traffic Safety Administration, DOT, 400 Seventh St. S.W., NSC-01, Washington, DC 20590; phone (202) 366-2121.

## **Research and Special Programs Administration**

### **University Transportation Centers (CFDA Number 20.701)**

**Total FY 1995 Funding: \$13.0 million**

The University Transportation Centers are a network of academic institutions whose mission is to carry out university-based research and technology transfer on all types of transportation issues. Research efforts include both highway and public transportation projects. For more information, contact Delores Bailey, Research and Special Programs Administration, DOT, 400 Seventh St. S.W., DUR-1, Washington, DC 20590; phone (202) 366-5442.

## **Office of Small and Disadvantaged Business Utilization**

### **Disadvantaged Business Short Term Lending Program (CFDA Number 20.905)**

**Total FY 1995 Funding: \$15.0 million**

DOT-certified disadvantaged businesses are eligible for revolving lines of credit under this program. The lines are to finance accounts receivable arising from transportation-related contracts. For more information, contact Emily Solomon, Office of Small and Disadvantaged Business Utilization, DOT, 400 Seventh St. S.W., S-40, Washington, DC 20590; phone (202) 366-2852.

# **U.S. Department Of Veterans Affairs**

## **Veterans Health Administration**

### **Veterans Hospitalization (CFDA Number 64.009)**

**Total FY 1995 Funding: \$8.4 billion**

Veterans are eligible for a wide range of hospital-based medical services. The Dept. of Veterans Affairs (VA) will reimburse eligible veterans for some transportation to VA Medical Centers. For more information, contact the Chief Medical Administrator at any local VA Medical Center, or Lydia Mavridis, Associate Chief Medical Director, Veterans Health Administration, Dept. of Veterans Affairs, 810 Vermont Ave. N.W., Room 934, Washington, DC 20420; phone (202) 273-6309.

**Veterans Outpatient Care  
(CFDA Number 64.011)**

**Total FY 1995 Funding: \$4.7 billion**

Veterans are eligible for a wide range of outpatient medical services. The Dept. of Veterans Affairs (VA) will reimburse eligible veterans for some transportation to approved outpatient care providers. For more information, contact the Chief Medical Administrator at any local VA Medical Center, or Lydia Mavridis, Associate Chief Medical Director, Veterans Health Administration, Dept. of Veterans Affairs, 810 Vermont Ave. N.W., Room 934, Washington, DC 20420; phone (202) 273-6309.

## **Appalachian Regional Commission**

**Appalachian State Research, Technical Assistance and Demonstration Projects  
(CFDA Number 23.011)**

**Total FY 1995 Funding: \$900,000**

The Appalachian Regional Commission provides support for community development and human resources projects benefiting a Congressionally defined region extending from New York State to Mississippi. Their State Research and Demonstrations program has been used to support transportation-related planning and research studies and can also support demonstration projects within the defined geographic area. For more information, contact Geri Storm, Director, Community Development Division, Appalachian Regional Commission, 1666 Connecticut Ave. N.W., Washington, DC 20235; phone (202) 884-7750.

## **Corporation For National Service**

**Foster Grandparent Program  
(CFDA Number 72.001)**

**Total FY 1995 Funding: \$68.3 million**

The Foster Grandparent Program provides stipends, transportation and other support services to low-income elders working as volunteers in programs serving infants, children or youth with special needs. State and local public agencies and private nonprofits are eligible applicants. For more information, contact Thomas Endres, Deputy Director for National Senior Service Corps, Corporation for National Service, 1201 New York Ave. N.W., Washington, DC 20525; phone (202) 606-5000.

**Retired Senior Volunteer Program  
(CFDA Number 72.002)**

**Total FY 1995 Funding: \$36.1 million**

The Retired Senior Volunteer Program provides funds for transportation and other support services allowing elders to work as volunteers in community service activities such as health care, education, economic development, environmental and social services. State and local public agencies and private nonprofits are eligible applicants. For more information, contact Thomas Endres, Deputy Director for National Senior Service Corps, Corporation for National Service, 1201 New York Ave. N.W., Washington, DC 20525; phone (202) 606-5000.

**Senior Companion Program  
(CFDA Number 72.008)**

**Total FY 1995 Funding: \$31.7 million**

The Senior Companion Program provides funds for transportation and other support services allowing low-income elders to work as volunteers in community service activities serving elders with physical, mental or

emotional impairments. State and local public agencies and private nonprofits are eligible applicants. For more information, contact Thomas Endres, Deputy Director for National Senior Service Corps, Corporation for National Service, 1201 New York Ave. N.W., Washington, DC 20525; phone (202) 606-5000.

## **Environmental Protection Agency**

### **Pollution Prevention Grants (CFDA Number 66.708)**

**Total FY 1995 Funding: \$7.1 million**

The purpose of this program is to help states develop and implement innovative approaches to reducing pollution. Transportation services or facility improvements that are part of a pollution prevention innovation can be supported. Only state agencies may apply for these funds, but the Environmental Protection Agency encourages states to work in partnership with local governments and private entities. For more information, contact David Kling, Pollution Prevention Division Director, Environmental Protection Agency, 401 M St. S.W., Room CY3134, Washington, DC 20460; phone (202) 260-3557.

## **Federal Emergency Management Agency**

### **Disaster Assistance (CFDA Number 83.516)**

**Total FY 1995 Funding: \$4.3 billion**

This program provides temporary disaster relief in presidentially-declared disaster areas, and provides assistance for the repair, restoration or replacement of equipment and facilities damaged in these disasters. Funds are used to provide temporary public transportation services in disaster areas, as well as for the replacement of highway and transit vehicles and facilities damaged or destroyed in a disaster. For more information, contact Craig Wingo, Infrastructure Support Division Director, Federal Emergency Management Agency, 500 C St. S.W., Washington, DC 20472; phone (202) 646-4240.

## **General Services Administration**

### **Donation of Federal Surplus Property (CFDA Number 39.003)**

**Total FY 1995 Funding: \$10.2 million**

The General Services Administration (GSA) regularly donates surplus federal property, including vehicles and other transportation-related equipment, to state and local governments and some private nonprofit entities. GSA also leases unused federal property — including vehicles — to other federal agencies or their grantees. For more information, contact Deidre Huber, Property Management Division Director, Federal Supply Service, General Services Administration, Washington, DC 20406; phone (703) 305-7240.

### **Sale of Federal Surplus Property (CFDA Number 39.007)**

**Total FY 1995 Funding: \$11.5 million**

The General Services Administration regularly sells surplus federal property, including vehicles and other transportation-related equipment, to the general public, units of government and private nonprofit and for-profit entities. For more information, contact Deidre Huber, Property Management Division Director, Federal Supply Service, General Services Administration, Washington, DC 20406; phone (703) 305-7240.

# National Endowment for the Arts

## **Expansion Arts Grants (CFDA Number 45.010)**

**Total FY 1995 Funding: \$5.3 million**

Expansion Arts grants support the activity of arts groups serving rural, inner city and Native American communities. Transportation services provided in connection with arts promotion, outreach or program participation can be supported. For more information, contact Patrice Powell, Expansion Arts Program Director, National Endowment for the Arts, 1100 Pennsylvania Ave. N.W., Room 711, Washington, DC 20506; phone (202) 682-5443.

## **Local Arts Agencies Program (CFDA Number 45.023)**

**Total FY 1995 Funding: \$2.1 million**

The Local Arts Agencies program assists state and local arts agencies in sustaining their activities through technical assistance and development projects. Transportation services that increase access to arts programs can be supported. For more information, contact Diana Mataraza, Local Arts Agencies Program Director, National Endowment for the Arts, 1100 Pennsylvania Ave. N.W., Room 602, Washington, DC 20506; phone (202) 682-5431.

# Federal Funding Resource Matrix

The matrix below gives readers an easy-to-understand breakdown of critical information on 90 sources of federal funding for transportation. Each of these funding sources is described in the same order in the pages following the matrix.

By determining which type of agency your system is, the kind of funding you are seeking and how you hope to use the funding, you'll find numerous, appropriate funding possibilities.

Program Name	CFDA Number	FY 1995 Funding Level (millions)	Categories of Assistance				Eligible Applicants				Types of Assistance			Program Mgt.		Pg.	
			Administration	Capital	Operations	Planning	Technical Asst.	For-Profit	Nonprofit	Public	Tribal	Discretionary	Formula	Loans	Research		Federal
<b>Department of Agriculture</b>																	
Community Facilities Loans	10.766	\$300.0	◆	◆						◆	◆				◆		9
Intermediary Relending Program Rural Transit Investment Prog. (RTIP)	10.767	\$88.0								◆	◆				◆		9
Rural Development Loan Fund (RDLP)										◆	◆				◆		9
Business and Industrial Loans	10.768	\$500.0						◆		◆	◆				◆		10
Rural Business Enterprise Grants	10.769	\$47.5								◆	◆				◆		10
Rural Passenger Transp. Tech. Ass. Prog. (RPTTAP)																	10
Rural Economic Development Loans and Grants		\$33.0								◆	◆				◆		10
Rural Empowerment Zones/ Enterprise Communities	10.772	\$210.0								◆	◆				◆		10
<b>Department of Commerce</b>																	
Public Works and Development Facilities Assistance	11.300 & 11.304	\$195.0	◆								◆	◆			◆		11
Economic Development Technical Assistance	11.303	\$3.4									◆	◆			◆		11
Economic Adjustment Assistance	11.307	\$36.1													◆		11

Program Name	CFDA	FY 1995 Funding Level	Categories of Assistance				Eligible Applicants				Types of Assistance				Pg.		
			Administration	Capital	Operations	Planning	Technical Asst.	For-Profit	Nonprofit	Public	Tribal	Discretionary	Formula	Loans		Research	Federal
<b>Department of Defense</b>																	
Community Economic Adjustment Planning Assistance	12.607	\$20.0			◆					◆	◆	◆			◆		11
Joint Land Use Studies	12.610	\$20.0			◆					◆	◆	◆			◆		12
Community Base Reuse Plans	12.612	\$0.3			◆					◆	◆	◆			◆		12
<b>Department of Education</b>																	
Vocational Rehabilitation Grants	84.126	\$2,043.9			◆												12
Centers for Independent Living	84.132	\$40.5						◆									12
Independent Living State Grants	84.169	\$21.9			◆					◆	◆	◆					13
National Institute for Disability and Rehabilitation Research	84.133	\$70.0			◆					◆	◆	◆					13
Vocational Rehabilitation Special Projects	84.235	\$19.9			◆					◆	◆	◆					13
Libraries for Tribes and Hawaiian Natives	84.163	\$2.5			◆					◆	◆	◆					13
Workplace Literacy Projects	84.198	\$106.4			◆					◆	◆	◆					13
Even Start	84.213	\$106.4			◆					◆	◆	◆					14
Education for Homeless Children and Youth	84.214	\$106.4			◆					◆	◆	◆					14
Education for Homeless Children and Youth	84.258	\$28.8			◆					◆	◆	◆					14
Education for Homeless Children and Youth	84.106	\$28.8			◆					◆	◆	◆					14
<b>Department of Health and Human Services</b>																	
Administration for Children and Families	93.561	\$980.0			◆												14
Job Opportunities and Basic Skills Training (JOBS)	93.566	\$215.4			◆												15
Refuge Assistance-State Programs	93.566	\$215.4			◆												15

Program Name	CFDA	FY 1995 Funding Level	Categories of Assistance					Eligible Applicants				Types of Assistance				Program Mgt.		Pg.
			Administration	Capital	Operations	Planning	Technical Asst.	For-Profit	Nonprofit	Public	Tribal	Discretionary	Formula	Loans	Research	Federal	State	
<b>Department of Health and Human Services (continued)</b>																		
Community Services Block Grant	93-569	\$391.5																15
Head Start	93-600	\$3,534.4																15
Native American Programs	93-612	\$31.0																15
Developmental Disabilities Basic Support and Advocacy Grants	93-630	\$97.2																15
Developmental Disabilities Project of National Significance	93-631	\$5.7																16
Social Services Research and Demonstration Grants	93-647	\$15.0																16
Social Services Block Grants	93-667	\$2,800.0																16
<b>Administration on Aging</b>																		
Supportive Services and Senior Centers	93-044	\$306.7																16
Programs for Native American Elders	93-047	\$18.4																16
Training, Research and Discretionary Projects and Programs for the Elderly	93-048	\$26.5																17
<b>Health Care Financing Administration</b>																		
Medicaid	93-778	\$88,438.4																17
<b>Health Resources and Services Administration</b>																		
Pediatric AIDS Health Care Demonstration	93-153	\$26.0																17
Community Health Centers	93-224	\$616.5																17
Migrant Health Centers	93-246	\$65.0																18
Health Care for the Homeless Program		\$65.4																18

Program Name	CFDA	FY 1995 Funding Level	Categories of Assistance				Eligible Applicants				Types of Assistance				Program Mgt.		Pg.
			Administration	Capital	Operations	Planning	Technical Asst.	For-Profit	Nonprofit	Public	Tribal	Discretionary	Formula	Loans	Research	Federal	
<b>Department of Health and Human Services (continued)</b>																	
Public Housing Primary Care Program	93.927	\$9.5	◆		◆												18
Rural Health Services Outreach Grants	93.912	\$27.0	◆		◆												18
HIV Emergency Relief Project Grants	93.914	\$174.7	◆		◆												18
HIV Emergency Relief Formula Grants	93.915	\$174.7	◆		◆												19
HIV Care Formula Grants	93.917	\$174.8	◆		◆												19
HIV Early Intervention Services	93.918	\$52.6	◆		◆												19
Healthy Start	93.926	\$101.0	◆		◆												19
Maternal and Child Health Services Grant	93.918	\$52.6	◆		◆												20
<b>Substance Abuse and Mental Health Services Administration</b>																	
Community-Based Care Linkages	93.109	\$7.3	◆		◆												20
Substance Abuse Treatment for Rural and Remote Persons	93.122	\$4.5	◆		◆												20
<b>Department of Housing and Urban Development</b>																	
Congregate Housing Services Program	13.170	\$7.7	◆		◆												20
Community Development Block Grants	14.218, 14.219 & 14.228	\$3,211.4	◆		◆												21
Supportive Housing Program	14.235	\$334.0	◆		◆												21
Housing for People with AIDS	14.241	\$156.0	◆		◆												21
Urban Empowerment Zones/Enterprise Communities	14.244	\$795.0 ('94)	◆		◆												21
Service Coordinators for the Elderly and Disabled in Public Housing	14.157	\$30.0	◆		◆												22
Tenant Opportunities Program	14.853	\$25.0	◆		◆												22
Public Housing Drug Elimination Program	14.854	\$250.4	◆		◆												22

Program Name	CFDA	FY 1995 Funding Level	Categories of Assistance				Eligible Applicants				Types of Assistance			Program Mgt.		Pg.	
			Administration	Capital	Operations	Planning	Technical Asst.	For-Profit	Nonprofit	Public	Tribal	Discretionary	Formula	Loans	Research		Federal
<b>Department of Housing and Urban Development (continued)</b>																	
HOPE for Public and Indian Housing	14.858	\$47.3 (9)															22
Family Investment Centers	14.861	\$25.7 (9)															22
<b>Department of the Interior</b>																	
Indian Employment Assistance	15.108	\$20.1															23
Indian Credit Program	15.124	\$46.9															23
Indian Child Welfare Act	15.144	\$44.6															23
<b>Department of Justice</b>																	
Weed and Seed Program	16.725	\$23.5															23
<b>Department of Labor</b>																	
Senior Community Service Employment	17.235	\$410.5															24
Trade Adjustment Assistance	17.245	\$276.8															24
Job Training Pilot and Demonstration Programs	17.249	\$35.5															24
Job Training Partnership Act	17.250	2,520.5															24
Native American Employment and Training	17.251	\$59.8															25
<b>U.S. Department of Transportation</b>																	
Federal Highway Administration	20.205	\$19,649.1															25
Highway Planning and Construction																	
Surface Transportation Program																	
Congestion Mitigation and Air Quality Program																	

Program Name	CFDA	FY 1995 Funding Level	Categories of Assistance				Eligible Applicants				Types of Assistance				Program Mgt.		Pg.
			Administration	Capital	Operations	Planning	Technical Asst.	For-Profit	Nonprofit	Public	Tribal	Discretionary	Formula	Loans	Research	Federal	
<b>Department of Transportation (continued)</b>																	
<b>Federal Transit Administration</b>																	
Transit Capital Improvement Grants	20.500	1,924.9															25
Metropolitan Transit Planning Grants	20.505	43.5															25
Transit Capital and Operating Grants for Urbanized Areas	20.507	2,933.8															26
Public Transportation for Nonurbanized Areas	20.509	151.9															26
<b>Rural Transit Assistance Program (RTAP)</b>																	
Capital Assistance for Elderly and Disabilities Transportation	20.513	59.2															26
National Transit Planning and Research	20.514	39.2															26
State Transit Planning and Research	20.515	8.9															26
<b>National Highway Traffic Safety Administration</b>																	
State and Community Highway Safety Grant	20.600	123.0															27
<b>Research and Special Program Administration</b>																	
University Transportation Centers	20.701	13.0															27
<b>Office of Small and Disadvantaged Business Utilization</b>																	
Disadvantaged Business Short Term Lending Program	20.701	13.0															27
<b>Department of Veterans Affairs</b>																	
Veterans Homeownership	64.009	\$8,400.0															27
Veterans Burial and Care	64.011	\$4,700.0															28

Program Name	CFDA	FY 1995 Funding Level	Categories of Assistance				Eligible Applicants				Types of Assistance				Program Mgt.		
			Administration	Capital	Operations	Planning	Technical Ass.	For-Profit	Nonprofit	Public	Tribal	Discretionary	Formula	Loans	Research	Federal	State
<b>Appalachian Regional Commission</b>																	
Appalachian State Research, Technical Assistance and Demonstration Projects	23.011	\$0.9			◆	◆	◆			◆					◆		28
<b>Corporation for National Service</b>																	
Foster Grandparent Program	72.001	\$68.3								◆					◆		28
Retired Senior Volunteer Program	72.002	36.1			◆	◆				◆					◆		28
Senior Companion Program	72.008	31.7			◆	◆				◆					◆		28
<b>Environmental Protection Agency</b>																	
Pollution Prevention Grant	66.708	\$7.1			◆	◆				◆					◆		29
<b>Federal Emergency Management Agency</b>																	
Disaster Assistance	83.516	\$4,300.0			◆	◆				◆					◆		29
<b>General Services Administration</b>																	
Donation of Federal Surplus Property	39.003	\$10.2								◆					◆		29
Sale of Federal Surplus Property	39.007	\$11.5								◆					◆		29
<b>National Endowment for the Arts</b>																	
Expansion Arts Grants	45.010	\$5.3								◆					◆		30
Local Arts Agencies Program	45.023	\$2.1			◆	◆				◆					◆		30

# MANUAL 4



# Toward A Comprehensive Workforce Development System For The Oglala Nation

## MANUAL 4

*Coordinating the System:  
Focusing Tribal Government on Workforce Development*

*Elsa Margolis*

*David T. ...*

*Harvard Program on American Indian Economic Development*

*Kennedy School of Government*

*April 1990*

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### **APPENDIX**

#### **A. Materials from South Dakota Workforce Development Program and Cambridge, MA Office of Workforce Development**

## **Focusing Tribal Government on Workforce Development: Initiatives for Action**

### **Introduction**

Tribal government is critical to the development of an effective workforce development system. The most internationally recognized workforce development systems all had the participation of government as a facilitator of interaction among educators, trainers, employers, employees and various providers of support services for workers (i.e. transportation, financial and health sectors).<sup>1</sup> This Manual discusses five ways in which OST can likewise support workforce development on the Reservation.

- 1. Adopt a New Approach to Financing Programs.**
- 2. Earmark Tribal Government Funds for Workforce and Youth Development.**
- 3. Fund a Workforce Development Director Position.**
- 4. Fund a Youth Development Director Position.**
- 5. Provide Political Leadership on Workforce Development Issues.**

## 1. Adopt a New Approach to Program Financing.

None of the recommendations in this report will get off the ground without adequate financing. In light of the Nation's current financial situation, much of the financing to spur economic growth will have to come from outside sources such as foundations and the federal government. However, receiving outside financing does not have to impinge upon the Nation's sovereignty. If the Nation looks upon outside financing as a means of job creation, empowerment, and long term sustained growth, this assistance can actually lead to a reduction of dependency and the realization of true sovereignty for the Lakota people.

Under this approach, the criteria for choosing the types of programs for which to seek financing should reflect a thorough, ongoing analysis of the long term structural barriers to economic and workforce development. This means that the emphasis should be on the following three types of programs.

- (1) Programs that lead to job creation independent of the grant itself, as opposed to jobs that will be around only as long as the grant exists (i.e. grants of capital to allow individual entrepreneurs to start Van Pool businesses on the Reservation.)
- (2) Programs that make it easier for workers to accept jobs that are independent of the grant itself (i.e. grants to create a Wheels to Work program, making it easier for

### **Selection Criteria for Program Financing**

- *Lead to job creation independent of the grant itself.*
- *Make it easier for workers to access jobs.*
- *Constitute a long-term investment in the Lakota people.*

workers to accept private sector jobs. See Manual 3).

- (3) Programs which constitute a long term investment in the Lakota people that will yield returns well beyond the life of the grant. (i.e. School to Work grants from the federal School to Work Office (See Manual 1) and investments in early childhood education that yield benefits in adulthood (See Manual 2)).

### **The Structure of the New Approach**

Traditionally, many OST departments have conceived of the OST Office of Economic Development (OED) as having responsibility for soliciting grants. *However, the reality is that the OED does not conceive of itself as being responsible for soliciting grants for the various departments!* Our interviews revealed that the Tribal Contracts/Grants Office (C/G) had this responsibility, but did not carry it out, and instead focused on ensuring that the

departments were in compliance with grant terms.<sup>2</sup>

Structurally, the Nation needs to overhaul the grant writing process so that the staffs of the various tribal departments are trained and empowered to prepare their own grants. The staffs possess knowledge and expertise to which neither the grant writers in OED nor C/G have access. The departmental staff should receive formal intensive training in grant writing techniques, which should be updated periodically from a professional consultant who is specifically hired to teach such skills.

However, it is also important to have a centralized office that can (1) ensure that the tribal departments are actively pursuing and following up on grant applications, (2) ensure that the departments are complying with the terms of the grants, (3) arrange for formal intensive training in fundraising and grant writing techniques for the various departments, (4) provide technical advice, (5) serve as a clearinghouse of information on the availability of grants, and (6) quickly and efficiently direct all grant applications that are sent by funders to the "Oglala Sioux Tribe" to the department with the appropriate expertise and/or the most experience with the funder. (Apparently under the current system, many such applications "get stuck" in the President's office.)<sup>3</sup> These types of functions can be performed by the office of the **Workforce Development Director (WDD)**, a position detailed later in this Manual.

The above proposal places responsibility for developing funding sources with the persons who have the greatest experience and stake in ensuring that the applications are successful. However, it also provides a mechanism of accountability to ensure that the departments are in fact actively searching for grants and are complying with their terms. In cases of either lack of diligence or failure to comply with the terms of the grants, the WDD should recommend an appropriate sanction to the Tribal Council.

## Improving the Grant Writing Process on the Reservation: Action Steps

- ① OST should create the position of **Workforce Development Director (WDD)**, which we will elaborate on below, whose job will be to provide both accountability and technical advice and support to the tribal departments (consistent with the above criteria for program financing) with respect to grant writing.

- However, it is very important **not** to preclude the departments themselves from taking the initiative in searching for fundraising for their programs. The improvement over the present system is that each department will be able to conduct more in depth research in its own area and not have to rely on a centralized source of grant writing such as OED or C/G.

### **Improving Grant Writing at Pine Ridge: Action Steps**

- ✓ **Create a Workforce Development Director Position.**
- ✓ **Contract with outside professional grant writing instructors.**
- ✓ **WDD should provide information and technical support to tribal departments.**
- ✓ **WDD should track progress of grant applications.**
- ✓ **OST Council should enact regulations ensuring sanctions for lack of diligence or failure to comply with terms of grants.**

- ② The WDD should contract with outside professional grant writing instructors to provide intensive training to WDD and departmental staff to develop an expertise in grant searching and preparation.

- The professional consultant should return to update the staff's skills as often as needed until such time as such expertise is developed on the Reservation.
- The following organizations provide grant writing consulting services to Native American tribes:

- **Carson Consulting, Inc (CCI)**, PO Box 3368, Show Low, AZ 85902-3368, (520) 367-2600, e-mail Ray@whitemountains.com. Contact: Mr. Ray Carson.
- **The Grantmanship Center**, 1031 So. Grand Avenue, Los Angeles, CA 90015, (213) 482-9860.
- **ORBIS Associates**, 1411 K Street NW, Suite 700, Washington, DC 20005, (202) 628-4444, e-mail orbis@is.netcom.com. Contact: Ms. Gwen Shunatona.
- **Administrations for Native Americans (ANA)**, Region 1 Office, Tekakwitha Agency Road #7, Sisseton, South Dakota 57262, (605) 698-3998, 1-800-250-5887 (toll free), e-mail ANA@acf.dhhs.gov. Contact: Mr. Ted Knight.
- **Enterprise Foundation**. West Saratoga Street, Third Floor, Baltimore, MD 21201, (410) 727-8535/

### 3. Fund a Workforce Development Director Position.

There currently exists no person in OST whose function is to seek out funding and develop innovative programs, such as a worker to worker mentoring system, that enhance the quality of the Lakota labor force. There is no person to bring together multiple stakeholders to help Lakotas become better workers by, for example, facilitating communication between van operators and employers concerning shift change times and encouraging flexible working hours. There is also no permanent advocate of workforce development to ensure that it gets its share of scarce tribal funding.

For these reasons it is important that tribal government appoint an advocate to take charge of coordinating a multi-stakeholder approach to developing the capacity of the Pine Ridge labor force. This person can hold the title of **Workforce Development Director**. The functions of this position would include fostering coordination and communication among multiple stakeholders, advocating on behalf of workforce development within tribal government, and developing program financing.

Each of these functions are considered in turn:

#### ***Fostering Coordination and Communication Among Multiple Stakeholders.***

The Director should oversee coordination and communication among the multiple stakeholders that comprise the workforce development system. This function would include convening

#### **Functions of the Workforce Development Director**

- ◆ ***Fostering coordination and communication among multiple stakeholders.***
- ◆ ***Advocating on behalf of workforce development within tribal government.***
- ◆ ***Developing program financing.***

Reservation conferences on issues impacting workforce development. (See Manual 1, p. 16; Manual 2, pp. 10-13).

It has been extremely difficult to galvanize multiple stakeholders to collective action on the Reservation. The Director of OST Education has at least been successful in bringing the stakeholders together to discuss ways to make the Reservation education system more relevant to the labor market. However, they were not able to develop a successful initiative for two reasons:

- (1) ***A lack of resources.*** There was not enough money available to undertake the initiatives that were discussed. Also, the Director of OST Education is one very busy man. He has many responsibilities that limit the amount of attention he can

how to teach the curricula of outside organizations such as Junior Achievement and adapt it to Reservation conditions. For these reasons, this role for the OST government is particularly imperative.

**Fund the Workforce Development and Youth Development Director Positions.**

These positions are described in the next section. OST should fund them as part of its overall commitment to workforce development.

how to teach the curricula of outside organizations such as Junior Achievement and adapt it to Reservation conditions. For these reasons, this role for the OST government is particularly imperative.

**Fund the Workforce Development and Youth Development Director Positions.**

These positions are described in the next section. OST should fund them as part of its overall commitment to workforce development.

## 2. Earmark Tribal Government Funds for Workforce and Youth Development Programs.

### Funding Action Items

#### Create Financial Incentives for Employers to Invest in Worker Training.

Tribal government should be innovative in its attempts to align employer's goals with the tribal goals of developing the skills of the Lakota workforce. To appeal to employers, employee training should be cost effective. Costs must be low enough to convince employers that training will positively impact the firm's bottom line through increased productivity, lower turnover, higher quality, or other production measures. Affecting this perception is partly a task of political salesmanship and partly a task of providing economic incentives. With regard to the latter, OST can reduce training costs for employers by allowing them to deduct expenses for training and training-related equipment from their tribal taxes. An alternative is setting a minimum level of investment that would exempt an employer from the TERO training tax.<sup>4</sup>

#### Provide Grants and Other Financial Incentives to Third Party Organizations for the Development of Training Materials, Learning Curricula and Staff Development Strategies.

Providing grants and other financial assistance to professional third-party organizations for the development of training materials, learning curricula, and staff development is critical if any one of these recommendations is to achieve its desired outcomes. For example, if the various tribal departments are expected to fund their own workforce development initiatives, it is essential that they possess excellent grant writing skills. If a School to Work curriculum is to succeed, it is essential that both teachers and participating employers be properly trained. (See Manual 1). In addition, local trainers need to be trained in

#### Earmarking Funds for Workforce Development Programs: Action Items

- ✓ *Create financial incentives for employers to invest in worker training.*
- ✓ *Provide grants and other financial assistance to professional third party organizations for the development of training materials, learning curricula and staff development strategies.*
- ✓ *Fund the positions of Workforce and Youth Development Director.*

#### How OST Can Provide Employer Incentives to Invest in Worker Training

- ◆ *Allow them to deduct expenses for training and training-related equipment from their tribal taxes.*
- ◆ *Set a minimum level of investment that would exempt an employer from the TERO training tax.*

give to multiple stakeholder initiatives.

- (2) *The complexity of the social problems that hinder workforce development.* The complexity of the social problems that hinder workforce development requires that many different stakeholders engage in a sustained effort to work together. For example, if a worker is a substance abuser, her chances of becoming a productive employee are greatly diminished. It is therefore important to bring together substance abuse specialists and employers to develop sensible procedures for helping addicted workers keep their jobs.

The Workforce Development Director would be the person with the time and the resources to forge such collaboration.

*Developing Program Funding.* The WDD should be responsible for developing and obtaining funds for innovative workforce development initiatives such as worker to worker mentoring systems and publishing competencies that employees require as well as contracting with outside instructors to increase the level of grant writing expertise on the Reservation. (See pp. 3-6, above). The idea is not only to bring in outside programs that can help Lakotas become better workers, but also to develop tribal members'

capacity to develop and staff these programs themselves.

*Advocating on Behalf of Workforce Development within Tribal Government.* The WDD should serve as a visible sign of government's dedication to workforce development by advocating on behalf of workforce development in all aspects of tribal life (i.e., representing the workforce's interests on policy and budgetary matters at OST, appointing who he or she thinks would be the best members of the School to Work Steering Committee. (See Manual 1, p.15,18). In the battle for scarce resources, having an effective WDD will put pressure on OST to earmark tribal funds for workforce and youth development, as recommended in the previous section.

Many municipalities throughout the United States have opened offices of workforce development that provide functions along the lines described above. Thus, an additional advantage of having such an office is that it would enable the Nation to hook into additional funding and resource networks that focus on workforce development. Such a resource is the South Dakota Workforce Development Program (SDWDP), a joint initiative of several state agencies to support local training programs responsive to employers' specific needs. (Program descriptions for the SDWDP and another similar office, the Cambridge, MA Office of Workforce Development, are attached in Appendix A ).

#### 4. Fund a Youth Development Director Position.

Youth development is an essential precursor to workforce development. The earlier that tribal members can begin acquiring the skills for productive employment, free of substance abuse and other distractions associated with poverty, the faster the workforce will develop. Over the last few years there have been various efforts to bring several youth development programs such as Big-Brothers Big-Sisters ("BB-BS"), Boys and Girls Clubs, and Junior Achievement (JA) to the Reservation. These efforts have met with only limited success. Efforts to attract a mentoring program such as BB-BS have been unsuccessful. Currently there is a successful Boys and Girls Club but it suffers from a severe lack of resources. It does not even have a gymnasium!<sup>5</sup> None of the interviewees knew of any effort to invite JA to the Reservation.

*These efforts fail because they are often pursued separately, without the substantial backing of the highest levels of tribal government. Equally important, several initiatives have petered out because of lack of money to fund a person to pursue them full time.<sup>6</sup>* For these reasons the OST government should appoint a **Youth Development Director** to undertake initiatives that can help prepare young people for responsible adulthood. The YDD would be the person responsible for developing youth-based initiatives on the Reservation. Functions of the YDD would include attracting appropriate youth programs such as JA and Big-Brothers Big Sisters to the Reservation, preparing grant applications for funding

#### Functions of the Youth Development Director

- ◆ *Attracting appropriate youth programs such as JA and Big Brothers-Big Sisters to the Reservation.*
- ◆ *Preparing grant applications for funding youth development programs.*
- ◆ *Developing tribal members' capacity to replicate, develop and staff youth programs.*
- ◆ *Advocating within OST for funding for youth development initiatives.*

youth development programs, developing tribal members' capacity to replicate, develop and staff youth programs, advocating within OST for funding for youth development initiatives.

#### Administrative Considerations

The YDD does not have to be an administratively intense position. Of course, she would need sufficient funds for phone calls, adequate office supplies and occasional trips. However, he could serve from his own home and periodically report his progress to the OST Council. A portion of the YDD's

salary could possibly be included as allocated overhead in the budgets presented in grant applications.

### **Funding the YDD Position**

The YDD can be funded by reallocating BIA funds earmarked for summer recreation.<sup>7</sup> This would be advantageous because the YDD would not only be able to coordinate summer recreation but would also be able to organize a variety of youth development programs year-round.

In brief, the YDD would be the person that the Nation has been lacking who has the time and the resources for developing youth-based initiatives on the Reservation.

## 5. Provide Political Leadership on Workforce Development Issues.

As was emphasized in last year's report to the Nation, tribal government is the most appropriate vehicle for providing spiritual and political leadership on important issues. It is also the appropriate vehicle for expenditures on important public goods that no private entity has an incentive to make.<sup>8</sup> OST leadership is important not only in terms of setting goals, timetables, and milestones, but also in developing a strategic vision for what it wants the Nation's workforce to look like in the future. Note the example of the country of Malaysia. The Malaysian leadership has galvanized the country since the 1980s with its "Malaysia 2020" program, which sets a long term goal of having a standard of living equal to that of Switzerland by 2020. Virtually all public policy in Malaysia revolves around that goal. Like Malaysia, the Lakota Nation needs a long term strategic vision, consistent with its own culture and context.

However, since Lakota culture is more oriented toward more grass roots leadership,<sup>9</sup> rather than having OST take the lead, stakeholders from across the entire political spectrum should buy into, contribute to and promote a long term strategic goal. Such stakeholders would include but not be limited to: OST Education, OLC, the Lakota Fund, substance abuse counselors, OST Transportation, the tourism sector, employers, OST Council, and TERO. Each stakeholder could commit to her own intermediate goal in connection

**OST leadership should develop a strategic vision for what it wants the Nation's workforce to look like in the future.**

with achieving the strategic vision. For example, the OST Tourism Director can commit to incorporating training into the development of culturally appropriate tourist attractions. Substance abuse counselors can commit to working with employers toward developing disciplinary procedures that include counseling so that addicted workers can retain their jobs, etc. In this way, the Lakota people can work together to carve out a better, prosperous future for the Nation.

### The Need for Continuity

*As has been mentioned in previous reports from the Harvard Project, OST has a long history of short-term planning, resulting in initiatives that are scrapped before they are barely off the ground.<sup>10</sup> This short-term focus is due in part to the OST Constitution and its provision for non-rotating two-year Council terms. Each successive council changes course from the previous council in an attempt to place its own mark on tribal public policy. Thus, it only plans projects that can be completed within two years. The need for constitutional reform has been extensively treated elsewhere, and will not be discussed further here. For present purposes, it is imperative that the*

**It is imperative that the Nation recognize the benefits of a long term investment in its workforce.**

Nation recognize the benefits of a long term investment in its workforce. Improving productivity and production-quality on the Reservation will increase the value of the goods produced and the profits of Reservation businesses. Such an improvement will in turn spur continued growth of these businesses, and perhaps attract new businesses to the Reservation who could be assured of a quality workforce. Equally important, making a long term investment in the Nation's labor force will help people help themselves by providing them with the skills and attitudes to obtain a job, start their own businesses and ultimately achieve economic self-sufficiency.

## Time Table for Action Steps: Focusing Tribal Government on Workforce Development

Now	2 Months	4 Months
<ul style="list-style-type: none"> <li>✓ OST Council should begin search for a Workforce Development Director (WDD).</li> <li>✓ OST Council should begin search for a Youth Development Director (YDD).</li> <li>✓ OST Council should begin developing resolution to develop capacity of the Lakota labor force, and call on stakeholders from around the Reservation to formulate their role in the effort.</li> </ul>	<ul style="list-style-type: none"> <li>✓ OST Council should hire a WDD.</li> <li>✓ OST Council should hire a YDD.</li> <li>✓ OST Council should create financial incentives for employers to invest in worker training.</li> <li>✓ OST Council should pass resolution and publish stated contributions from other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>✓ OST should enact regulations ensuring sanctions to departments and/or individuals in cases of lack of diligence or failure to comply with the terms of grants.</li> <li>✓ WDD should hire a professional grant writing instructor to train the various OST departments.</li> </ul>

## ENDNOTES

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- 1 Education Development Center, *Compass to Workforce Development: Guidebook Case Studies*,  
World Wide Web at <http://www.edc.org/CWD>.
- 2 Wounded Head, Herb G. (Interview.)
- 3 *Id.*
- 4 The TERO tax was recently increased from 2-4%.
- 5 Eagle, Sue. (Interview.)
- 6 Clifford, Emma. (Interview.)
- 7 Ecoffey, Robert. (Interview.)
- 8 Aoki, Andrew and Chatman, Dan. Book 2, p. 5.
- 9 *Id.*, Book 2, p. 4.
- 10 *Id.*, Book 3, p. 5.

**APPENDIX**

**MANUAL 4**

## **MANUAL 4 – APPENDIX A**



# South Dakota Workforce Development Program



The Workforce Development Program is a joint initiative of several state agencies to support local training programs responsive to the specific needs of South Dakota employers. Using a combination of state and federal matching funds, the program leverages employer dollars to fund industry/education partnerships to deliver customized training programs and short-term, job-specific training. The Workforce Development Program supports three types of job training:

New employee training for prospective employers before a new plant opens or when an existing company expands.

Retraining a company's current employees to adapt to a change in the industry, prevent dislocation of workers and make the company more competitive.

Upgrading the skills of current employees, providing those workers promotional opportunities, which in turn will create vacancies for new employees.

The program requires active participation from the company or companies in all aspects of the training project including recruitment and selection of trainees, development of training curriculum and implementation of the training project. The employer's matching contribution may be either cash or in-kind. The employer is required to pay the trainees they hire at least \$8.00 per hour.

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The training is typically arranged through one of the state's technical institutes or universities, a career learning center, a local high school or some other educational facility.

Employers who would like more information about the program should send an [e-mail](#) or call the [Governor's Office of Economic Development](#) at 605-773-5032 or 1-800-872-6190.

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<http://www.state.sd.us/state/executive/dol/jtpa/wdp.htm> last updated 12/30/97

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## Office of Workforce Development 349-6234

### Division of the City Manager's Office

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By forging alliances between community, schools, providers and the business sector, the Office of Workforce Development (OWD) works to expand employment and training opportunities for Cambridge residents while providing ongoing assessment of and response to the unmet needs of the local workforce.

The Workforce Development Office is responsible for overseeing the planning and expenditure of City funds for workforce development activities serving the City's youth, adults, and employers. The Office also develops additional funding sources to augment City funds through grants writing activities.

It is responsible for working with local agencies to coordinate goal setting and program service delivery, and leads workgroups to design and implement new program strategies. The unit serves the role of providing the City Council and the City Manager with information on services performed and program outcomes for the wide array of programs serving the residents of Cambridge. It undertakes the task of developing and maintaining a directory of program offerings, access points and eligibility requirements for adult programs. Responsibility for construction monitoring will also be transferred to the Unit.

In addition, the Workforce Development Unit contracts with appropriate provider(s) to establish and operate a drop-in assessment, referral and career counseling resource center for any City resident in need of these services. These services significantly expand upon those currently offered through The Cambridge Employment Program.

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To the Employment Page